Using Graphics to Differentiate Curriculum

Brief Bibliography:
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Co-authors:
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Abstract:
The University Of Houston College Of Education (learning and leading) employ exemplary standards to exemplify what it explicates. At the graduate level, master teachers use research to make informed decisions about teaching. Upon completion of this course, class participants will demonstrate the use of research to develop their teaching skills and to identify and solve student learning problems. In graduate programs, the domains and factors of the conceptual framework (cognitive, affective, development, personal/social and attention to individual differences) are "expanded to data-based decision-making skills documented in teaching practice". The Conceptual Framework (domains/factors), National Association for Gifted Children (NAGC), Texas State Board of Education Gifted and Talented (TAGT), and the State Board of Education (SBOE) standards are coded to each objective. See http://www.tea.state.tx.us/.

Each class participant was asked to respond to this question: What is your "vision" of an ideal curriculum that includes at least one gifted and talented student in your class. (Select a creative way to respond.) You will prepare a differentiated unit of instruction at the end of the semester. Start planning how you will accommodate the gifted learner in your regular classroom. The common definition of a differentiated unit is accommodating to different learning styles. Technology is one strategy to help students access information and master content standards in various areas of the curriculum. However, technology is only as good as the content, applications, and questions posed. Following are the exemplary products submitted by each author.
I have always had a keenness for children and a desire to make a positive difference in their lives, but I didn’t decide what I wanted to do with my passion until my sophomore year in college. …I began to ask myself, “What makes ME happy?”, and the answer to that was helping others and working with children. I combined my two loves and thus changed my major to Interdisciplinary Studies…. Although a lot of work goes on inside and outside of the classroom, I love it, because I am able to make a positive difference in the lives of others.
The student will:

- Identify the different type of poetry (narrative, lyrical, free verse, and humorous) and poetic devices (line break, meter, repetition, rhyme, onomatopoeia, stanza)
- Be able to find and label the types of poetry and poetic devices
- Write examples of narrative, lyrical, free verse, and humorous poems with corresponding poetic devices
• Explore the different types of poetry and poetic devices in poems
• Create a poster of poems and poetic devices
• Categorize poems by poem type
• Develop poems using a variety of poetic devices
• Perform a skit for a scene from a poem
Differentiated Instruction
• Provide students with a variety of resources (from internet and books), such as gigglepoetry.com, fizzyfizzyfunny.com, poetryteacher.com, *Love That Dog* by Sharron Creech, *Hate That Cat* by Sharron Creech, *Where the Sidewalk Ends* by Shel Silverstein, *Poetry for Young People: Langston Hughes*, *Poetry for Young People: Emily Dickenson*, etc. to look at, for different types of poetry and poetic devices.
Process continued...

• Have students work in groups to explore and discuss their findings.

• Allow students to have a variety of ways to express their learning and understanding of the content.

• Have a class discussion of what the different poetic devices are. Show students examples of it, then have students find or come up with examples of their own.
Students will construct a poster that categorizes poems into the narrative, lyrical, free verse, or humorous category. With that, they will write down the title and author of the book/poem for each category, poetic devices used in each poem, examples of the poetic devices, and their thoughts and opinions of the poem.

<table>
<thead>
<tr>
<th>Type of Poetry</th>
<th>Title and Author of Poem</th>
<th>Poetic Devices used</th>
<th>Example of Poetic Devices</th>
<th>Thoughts and Opinions of Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td></td>
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</tr>
<tr>
<td>Free Verse</td>
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<td></td>
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<tr>
<td>Humorous</td>
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<tr>
<td>Lyrical</td>
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</tr>
</tbody>
</table>
Students will create their own examples of humorous, lyrical, narrative, and free verse poems incorporating and labeling at least one poetic device (line break, meter, repetition, rhyme, onomatopoeia, stanza) for each poem.

In groups, students will find eggs with poems inside by searching around the classroom. After the search, students will work together to read, discuss, classify, and glue down the different types of poems onto paper that we will put together to form a class booklet.
Kinesthetic Learners:
After identifying and poem type and poetic devices, have students pick out their favorite poem in which they can perform a skit.

Auditory Learners:
Allow students to read poems to one another and discuss the type of poetry as well as poetic devices in the poem.

Visual Learners:
Have students find and share poems and poetic devices (using the document camera) with their peers.
TEKS

§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.

(b) Knowledge and skills.

(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).

(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
READY...SET...SORT!

Bilingual Kindergarten

Karen Castrejon

Cooperative, patient, responsible and being bilingual are some of my strengths. I am looking forward to working with my assigned teachers and I hope that I learn many skills from them. I consider myself patient and I know that my patience will continue to grow and be tested but I am willing and ready to confront any situation that will come my way. I will continue to be responsible and try my best not to let my teachers down as well as my students.
TEKS

(b) Knowledge and skills.
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:

(A) describe and identify an object by its attributes using informal language;
(B) compare two objects based on their attributes; and
(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.

112.11. Science, Kindergarten.
(b) Knowledge and skills.
(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape.
OBJECTIVES

- The student will be able to describe and compare objects according to their attributes.
- The students will be able to sort objects according to their attributes.
- The student will identify animal coverings and sort manipulatives accordingly.
- The student will identify characteristics of shapes and sort them.
THE PURPOSE OF SORTING

- It is important to sort to keep ourselves organized.
- If we do not know how to sort, our belongings and our surroundings will all be out of place.
EFFECTIVE FOCUS

- Four to five students will be called to come to the front of the room and the teacher will start to classify them according to gender. Then the class will be asked how they are being classified/sorted. Then, the students will be called up again to be classified differently using the colors of their shirts, shorts, pants, skirts, etc. Each time they will be asked to determine how they are being classified.

- This opportunity allows the children to be engaged from the beginning of the lesson. It is a great way to gain the attention of all of them and it accommodates for visual, auditory and kinesthetic learners.

- From the beginning of the unit/lesson, the teacher will be able to assess the different ways that students can sort/classify. We will be able to tell what strategies are being used to do so.
DIRECT INSTRUCTION

- The students will be read a book about *Sorting*. The kinds of sorting will be pointed out to the children in order to help them learn ways to classify.

- To avoid this mess, we can sort items like this:

- While we read, we will discuss how these items have been classified (according to color, according to where they are used, according to shape, etc.)
GUIDED PRACTICE: DEMONSTRATION OF CENTERS

- The centers will be explained/modelled to the students.

- Station 1: Classify animals
  (use animal coverings prior knowledge
  feathers, scales, fur)

- Station 2: Classify shapes
  (color, # of corners, # of edges, etc.)

- Station 3: Classify little people manipulatives

- Station 4: Classify keys.
INDEPENDENT PRACTICE:

- The students will work in their stations individually or with a partner.
- While they work in their centers, students are given the freedom to classify their manipulatives in as many ways as they can think of. They will also be encouraged to draw from their prior knowledge or from examples that were presented in the book.
EVALUATION/CLOSURE:

- When the bell rings for the stations to be over, the teacher will walk around to check their work. The students will be allowed to explain their classifications. When possible, the teacher will challenge their thinking by presenting them with another way of sorting the objects in front of them.

- We will come back together and we will connect our learning to something outside our classroom. (How can you take your sorting knowledge and use it at home? How can you help your family at home sort?)
DIFFERENTIATION

► Children with special needs
   • Students will visit with the teacher at least twice during our center rotations.
   • They will be guided while they classify. If they cannot come up with a way to classify, the teacher will offer suggestions: color, texture, shape, etc.
   • The teacher will ask for clarifications regarding the attribute by which they are sorting their manipulatives.

► On Level/“Regular” Learners
   • Students will be encouraged to classify the manipulatives using attributes that we have learned about in other subjects.
   • Students will be guided to use: animal coverings, shape characteristics, clothing and gender of the little people manipulatives, etc.
   • The teacher will ask for clarifications regarding the attribute by which they are sorting their manipulatives.
Advanced Learners:

- Students will be encouraged to think and write about the places where they would find these manipulatives in the real world.
- Example: An octagon can be a stop sign and it can be classified according to its shape or red color.
- Example: Animals can be found at the farm or at the zoo. Other than being classified by their coverings, they can be classified according to what they provide for us (some can be pets, some can be part of the wildlife, some can be used for food products, etc.).
CULMINATING ACTIVITY

- Students will bring a set of five items from home. Their items are to be classified according to an attribute that the students choose to use.
- The students will present their items to the class and explain how they have sorted them.
Differentiated Unit
“das Haus” – the House

Ashley Kay Valentine
Ashley has successfully competed CUIN 4363. This process will allow her to apply for the state coordinator in her district.
TEKS:
§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.
§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).
(c) Knowledge and skills.
(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate;
Where People Live 1

Objective: Given a video and a power point presentation about different types of houses around the world the learner will demonstrate knowledge of other cultures by drawing and labeling houses, and discussing similarities and differences between different types of houses, building materials, and geographic locations.

Activities:
   1.1 Discuss with class the different types of houses they live in/know about
2. Watch video
   2.1 “Schulfilm: Wohnen in Anderen Kulturen”
       http://www.youtube.com/watch?v=8CFxsMTB_to
   2.2 Discuss video
3. Present “Wo Menschen Leben” power point
   3.1 Students draw pictures of different houses
   3.2 Label name, country, and building materials
4. Review different houses from around the world

Differentiations: Modifications and Accommodations
Guided practice
Check for understanding
Repeated modeling

Areas Of Interaction
X Approaches To Learning
   Community And Service
X Human Ingenuity
X Environments
   Health And Social Education

Approaches To Learning
Organizational skills
Collaborative skills
X Communication
   Information Literacy
   Reflection
   Problem Solving
Students sketch the house and label where it is located, what materials it is made of, and the name of the people that live there.
WO
MENSCHEN
LEBEN
Dieses Haus in Sana’a im Jemen wurde 1930 gebaut. Es besteht aus Steinen, die aus Lehm und Stroh gemacht wurden.
Die Lahu in Thailand leben in Häusern, auf einer 1000 Meter hohen Ebene. Unter dem Haus leben Kühe, Schweine und Hühner.
In diesem Dorf der Miao werden die Häuser aus Steinen gebaut, weil es in der Nähe viele Steinbrüche gibt.
Die Afar in Eritrea/Afrika nennen ihre Häuser Bulla. Sie sind aus Stroh und können leicht ab- und wieder aufgebaut werden.
Tipis sind die Häuser der Ureinwohner Nordamerikas, die auf der Prärie leben. Sie haben die Form eines Kegels und bestehen aus bemalten Büffelhäuten.
Dieses Dorf in Griechenland liegt auf einem erloschenen Vulkan auf der Insel Santorin.
Die Frauen der Ndebele in Südafrika bemalen ihre Häuser mit bunten geometrischen Mustern. Diese Muster werden von den Müttern an die Töchter weitervererbt.
Im Süden der Philippinen lebten die Menschen früher in Baumhäusern. Hier ist die Luft trockener und kühler. Wenn der Baum größer wurde, mussten die Häuser neu gebaut werden.
In Freudenberg, im Westen von Deutschland stehen diese Fachwerkhäuser. Die Häuser haben eine Struktur aus Holz, die mit Backsteinen gefüllt wurde.
Der Titicacasee in Peru liegt fast 4000 Meter hoch. 2,000 Uros leben dort auf künstlichen Inseln, die auf dem See schwimmen. Die Inseln und auch die Boote und die Häuser der Uros sind aus Schilf gemacht.
Die Fischer auf der Insel Borneo in Malaysia leben am Wasser. Als Baumaterial nehmen sie das Holz der Mangrovenbäume.
Im Süden von Marokko stehen Häuser aus Lehm. Die Berber mixen Lehm und Wasser und formen Ziegeln, die sie in die Sonne trocknen lassen.
Cuebas sind Häuser unter der Erde in Andalusien, im Süden von Spanien. Sie sind im Sommer kühl und im Winter warm.
Where People Live 2

Objective: Given a power point presentation about different types of houses in Germany the learner will demonstrate knowledge of German culture by drawing and labeling houses, and discussing similarities and differences between different types of houses, building materials, and geographic locations.

Activities:
   1.1 Discuss with class the different types of houses they live in/know about
2. Present “Wo Kinder in Deutschland Leben” power point
   2.1 Students draw pictures of different houses
   2.2 Label name, location, and building materials
3. Review different houses from Germany

Differentiations: Modifications and Accommodations
Guided practice
Check for understanding
Repeated modeling

Areas Of Interaction
X Approaches To Learning
   Community And Service
X Human Ingenuity
X Environments
   Health And Social Education

Approaches To Learning
Organizational skills
Collaborative skills
X Communication
   Information Literacy
   Reflection
   Problem Solving
Students sketch the house, label what materials it is made of, and where it is located.
Wo Kinder in Deutschland leben
Dieses Haus steht in Wetzlar, einer kleinen Stadt in Hessen. Hier wohnt die Familie Özdemir. Herr und Frau Özdemir kommen aus der Türkei und leben seit 20 Jahren in Deutschland. Ihre Kinder Hülya (15), Erkin (13) und Bülent (8) sind in Deutschland geboren. Mit ihren Eltern sprechen sie meistens Deutsch, sie können aber auch Türkisch. Alle zwei Jahre fahren sie im Sommer zu ihren Großeltern nach Malatya.
So ein Gebäude nennt man Reihenhaus. Herr und Frau Özdemir haben es 2008 gekauft.
Where People Live 3

**Objective:** Given a picture of a house and new vocabulary the learner will utilize new vocabulary by labeling the corresponding parts of the house.

Given templates for 3-D houses the learner will build mini houses for a city model project by cutting out, folding, and gluing the templates into 3-D shapes.

**Activities:**
1. Draw house on the board
   1.1 Students draw house in notebooks
2. Discuss and label parts of a house
   2.1 Say and repeat new vocabulary
3. Create model houses
   3.1 Cut out templates
   3.2 Fold and glue templates

**Differentiations: Modifications and Accommodations**
- Guided practice
- Check for understanding
- Repeated modeling
- Group and individual work

**Areas Of Interaction**
- X Approaches To Learning
  - Community And Service
- X Human Ingenuity
- X Environments
  - Health And Social Education

**Approaches To Learning**
- Organizational skills
- X Collaborative skills
- X Communication
- X Information Literacy
  - Reflection
- X Problem Solving
das Haus

das Dach
der Dachboden
der Erker
der Balken
das Erkergeschoss
der 1. Stock
das Fenster
der Fassade
der Schornstein

die Tür, Türen
TEKS:
§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.
§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).
(c) Knowledge and skills.
(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
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(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate;
Haus und Herd 1

**Objective:** Given a picture of a house and new vocabulary the learner will utilize new vocabulary by labeling the corresponding parts of the house.

Given a model house the learner will practice new vocabulary by pointing out and discussing rooms of a house.

**Activities:**
1. House handout
   1.1 Review rooms and parts in English
2. Discuss and label rooms of the house
   2.1 Say and repeat new vocabulary
3. Discuss model house
   3.1 “Das ist ein...”

**Differentiations: Modifications and Accommodations**
Guided practice
Check for understanding
Repeated modeling

**Areas Of Interaction**
- Approaches To Learning
  - Community And Service
  - Human Ingenuity
  - Environments
    - Health And Social Education

**Approaches To Learning**
- Organizational skills
- Collaborative skills
- Communication
  - Information Literacy
  - Reflection
  - Problem Solving
Students label the rooms of the house

Teacher points to a room and students give the new vocabulary word.
Model House
**Objective:** Given a handout with pictures of furniture and household objects and new vocabulary the learner will match the appropriate word to its picture.

Given a handout with pictures of furniture and household objects the learner will practice new vocabulary by creating flash cards.

**Activities:**
1. Furniture handout
   1.1 Review furniture and objects in English
   1.2 Students match words to pictures
   1.3 Check for understanding, review words
2. Students create flash cards
   2.1 One side- picture
   2.2 One side- Vocabulary word

**Differentiations: Modifications and Accommodations**
Guided practice
Check for understanding
Repeated modeling
Individual and group work

**Areas Of Interaction**
- Approaches To Learning
  - Community And Service
  - Human Ingenuity
- Environments
  - Health And Social Education

**Approaches To Learning**
- Organizational skills
- Collaborative skills
- Communication
  - Information Literacy
  - Reflection
- Problem Solving
Students match words with pictures

Students create flash cards
Haus und Herd 3

Objective: Given different household objects and rooms of a house the learner will say where things are and where they belong by utilizing prepositions in the dative and accusative cases, creating a preposition chart, and writing sentences describing an object’s location and destination.

Activities:
1. “Alles fuer Haus und Herd” Handout
   1.1 Review household objects
   1.2 Review rooms of a house
2. Review prepositions of location
   2.1 Dative case
   2.2 “Das ist…”
3. Review prepositions of destination
   3.1 Accusative case
   3.2 “Das gehoert…”
4. Create preposition chart with class
5. “Aktivitaeten” Handout- discuss and write
   5.1 A. “Wo?” Dative/Location
   5.2 B. “Gehoert” Accusative/Destination

Differentiations: Modifications and Accommodations
Guided practice
Check for understanding
Repeated modeling
Individual and group work

Areas Of Interaction
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- Environments
  - Health And Social Education

Approaches To Learning
- Organizational skills
- Collaborative skills
- Communication
  - Information Literacy
  - Reflection
  - Problem Solving
Review household objects and rooms.
Use model house and furniture to discuss where objects are located.

Teacher points to a room or a piece of furniture and students give the appropriate vocabulary word in a complete sentence.
Create a chart for prepositions.
Create a chart for prepositions.

<table>
<thead>
<tr>
<th></th>
<th>ist</th>
<th>gehoert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dative/Location</td>
<td>Accusative/Destination</td>
</tr>
<tr>
<td>Bad</td>
<td>im</td>
<td>ins</td>
</tr>
<tr>
<td>Kueche</td>
<td>in der</td>
<td>in die</td>
</tr>
<tr>
<td>Wohnzimmer</td>
<td>im</td>
<td>ins</td>
</tr>
<tr>
<td>Schlafzimmer</td>
<td>im</td>
<td>ins</td>
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<tr>
<td>Arbeitszimmer</td>
<td>im</td>
<td>ins</td>
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<tr>
<td>Balkon</td>
<td>auf dem</td>
<td>auf den</td>
</tr>
<tr>
<td>Terasse</td>
<td>auf der</td>
<td>auf die</td>
</tr>
<tr>
<td>Dachboden</td>
<td>auf dem</td>
<td>auf den</td>
</tr>
</tbody>
</table>
Discuss answers orally as a class.

Students write answers in notebooks individually.
Haus und Herd 4

**Objective:** Given the text “Unser Haus, Unsere Wohnung” and “Mein Lieblingszimmer” the learner will demonstrate reading comprehension by discussing the texts, comparing and contrasting two texts, and answering questions about the texts.

**Activities:**
1. Read “Unser Haus, Unsere Wohnung”
   1.1 Students take turns reading aloud
   1.2 Check for understanding, discuss new vocabulary and summarize text
   1.3 Guided practice- answer questions about the room described in the text
   1.4 Individual practice- Students answer remaining questions about the room described in the text
2. Read “Mein Lieblingszimmer”
   2.1 Students take turns reading aloud
   2.2 Check for understanding, discuss new vocabulary and summarize text
   2.3 Guided practice- answer questions about the rooms described in the text
   2.4 Individual practice- Students answer remaining questions about the rooms described in the text.

**Differentiations: Modifications and Accommodations**
- Guided practice
- Check for understanding
- Repeated modeling
- Individual and group work

**Areas Of Interaction**
- X Approaches To Learning
- Community And Service
- Human Ingenuity
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**Approaches To Learning**
- Organizational skills
- X Collaborative skills
- X Communication
- X Information Literacy
- X Reflection
- Problem Solving
Unser Haus

Unsere Wohnung


1. Was glauben Sie? Was ist das Wohnzimmer, das Schlafzimmer, die Küche, der Flur und das Bad?
Nummer eine ist die.

2. Beschreiben Sie die Wohnung.

Die Wohnung hat einen Hobbysaal.

Eine Gästezimmer, Arbeitszimmer.

Mein Lieblingszimmer


Vorbei ist da ein super Sofa, das bequemste Sofa der Welt, wenn ich türmle oder Musik hören will!

Michele


Simone (S) oder Michele (M) – Wer sagt was? Vergleiche mit S. 70 und Kreuze an.

1. Mein Zimmer ist neben dem Bad.
2. Wir haben zwei Balkone.
3. Unsere Küche ist gleich beim Eingang.
4. Wir essen an einem großen ovalen Tisch.
5. Unsere Wohnung hat fünf Zimmer.
6. Wir haben einen sehr langen Flur.
8. Ich höre meine CDs meistens im Wohnzimmer.
Objective: Given a shoebox, scissors, glue, and other recyclable materials the learner will utilize new vocabulary from the unit by creating a model room and describing the objects inside.

Activities:
1. Present model project
   1.1 Explain requirements
   1.2 pass out shoeboxes and materials
2. Students begin creating a shoebox house/room
   2.1 Students may choose any room of a house
   2.2 Project may continue for several days
3. When shoebox model is complete students will present their rooms and describe what is inside.

Differentiations: Modifications and Accommodations
Guided practice
Check for understanding
Repeted modeling
Individual and group work

Areas Of Interaction
X Approaches To Learning
   Community And Service
X Human Ingenuity
X Environments
   Health And Social Education

Approaches To Learning
X Organizational skills
X Collaborative skills
X Communication
   Information Literacy
   Reflection
X Problem Solving
Students create a shoebox house or room.
It is my firm belief that education is to educate, motivate, and inspire students to become lifelong learners and have more successful lives. An effective teacher should employ various strategies to meet students’ needs. Moreover, teaching and learning are an ongoing process and have no final product. As a future educator, I will employ diverse strategies to improve teaching and thus benefit students learning. I will also request other professional colleagues’ feedback to improve my teaching skills.
The students will be able to:

- Define the perimeter and the area.
- Determine the area of two-dimensional surfaces
- Solve problems using area.
TEKS

§111.15. Mathematics, Grade 3.
(b) Knowledge and skills.

- (3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.
- (C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;
Area is commonly used by people involving measurement, construction, and art. It is important for students to develop area measuring skills so that they can make their lives better.
Pre-assessments to learn students prior knowledge

Students should be able to understand area as well as perimeter on them. In the engagement activity, I will assess students prior knowledge by introducing the topic using authentic examples. Students should be able to find the area of a polygon drawn on a grid.
As the students enter the classroom, they will be seated in pairs. Each group of students use a rubber band to outline a polygon on a geoboard and count the number of square units enclosed by the rubber band to find the area of the polygon.
Ask scaffolding questions so that students can form their own knowledge on the topic:

- What is the area of your shape? How do you know?
- How did you keep track of your counting?
- How did you count a square that isn't full? Why?
- Can you draw your shape on grid paper?
Tasks

- Define perimeter and area.
- Simplify and compare areas of different shapes.
- Solve problems using area.
Process

- Provide opportunities for students to develop concept of area through authentic examples
- Encourage students to come up with their own area.
- Provide meaningful problems at various levels for students to be involved with.
Students will select problems from various topics that use area. Examples of topics would be carpeting, tiling, and hallway decorations.

- Students will present their final products using different forms.
Differentiation by Readiness

- The pre-assessments will help me find out what the students already know and what they do not know yet.
- Geoboard activities will be implemented first, next will be grid paper, then abstract generalization, at last they will reach problem-solving problems.
- Problems will vary in the different levels of difficulty.
An outline of notes will be presented on the big chart paper by the whole group instruction.

Also in addition to the notes, manipulative will be utilized in some of the activities.

Area learning games will be provided on computer for auditory learning.
Differentiation for Academic Students

Unit 8: Find the perimeter of a polygon.

Find the perimeter of the polygon.

Number Model: ____________________________

Perimeter = ____________ cm

Unit 8: Find the area of a polygon drawn on a grid.

Each of these polygons has the same area.

What is the area of each of these polygons?

________ square centimeters
Differentiation for Advanced Students

Unit 8: Solve number stories involving area.

Helena bought these tiles on sale. Each of the tiles measures 1 square centimeter. The wall space she wants to cover is 11 centimeters by 6 centimeters. Does she have enough tiles to cover the entire space?

Explain the strategy you used to solve the problem.
Assessment Example

1. Jerome is making a design. The shaded design is shown below.

(□ = 1 square foot)

What is the area of Jerome’s design?
Mark your answer.

- 72 square feet
- 39 square feet
- 38 square feet
- 34 square feet

At third grade, finding area is limited to counting square units and half-square units.

Students should see how area is used in our daily lives. Giving them the opportunity to work these problems with concrete samples and real life examples, they will develop area measuring skills so that they can make their lives better.
Overall, my experiences in childcare and substitute teaching have prepared me for what I want to do with my life. It has confirmed my beliefs that educating and caring about children is the most important part of life and I could not be happier with the decision I have made to become a teacher.
• §113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

• (4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

  • identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;

• (13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

  • identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;
• §113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

• (19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

• (A) express ideas orally based on knowledge and experiences; and

• (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
OBJECTIVES

• The students will compare and contrast historical women who have contributed to our society.

• Students will also determine how each historical figure has impacted our lives today.

• Students will work with a partner to create a presentation about different historical women’s figures to share with the class.
• Come up with a theme to “mystery boxes” with group.

• Play “WHO AM I?” game after viewing teacher made PowerPoint → Correctly guess which woman is represented by their “mystery box”.

• Create a paper doll resembling a woman discussed in the PowerPoint.

• Write a short paragraph about the contributions of a woman discussed in the PowerPoint.

• Present information about a historical woman to class.
It is important for students to learn about others who have exemplified good citizenship so that they have good role models to look up to.

Students all need to be able to see the contributions that different races and genders have made to our society.

This will encourage students to contribute to society even through the hard times they face.
Students will be placed in groups of five. Each group will be given a mystery box filled with items. Students will work with their group members to determine what their items have in common. Groups will share their thoughts with the class.

The teacher will go over a PowerPoint about different historical figures. She will ask questions throughout the slideshow and will engage the students in a discussion about the different ways that these historical figures were good citizens.
The teacher will ask the students if they correctly guessed the “theme” of their mystery box. Students will play the “Who Am I?” game at the end of the PowerPoint. If the student thinks that the theme of their box was the person who is being described in the question, they will stand up.

Students will be paired up and assigned a historical figure from the PowerPoint. Each group will decorate a paper doll to look like their assigned historical figure. They will also use books, PowerPoints, and internet research to write a short paragraph about their assigned historical figure.

The students will be assessed based on their participation in group activities as well as the product of their doll and paragraph. The finished products will be used later in the week to create a timeline of women’s history.

Students will choose a way to present their information to the class.
PRODUCT

• Paragraph about assigned woman
  • Students will work in pairs to create a paragraph about their assigned woman.
  • Paragraph should include:
    • Date Birth and Death
    • 2 contributions that the woman made to society
    • Why the students believe the woman is important in history (impact the woman made in the world)

• Paper Doll
  • Students (working in pairs) will be given a paper doll to decorate and dress. Paper doll should look like the historical woman that each pair is assigned.
PRESENTATION OPTIONS:
DIFFERENTIATED FOR DIFFERENT LEARNING STYLES

• **Visual Learners**
  • Students can create a poster or PowerPoint to present the information learned about their assigned woman.

• **Auditory Learners**
  • Students may create a song, rap, or poem to show to present the information learned about their assigned woman.

• **Kinesthetic Learners**
  • Students may create a short skit/play that shows the contributions and importance of their assigned woman.