



Student Teaching Evaluation of Performance (STEP) Template

Table of Contents

STEP Standard 1 - Contextual Factors: Knowing Your School and Community	3
STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal.....	4
STEP Standard 3 - Assessment and Data Literacy.....	7
STEP Standard 4 - Unit and Lesson Planning.....	21
STEP Standard 5 - Implementation of Instructional Unit	35
STEP Standard 6 - Analysis of Student Learning	37
STEP Standard 7 - Reflecting on Instruction to Improve Student Progress	40

STEP Standard 1 - Contextual Factors: Knowing Your School and Community

Student Teaching Evaluation of Performance (STEP) is the process for preparing and implementing a unit of instruction.

By understanding the community, school environment, and the makeup of the classroom, you will be able to strategically meet the overall needs of your students.

By analyzing the student demographics, environmental factors, and student academic factors, you will be able to strategically meet the overall needs of your students. In the first two weeks of student teaching, you should focus on learning about the students you will be working with.

Part I: Community, District, School, and Classroom Factors

You will be completing this portion of the STEP document using the following link:

[STEP Standard 1, Part I](#)

After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

Part II: Demographic, Environment, and Academic Factors

You will be completing this portion of the STEP document using the following link:

[STEP Standard 1, Part II](#)

After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

Please note, that in order to submit this assignment, you must:

1. Complete each section of the *STEP Standard 1*
 - **Note:** Closing your internet browser before the signing process is completed will result in a loss of your work. If you will be completing this document in multiple sittings, it is highly recommended to save and back up your work on another document. When you are ready to make your final submission, copy and paste your responses into this document. The data from this electronic document will not be saved until you complete the signing process.
2. Complete the signing process by entering your name, selecting “Click to Sign,” and entering your email address.
 - An initial email will be sent to you to confirm your email address.
 - A completed copy of the document will be emailed to you within minutes of confirming your email address.
3. After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

STEP Standard 2 - Writing Standards-Based Measurable Objectives and Learning Goals

Part of the planning process is to identify overall learning goals for a unit or lesson, as well as the lesson's specific learning objectives. Goals and objectives should be aligned not only to standards, but also to student pre-assessment data.

The unit you are planning should be one you are preparing to teach during Weeks 5-7. The standards and objectives need to align with your pre- and post-assessments and objectives.

Note: You will not teach this unit until you get feedback from both your instructor and your mentor teaching on this STEP.

Unit Topic: Presidents and Famous Americans

Unit Title: Famous Americans Contribution

National or State Academic Content Standards:

Virginia Standard of Learning 2.5 The student will describe why United States citizens celebrate major holidays, including

- a) Martin Luther King, Jr., Day;**
- b) George Washington Day (Presidents' Day)**
- c) Memorial Day;**
- d) Independence Day (Fourth of July);**
- e) Labor Day;**
- f) Columbus Day;**
- g) Veterans Day; and**
- h) Thanksgiving Day.**

Virginia Standards of Learning 2.4

The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on

- a) Christopher Columbus;**
- b) Benjamin Franklin;**
- c) Abraham Lincoln;**
- d) George Washington Carver;**

- e) Helen Keller;
- f) Thurgood Marshall;
- g) Rosa Parks;
- h) Jackie Robinson;
- i) Cesar Chavez; and
- j) Martin Luther King, Jr

Learning Goal:

I am learning to describe why George Washington Day (Presidents' Day): is celebrated in February.	I am learning that Benjamin Franklin proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.	I am learning that Abraham Lincoln was the president of the United States who helped to free African American slaves.	I am learning that George Washington Carver was an African American man who studied science and plants.	I am learning about the life of Helen Keller.
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Measurable Objectives:

<p>I will show that I can do this by creating a poster for the class.</p> <p>It is important for me to learn this because on Presidents Day we celebrate the contributions of former Presidents to the United States and to our democracy.</p>	<p>I will show that I can do this by completing a brochure about his contributions to the U.S.</p> <p>It is important for me to learn this because Franklin was the founder of a number of institutions integral, today, to an American way of life</p>	<p>I will show that I can do this by creating a letter to Abraham Lincoln thanking him on his contributions to the U.S.</p> <p>It is important for me to learn this because Lincoln led the country through the Civil War and worked to end slavery</p>	<p>I will show that I can do this by completing a map graphic organizer about his contributions to the U.S.</p> <p>It is important for me to learn this because Carver made agricultural advancements to help improve the lives of poor Black farmers like himself.</p>	<p>I will show that I can do this by creating a FlipGrid video explaining her contributions to the U.S.</p> <p>It is important for me to learn this because Keller overcame her disabilities and worked to help others who were blind and deaf.</p>
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If you would like feedback on your pre-assessment for alignment prior to administering, copy it in here.

STEP Standard 3 - Assessment and Data Literacy

Pre- and post-assessments are used to assess the learning that takes place from participating in a learning activity. The pre-assessment is given to students before instruction, in order to determine their prior knowledge of the topic, or inaccurate knowledge, which is sometimes the case. After students have participated in the unit, they are given the post-assessment, which can be the same as the pre-assessment, a modified version, or something comparable that measures the same concepts.

Formative assessment is acceptable, work with your mentor teacher to determine the best way to collect data in your classroom.

Pre-Assessment - Copy and paste the pre-assessment you plan to use to assess the students' knowledge of the topic prior to implementing the unit lessons. Include the scoring criteria used to determine whether the student is Highly Proficient, Proficient, Partially Proficient, Minimally Proficient when it comes to meeting the learning goal and measurable objectives.

Famous Americans History Test:

- 1) The African American minister who fought for the fair treatment of all people was-
- a) Martin Luther King Jr.
 - b) George Washington Carver,
 - c) Jackie Robinson
 - d) Abraham Lincoln

- 2) What did Jackie Robinson, most likely mean by the words underlined in the quote?

The way I figured it, I was even with baseball and baseball with me. The game had done much for me, and I have done much for it.

— Jackie Robinson

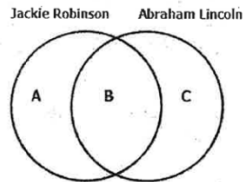
- a) He helped to give other African Americans the opportunity to play major league baseball.
 - b) He wanted to quit playing baseball.
 - c) He was done playing baseball and wanted to play other sports.
 - d) He wanted to be left alone to watch baseball on television.
- 3) Which phrase is true about Abraham Lincoln?
- a) He was blind and deaf and helped others learn who had the same difficulties.
 - b) Helped free African American slaves
 - c) Was the first African American major league baseball player.
 - d) Refused to give up the seat on the bus.
- 4) Michael's friend Marta is deaf. Marta's teacher, Mr. Davis, teaches Michael and the rest of the class how to speak with Marta using sign language. Which person from history would have supported Mr. Davis' efforts to teach Marta's class sign language?
- a) Betsy Ross
 - b) Martin Luther King Jr.
 - c) Jackie Robinson
 - d) Helen Keller
- 5) Helen Keller is best known for helping people who-
- a) Were soldiers
 - b) Served in government
 - c) Had disabilities
 - d) Wanted to vote
- 6) Who led peaceful marches and gave speeches?
- a) Martin Luther King Jr.
 - b) Helen Keller
 - c) George Washington Carver
 - d) Abraham Lincoln



7) The person in the picture **above** was the first African American to play baseball in the major leagues.

- a) Martin Luther King Jr.
- b) Rosa Parks
- c) Jackie Robinson
- d) George Washington Carver

8) Which fact should be placed in **section B** of the diagram?



- a) Brought new opportunities to all Americans.
- b) Served as President of the United States.
- c) Ended slavery in America.
- d) First African American baseball player in the major league.

9) George Washington Carver was a _____ just like Mr. Applegate.

- a) Teacher
- b) Explorer
- c) Tourist
- d) Baseball player

10) He worked in the fields as a young boy and a man to improve conditions for farm workers-

- a) Christopher Columbus
- b) Thurgood Marshall
- c) George Washington Carver
- d) Cesar Chavez

11. Whose contributions led to the newspaper headline below?



- a) Abraham Lincoln
- b) George Washington
- c) Martin Luther King Jr.
- d) Jackie Robinson

12. _____ developed hundred of uses for peanuts, sweet potato, and soy beans, and was a plant doctor.

- a) Benjamin Franklin
- b) George Washington Carver
- c) Jackie Robinson
- d) Martin Luther King Jr.

13. Benjamin Franklin proved that _____ was present in lighting through his kite experiment.

- a) Electricity
- b) Volume
- c) Sound
- d) Fire

14. Thurgood Marshall was a _____ who defended people at a time when not all people had equal rights.

- a) Police Officer
- b) Lawyer
- c) Teacher
- d) Coach

15. She refused to give up her seat on a public bus as was required by the law many years ago.

- a) Helen Keller
- b) Ms. Barnes
- c) Rosa Parks
- d) Beyonce

16. _____ led the ways for colonization of Americans and Europeans explorations.

- a) Christopher Columbus
- b) Rosa Parks
- c) Helen Keller
- d) Cesar Chavez

Name _____

Date: _____

Famous Americans
SOL 2.4

17) This American started the first library and first volunteer fire department.

- a) Abraham Lincoln
- b) Martin Luther King Jr.
- c) Benjamin Franklin
- d) Jackie Robinson

18) He was the first African American justice of the United States Supreme Court.

- a) Cesar Chavez
- b) Thurgood Marshall
- c) George Washington Carver
- d) Benjamin Franklin

19) The king and Queen paid for _____ trip to sail the ocean with three ships.

- a) Thurgood Marshall
- b) Christopher Columbus
- c) George Washington Carver
- d) Abraham Lincoln

20) His family traveled all over California for work in the fields. He was a Mexican-American who went to 37 different schools by the time he was in eighth grade.

- a) Benjamin Franklin
- b) George Washington Carver
- c) Abraham Lincoln
- d) Cesar Chavez

Harry E. James Elementary School
HISTORY/VA.STUDIES Data Sheet (2-5)

Purpose: To monitor student growth, determine grade equivalency, determine instructional reading level, consideration for after school tutoring, child study purposes, and target skill weakness(es) for grouping.

Mission: Full Accreditation

Division History/VA. Studies Unit Tests	
Grade Level	Purpose

Using your STUDENT ITEM ANALYSIS REPORT *State Standards Mastery-Class Report*, complete the following information BEFORE the data meeting:

Teacher:

Subject:

Name of Assessment:

Date administered:

**Bring your STUDENT ITEM ANALYSIS Report to the meeting.*

1. Which HISTORY/VA STUDIES SOL skill(s) had the highest number of students at the "Meets or Exceeding" 60%-100% mastery level?
2. Which HISTORY/VA STUDIES SOL skill(s) had the highest number of students at the "Developing 59-0 Developing or Not yet"?
3. Complete the chart

High proficient Exceeds 80-100	Proficient Meets 60-79	Partially Proficient Developing 40-59	Minimally Proficient Not Yet 0-39

Total Percentage:	Total: Percentage:	Total: Percentage:	Total: Percentage:
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4. Looking at the responses to questions 1-3, complete the following table.

Action Steps, What's Next? <i>The following table will be completed as a team DURING the Data Analysis meeting.</i>		
Action(s) required	Description	Must be completed by.... (date)

Pre-Assessment Data: Whole Class - Once you have assessed your students' knowledge on the topic, collect and analyze the pre-assessment data to determine if you will need to modify the standards, learning goal, or measurable objectives that will be addressed during instruction.

	Number of Students
Highly Proficient (90%-100%)	0
Proficient	0

(80%-89%)	
Partially Proficient (70%-79%)	0
Minimally Proficient (69% and below)	17
Pre-Assessment Analysis: Whole Class	
2 nd grade students were given the Famous American History Test pre-test, and seventeen students failed to meet the passing score. Four students scored in the range 20-25. One student scored 30. Three students scored in the range of 40-45. Four students scored in the range of 50-55. Five students scored 60. All seventeen students need intensive instruction on Famous Americans.	

Post-Assessment – Copy and paste the post-assessment you plan to use to assess the students’ knowledge of the topic after implementing the unit lessons. The post-assessment can be the same as the pre-assessment, a modified version, or something comparable that measures the same concepts. Include the scoring criteria used to determine whether students are Highly Proficient, Proficient, Partially Proficient, Minimally Proficient when it comes to meeting the learning goal and measurable objectives.
2 nd grade students were given the Famous American History Test post-test, and four students range Partially Proficient between 40-59. Five students range Proficient 60-79. Eight students are High Proficient. Nine students need more instruction on Famous Americans.

Famous Americans History Test:

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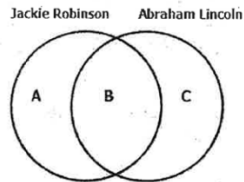
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Date: _____

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Harry E. James Elementary School
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Grade Level	Purpose

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Total Percentage:	Total: Percentage:	Total: Percentage:	Total: Percentage:
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4. Looking at the responses to questions 1-3, complete the following table.

Action Steps, What's Next? <i>The following table will be completed as a team DURING the Data Analysis meeting.</i>		
Action(s) required	Description	Must be completed by.... (date)

STEP Standard 4 - Unit and Lesson Planning

During the design phase, you will carefully construct activities that are geared toward improving learning outcomes in your specific disciplines. Each activity should align to instructional goals and demonstrate your understanding of the pre-assessment data results, contextual factors, student learning needs, and management strategies.

Collaborate with your Cooperating Teacher/Mentor to design a unit of instruction that aligns to state content standards. Be sure to include technology integration and demonstrate how you will differentiate your lessons to meet the needs of individual students.



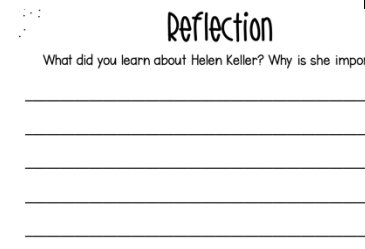
Note: When implementing the unit of study, you will be choosing one of these activities to video record, review, and reflect on your teaching in the STEP process.










Grade Level: Second Grade

Unit/Subject: Presidents Days and Famous Americans

Day 1	Day 2	Day 3	Day 4	Day 5
<p>The student will describe why United States citizens celebrate major holidays, including</p> <p>a) Martin Luther King, Jr. Day; b) George Washington Day (Presidents' Day) c) Memorial Day; d) Independence Day (Fourth of July); e) Labor Day; f) Columbus Day; g) Veterans Day; and h) Thanksgiving Day.</p>	<p>The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on</p> <p>a) Christopher Columbus; b) Benjamin Franklin; c) Abraham Lincoln; d) George Washington Carver; e) Helen Keller; f) Thurgood Marshall; g) Rosa Parks; h) Jackie Robinson; i) Cesar Chavez; and j) Martin Luther King, Jr</p>	<p>The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on</p> <p>a) Christopher Columbus; b) Benjamin Franklin; c) Abraham Lincoln; d) George Washington Carver; e) Helen Keller; f) Thurgood Marshall; g) Rosa Parks; h) Jackie Robinson; i) Cesar Chavez; and j) Martin Luther King, Jr</p>	<p>The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on</p> <p>a) Christopher Columbus; b) Benjamin Franklin; c) Abraham Lincoln; d) George Washington Carver; e) Helen Keller; f) Thurgood Marshall; g) Rosa Parks; h) Jackie Robinson; i) Cesar Chavez; and j) Martin Luther King, Jr</p>	<p>The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on</p> <p>a) Christopher Columbus; b) Benjamin Franklin; c) Abraham Lincoln; d) George Washington Carver; e) Helen Keller; f) Thurgood Marshall; g) Rosa Parks; h) Jackie Robinson; i) Cesar Chavez; and j) Martin Luther King, Jr</p>

				j) Martin Luther King, Jr	
	Students will describe why George Washington Day (Presidents' Day): is celebrated in February by create a poster that include contribution of the former President of the United States for the class.	Students will create a kite and share with class contributions of Benjamin Franklin to the United States.	Students will create a brochure on Abraham Lincoln contribution to the United States.	Students will draw a picture of a plant pot and include George Washington Carver	Students will create a FlipGrid video explaining Helen Keller her contributions to the U.S.
	<ul style="list-style-type: none"> • President • George Washington • Government • National holiday • Father of a Nation • Constitution • Contribution 	<ul style="list-style-type: none"> • Electricity • Lighting • Library • Volunteer • Contribution • Almanac • Bifocal glasses 	<ul style="list-style-type: none"> • Contribution • President • Civil war • Defeated • Lawyer • Reunite • Confederacy • Union 	<ul style="list-style-type: none"> • Science • Botany • Teacher • Fertilizer • Soil • Famers • Contribution 	<ul style="list-style-type: none"> • Contribution • Blind • Deaf • Disabilities • Braille
	<ul style="list-style-type: none"> • Interactive Whiteboard • Chrome Books • Epic: American Presidents: George 	<ul style="list-style-type: none"> • Chart Paper • Interactive Whiteboard • Markers • Kite 	<ul style="list-style-type: none"> • Interactive Whiteboard • Chrome Books • Black Tall Hat • Chart paper. • Markers 	<ul style="list-style-type: none"> • Sweet Potato • House plants • Peanut Butter Jar 	<ul style="list-style-type: none"> • Interactive Whiteboard • Sticky notes • Chromebook • FlipGrid • Google Classroom

<p>Washington by Rebecca Pettiford</p> <ul style="list-style-type: none"> • YouTube: George Washington Por Grace Hansen Read Aloud en Espanol. • Sticky Note Different colors. • Poster paper (20) • Pencils • Crayons • Map graphic organizer. • FlipGrid • Worksheet: Timeline (20 copies) 	<ul style="list-style-type: none"> • Google Slides Benjamin Franklin • Sticky notes • Paper plates (35) • Staples • Ribbon • YouTube- Benjamin Franklin for Kids- Bedtime History • YouTube-Quien era Benjamin Franklin • Chrome Book • Epic • Spider Map Organizer • Worksheet-Benjamin Franklin Fact sheet. (20) <div data-bbox="537 967 819 1292">  </div> <ul style="list-style-type: none"> • Ben Franklin Raz-Plus Level W 	<ul style="list-style-type: none"> • White construction paper • KWL • YouTube-Abraham Lincoln por Grace Hansen Read aloud en Espanol. • YouTube- Biography of Abraham Lincoln for Kids: Meet the American President for kids-FreeSchool • Questions of Abraham Lincoln for game. • Sticky notes • Abraham Lincoln notes. • Epic- Abraham Lincoln by Sarah Hansen. • Map graphic organizer. • Booklet on Abraham Lincoln 	<ul style="list-style-type: none"> • A can of Soybeans • Interactive Whiteboard • I wonder and I notice worksheet (20) • YouTube- • All About George Washington Carver booklet (20) • Google Slides. • Chromebooks • Students History notebook • 	<ul style="list-style-type: none"> • Kahoot • Online images of Helen Keller. • YouTube- Helen Keller for Kids-Homeschool Pop • YouTube- Grandes Figuras de la historia- Helen Keller-Mirai Hombu de Argentina. • All About Helen Keller booklet <div data-bbox="1738 599 2070 805">  </div> <ul style="list-style-type: none"> • Name: _____ • Reflection Worksheet of Helen Keller <div data-bbox="1738 899 2100 1146">  </div>
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<div><div><div> married Martha Custis</div><div> was a surveyor</div><div> became 1st U.S. President</div></div><div> died at his home in Mount Vernon</div></div> <div><div><div> married Martha Custis</div><div> was a surveyor</div><div> became 1st U.S. President</div></div><div> died at his home</div></div> <div><div><div> George Washington Timeline</div><div><div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div></div></div><div>I can show the order of events in George V</div></div></div> <td data-bbox="525 191 953 1227"><div><div><div>● Google Form-Benjamin Franklin</div><div><div>1. Email *</div><div>2. Type your name and last name *</div><div>3. 1. Who proved electricity is in lightning by using a kite? * Mark only one oval: <div><div><input type="radio"/> a. Cesar Chavez</div><div><input type="radio"/> b. Helen Keller</div><div><input type="radio"/> c. Benjamin Franklin</div><div><input type="radio"/> d. George Washington</div><div><input type="radio"/> Other:</div></div></div><div>4. 2. What is Benjamin Franklin known for? * Mark only one oval: <div><div><input type="radio"/> a. He was a famous American that taught himself to read.</div><div><input type="radio"/> b. He was an African American who was the first Supreme Court Justice.</div><div><input type="radio"/> c. He was teacher that was born in Virginia.</div><div><input type="radio"/> d. He discovered electricity and created the first library and volunteer fire department.</div></div></div><div>5. 3. Benjamin Franklin created the first _____. * Mark only one oval: <div><div><input type="radio"/> a. volunteer fire department</div><div><input type="radio"/> b. printing shop</div><div><input type="radio"/> c. dictionary</div><div><input type="radio"/> d. public hospital</div></div></div><div>6. 4. Write a sentence stating one fact you learned about Benjamin Franklin. *</div></div></div></div><td data-bbox="953 191 1358 1227"></td><td data-bbox="1358 191 1644 1227"></td><td data-bbox="1644 191 2083 1227"><div><div><div>● Exit Ticket- All About Helen Keller</div><div><div>1) When was Helen Keller born? a. June 7, 1980 b. June 27, 1880 c. July 27, 1880 d. June 17, 2007</div><div>2) How many months old was Helen Keller when she became blind and deaf? a. eighteen b. twenty-one c. nineteen d. twelve</div><div>3) What was the name of Helen Keller's teacher? a. Mary Brown b. Susan B. Anthony c. Martha Washington d. 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	<ul style="list-style-type: none"> • What is George Washington famous for? • When was George Washington born? • Where did George Washington grow up? • Can you name some important events from George Washington's life? • Why is George Washington called the "Father of His Country"? • What role did George Washington play in the American Revolutionary War? • How did George Washington become the first President of the United States? 	<ul style="list-style-type: none"> • Name one invention Franklin created. • What did Benjamin use when he discovered electricity? • Why do you think Benjamin opened the first public library? 	<ul style="list-style-type: none"> • What was Lincoln's first job? • What was Lincoln's nickname? • What two parts of the country were fighting? • What began in 1861? • Lincoln spoke to the North and asked them to stay focused on the war. What was this speech called? • In what year did the civil war end? 	<p>is he important?</p> <ul style="list-style-type: none"> • What did you learn about George Washington Carver? Why is he important? • What did Mr. Carver teach George when he was kid? • What does the word Botany mean? • What did George like painting? • What was one of Carver's jobs? • What do you think was George Washington Carver's most important contribution? 	<ul style="list-style-type: none"> • What characteristics do you think Annie Sullivan needed to reach Helen Keller? • How might Helen Keller's life have been different as a turn-of-the century American woman had she not lost her sight and her hearing?
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<ul style="list-style-type: none"> • The teacher will ask students why they don't have school on Presidents Day and who is George Washington? • The teacher will give students time to think about the questions. • The teacher will ask students to turn and talk to friends about why school is closed on Presidents Day and who is George Washington? • The teacher will create a KWL Chart using a chart paper. • Students will use a sticky note to write what they know about president and George Washington? • Students will use another sticky note to answer the question what do they wonder about President Day? or What do you wonder about who George Washington is? 	<ul style="list-style-type: none"> • The teacher will use chart paper and write Benjamin Franklin facts: • The teacher will show students a kite and ask students what does a kite and Benjamin Franklin does have in common? • Students will response using sticky note. 	<ul style="list-style-type: none"> • The teacher will use a tall black hat to ask students what famous American worn a hat like the one I am wearing? • The teacher will ask students to turn and talk and tell elbow partner who worn the hat. • The teacher will create a KWL chart using chart paper and markers. • The teacher will ask the students to write or draw what they know about Abraham Lincoln and stick the sticky note to the K side of the chart. • The teacher will ask students to write or draw what they wonder about Abraham Lincoln? 	<ul style="list-style-type: none"> • The teacher will give each student a copy of I Wonder..., and I noticed.... worksheet. • The teacher will display the following items peanut butter jar, house plants, soybean can, and sweet potatoes. • The teacher will ask students to reflect and focus on what these items have in common. • Teacher will ask students to fill-out the worksheet I Wonder.. I Noticed.. • Teacher will ask students to share their 	<ul style="list-style-type: none"> • The teacher will display a picture of Helen Keller on the interactive whiteboard. • The teacher will ask students to reflect and focus on the image displayed. • The teacher will ask students who picture is on the board. • Students will write their answer on a sticky note. • Teacher will collect notes. • Teacher will ask students to share with the class their answers.
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				answers with the class.	
Presentation of Content					
	<ul style="list-style-type: none"> The teacher will use the interactive white board and access Epic to read the students American Presidents: George Washington. The students will watch a video on YouTube How the American president came to be. 	<ul style="list-style-type: none"> The teacher will use the interactive white board and access YouTube to watch the Benjamin Franklin For Kids The teacher will ask students to turn and talk to their neighbor and share one fact about Benjamin Franklin Teacher will used Search and Learn Slides to highlight Benjamin Franklin contributions. 	<ul style="list-style-type: none"> The teacher will use the interactive white board and access YouTube to watch the Biography of Abraham Lincoln for Kids: Meet the American President for Kids - FreeSchool Teacher will Start a game of Truth or Tall Tale. The teacher will ask a question and students will go to the side of the classroom that is the correct answer. 	<ul style="list-style-type: none"> The teacher will used the interactive white board and access YouTube to Watch The Story of George Washington Carver The teacher will ask students to turn and talk to elbow partner to share what the items displayed have in common. Teacher will give students a George Washington Carver booklet. Teacher will read and 	<ul style="list-style-type: none"> The teacher will used the interactive white board and access to Watch Helen Keller for Kids Teacher will give each students a white paper. Teacher will ask students to draw a picture of what they learned about Helen Keller. Students will participate in a gallery walk.

				fill-in information with the class.	
	English Language Learners: <ul style="list-style-type: none">Students will listen to George Washington por Grace Hansen Read Aloud en espanol using their Chrome books. Students With Special needs: <ul style="list-style-type: none">Students will use read aloud by using Chrome Book to access George Washington Read to Me by Josh Gregory.Students will have notes to glue into their interactive notebook. Gifted Abilities:	English Language Learners: <ul style="list-style-type: none">Students will listen to Quien era Benjamin Franklin on YouTube. Students with Special Needs: <ul style="list-style-type: none">Students will use Chrome Book to access Epic where they would have a read aloud and picture book of Benjamin Franklin. Gifted Abilities: <ul style="list-style-type: none">Students will have a higher level of reading using Epic to read All About Benjamin Franklin by Elizabeth Zuckerman. Early Finishers: <ul style="list-style-type: none">Students will answer the following questions in their history interactive notebooks. 1. Name one invention Franklin created.	English Language Learners: <ul style="list-style-type: none">Students will listen to Abraham Lincoln por Grace Hansen read aloud en Espanol.Students will pair up with a student to help with game questions.Students will use anchor chart. Special Needs: <ul style="list-style-type: none">Students will use Abraham Lincoln notes for game.Students will use Chrome book to access the YouTube-Biography of Abraham Lincoln for Kids: Meet the American President for Kids to watch the video over.Students will use classroom posters.	English language Learners: <ul style="list-style-type: none">Students will use a highlighter to highlight important information about George Washington Carver. Special Needs: <ul style="list-style-type: none">Students will have a copy of teacher notes.Students can use classroom posters. Gifted Abilities: <ul style="list-style-type: none">Students will read a higher	English Language Learners: <ul style="list-style-type: none">Students will listen and watch YouTube- Grandes Figuras de la historia- Helen Keller- Mirai Hombu de Argentina.Students can explain their drawing in their native language. Special Needs: <ul style="list-style-type: none">Students can color picture of Helen Keller.Students can explain verbally Helen Keller contribution.Students can use teacher notes. Gifted Abilities: <ul style="list-style-type: none">Students will read a higher level of book on Epic- Helen Keller by Chris Edwards

<ul style="list-style-type: none"> Students will have a higher level of reading using Epic to read about George Washington by Ann Graham Gaines. <p>Early Finishers:</p> <ul style="list-style-type: none"> Students will write a summary of George Washington. Students will write three facts about George Washington using a map graphic organizer. 	<ol style="list-style-type: none"> What did Benjamin use when he discovered electricity? Why do you think Benjamin opened the first public library? 	<ul style="list-style-type: none"> Students will pair-up with other students for the game. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students will help other students with questions on the game. Students will read a higher level of book on Epic- Abraham Lincoln by Sarah Hansen. <p>Early Finishers:</p> <p>Students will used a map organizer to write facts about Abraham Lincoln.</p>	<p>level of book on Epic- Abraham Lincoln by Sarah Hansen.</p> <ul style="list-style-type: none"> Students can use Google Slides to create a slide show of George Washington accomplishments. <p>Early Finishers:</p> <p>Students will reflect and answer questions in their History notebook.</p> <ol style="list-style-type: none"> 1.What did you learn about George Washington Carver? Why is he important? 2. What did you learn about George Washington Carver? Why is he important? 	<ul style="list-style-type: none"> Students can research and write a report on Helen Keller becoming a writer. <p>Early Finishers:</p> <ul style="list-style-type: none"> Students will complete Fill in the Blank worksheet.
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				<p>3. What did Mr. Carver teach George when he was kid?</p> <p>4. What does the word Botany mean?</p>	
Application of Content					
	<ul style="list-style-type: none"> Students will create a poster about George Washington and include four contributions of the former President of the United States. Teacher will model and provide one contribution of the former Presidents George Washington. Students will use a sticky note to complete the learned on the KWL chart. 	<ul style="list-style-type: none"> Teacher will ask students facts about Benjamin Franklin and contributions and write students response on the chart paper create earlier at the beginning of the lesson. Students will use spider map graphic organizer to write facts about Benjamin Franklin Students will create a kite and include four contributions of Benjamin Franklin 	<ul style="list-style-type: none"> Students will use a sticky note to complete the learned on the KWL chart. Students will create a brochure about Abraham Lincoln and include three contributions. Teacher will provide construction and teach the students step-by-step how to fold the construction paper into three sections. The teacher will model and provide one contribution. 	<ul style="list-style-type: none"> Teacher will demonstrate and provide an example of what the flowerpot should look like. Teacher will give each students a pre-cut flowerpots for students to fill-in-information about George Washington Carver contribution and accomplishments. 	<ul style="list-style-type: none"> Teacher will use interactive whiteboard to access Flipgrid. Teacher will demonstrate how to access FlipGrid through Google Classroom. Teacher will demonstrate the FlipGrid they create to model example.

	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students will use History interactive notebook notes to complete contributions. Students will use Epic to find contributions. <p>Students with Special Needs:</p> <ul style="list-style-type: none"> Students will include two contributions instead of four for their poster. Students will verbally describe two contributions. <p>Students with Gifted Abilities:</p> <ul style="list-style-type: none"> Students will include a timeline and contributions in their poster. Students will include contributions and facts about the 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students will use anchor chart of Benjamin Franklin. Students will receive a copy of notes to glue in their history notebook. <p>Special Needs:</p> <ul style="list-style-type: none"> Students will include two contributions. Students will have extra time to complete. Students will use anchor chart. Students will use Epic to help with facts. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students will include a letter to Benjamin Franklin thanking him for one of his contributions. Students can write a poem instead of a letter about Benjamin Franklin. <p>Early Finishers:</p> <ul style="list-style-type: none"> Students can complete worksheet about Benjamin Franklin Facts. 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students will use Abraham Lincoln notes that will include highlight information. Students will use Epic to find contributions. Students will work with in a group to complete brochure. <p>Special Needs:</p> <ul style="list-style-type: none"> Students will get extra time. Students can draw or sketch information. Students will use Abraham Lincoln notes. Student will get positive feedback from teacher. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students will include a timeline in their brochure. Students can write a story about Abraham Lincoln and his accomplishments. 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students can work with students in a small group. <p>Special Needs:</p> <ul style="list-style-type: none"> Students can include two contributions to their flowerpot. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students can create true and false questions for class to participate. <p>Early Finishers:</p> <ul style="list-style-type: none"> Students will read George Washington Carver- George Washington Carver on Epic! 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students will work with teacher one-on-one to create FlipGrid. <p>Special Needs:</p> <ul style="list-style-type: none"> Students will work with teacher one-on-one. Students will have extra time to work on video. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students can create a board game on Helen Keller. <p>Early Finishers:</p> <ul style="list-style-type: none"> Students will use their History notebook to write about if they met Helen Keller what would you ask her?

	<p>former president of the United States.</p> <p>Early Finishers:</p> <ul style="list-style-type: none"> Students will use FlipGrid to discuss their poster and George Washington contribution. Students will create a timeline of George Washington using a poster paper. 	<ul style="list-style-type: none"> Students can read a book on Ben Franklin Raz-Plus Level W 	<p>Early Finishers:</p> <ul style="list-style-type: none"> Students can design posters of Abraham Lincoln for the classroom. 		
Assessment of Content					
	<ul style="list-style-type: none"> Students will take pre-assessment unit test. Students' poster and contribution information. Teacher observation Students' responses through questioning. Students peer discussion. FlipGrid video KWL responses Map organizer. 	<ul style="list-style-type: none"> Students will take pre-assessment unit test on famous Americans. Student's kite information Teacher observation. Group discussion. Google Form Benjamin Franklin Quiz Sticky note responses 	<ul style="list-style-type: none"> Students will take pre-assessment unit test. Students' brochure information Teacher observation Peer discussion Sticky notes KWL 	<ul style="list-style-type: none"> Students will take pre-assessment unit test. Student's flowerpot information. Peer discussion I Wonder..I Noticed..worksheet. Google Slides presentation. 	<ul style="list-style-type: none"> Students will take pre-assessment unit test. Student's Flipgrid response. Student's drawings. Students report Fill in the Blank worksheet. Sticky notes responses Report Exit Ticket Teacher observation Peer discussion

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	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students will verbally describe their poster and contributions to teacher. Students can use their native language to explain their poster and George Washington contribution to teacher and peers. <p>Students with Special Needs:</p> <ul style="list-style-type: none"> Students will turn and talk to elbow partner and discuss their poster to peer. Students will share with the class about their poster and George Washington contribution. <p>Students with Gifted Abilities:</p> <ul style="list-style-type: none"> Students can write a letter to the former president George Washington thanking him for his 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students will share their information to a partner. Students can use their native language to explain their kite information. The Google Form quiz will be read aloud to students. <p>Special Needs:</p> <ul style="list-style-type: none"> Students can draw pictures to demonstrate Benjamin Franklin contributions on their kite. The Google Form quiz will be read aloud to students. Students can verbally describe Benjamin Franklin contributions on their kite. <p>Special Abilities:</p> <ul style="list-style-type: none"> Students will do independent research about Benjamin Franklin. Students will create a comic book. 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students can draw picture and verbally explained each picture of their brochure. <p>Special Needs:</p> <ul style="list-style-type: none"> Students can use notes to cut and glue information to create brochure. Students will have extra time to complete. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students can create Google Slides about Abraham Lincoln contribution. <p>Early Finishers:</p> <ul style="list-style-type: none"> Students will Venn Diagram to compare George Washington and Abraham Lincoln. 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students can pair up and work together to complete flowerpot information. <p>Special Needs:</p> <ul style="list-style-type: none"> Students can cut and paste from note to glue on their flowerpot. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students can create Google Slides about George Washington Carver contributions. Students can research other vegetables that can support 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Students can create their FlipGrid in their native language. Students can use their All About Me Helen Keller booklet. <p>Special Needs:</p> <ul style="list-style-type: none"> Students can use their All About Me Helen Keller. Students can use picture to make their video. <p>Gifted Abilities:</p> <ul style="list-style-type: none"> Students can create a story of Helen Keller and convert story to braille reading. <p>Early Finishers:</p> <ul style="list-style-type: none"> Students can use Chrome book to access Kahoot.

	<p>contributions to the United States.</p> <p>Early Finishers:</p> <ul style="list-style-type: none"> Students will cut and paste to complete Timeline worksheet of George Washington. 	<p>Early Finishers:</p> <ul style="list-style-type: none"> Students will use a Venn Diagram to compare George Washington and Benjamin Franklin. 		<p>healthy lifestyle.</p> <p>Early Finishers:</p> <ul style="list-style-type: none"> Students can write a skit on the George Washington Carver Accomplishments. 	
Extension Activity and/or Homework					
	<p>Students will write about what would it be like if you were presidents?</p> <p>Students will share their writing with parents.</p>	<p>Students will share their kite's information with their parents or sibling.</p> <p>Students will read a book on Epic Great Americans: Benjamin Franklin.</p>	<p>Students will share their brochure with their parents or sibling.</p> <p>Students will read their booklet provided by teacher.</p>	<p>Students will share their flowerpot with parents and read their All About Me George Washington Carver booklet.</p>	<p>Students will read their All About Me Helen Keller booklet.</p>

STEP Standard 5 - Implementation of Instructional Unit

You will implement all lesson activities, correlating formative assessments and the summative post-assessment. Choose one of the lesson activities to video record a 5-10 minute segment, review, and reflect on your teaching. Have your cooperating teacher/mentor review the recording and provide feedback, if possible.

Use an online video platform such as Loom, YouTube, or Vimeo to upload your completed video. Be sure that others can access and view your linked video prior to submitting.

Video Recording Link:

<https://youtu.be/LhWTulr52-8>

Summary of Unit Implementation:

In second grade, students enjoy a thirty-minute history lesson each afternoon. These lessons align with Virginia Standards of Learning and emphasize two key standards. The first, 2.5, focuses on why we celebrate President's Day and the contributions of George Washington. The second, 2.4, highlights the impact of famous Americans such as Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Helen Keller. To keep students engaged, each day we dive into the story of one of these famous figures and explore their contributions to our country. Along the way, we use a variety of fun and interactive activities such as creating posters, making kites, designing brochures, producing videos, and playing games like Truth or Tale. To enhance learning, we incorporate technology tools like interactive whiteboards, Chromebooks, FlipGrid, Epic, Google Slides, Kahoot, YouTube, and Google Forms to provide access to books, games, videos, and images that enrich our lessons.

Summary of Student Learning:

During my time at HEJ, I have observed that the children I work with have a passion for drawing. Therefore, while planning the five-day lesson plan on Famous Americans, I kept in mind their love for drawing. To introduce the students to George Washington and Presidents Day, I decided to design a poster that would allow them to showcase their artistic skills and include contributions related to the subject. Additionally, the students were given the opportunity to make a kite to remember Benjamin Franklin's contributions. They also demonstrated their drawing prowess by creating a brochure of Abraham Lincoln. To learn about George Washington Carver, the students created a flowerpot silhouette where they included information and contributions related to his life. Lastly, the students were introduced to Helen Keller's contributions using FlipGrid, an interactive video platform. The activity allowed students to create videos, add music, change the background, and share their work with their peers. This aspect of the activity made it more engaging and facilitated learning and motivation. Overall, I am pleased with the lesson plans I created for the week, as the students enjoyed and benefited from them.

Reflection of Video Recording:

After conducting a thorough review of the recorded lesson, I am pleased to report that the introduction of the lesson was impeccably smooth. To initiate the discussion, I started by asking a question that enabled the students to share their perspectives and opinions with their peers. Throughout the activity, I continuously circulated among the students, attentively listening to their conversations, and engaging with them to keep them motivated and active. To assess the students' prior knowledge, I judiciously employed a KWL chart, which not only encouraged active participation but also provided a visual aid. To give the students a sense of ownership and control, I used various colored sticky notes and allowed them to vote on which color to use first. Throughout the lesson, I maintained a supportive and encouraging atmosphere by providing positive reinforcement and real-life examples to keep them motivated. To capitalize on the students' interests, I incorporated an exciting drawing activity that tasked them with creating an awe-inspiring poster on George Washington. The lesson was widely successful, and the students were enthusiastic about the topic. However, on hindsight, I identified some areas that require improvement. For instance, I should have read the story ahead of time to explain the vocabulary effectively. Additionally, I should have brushed up on my knowledge of George Washington to ensure that I provide comprehensive information to the students. Lastly, due to time constraints, I neglected to demonstrate a video at the outset of the lesson, which would have enhanced the students' understanding of the topic. To avoid similar oversights in the future, I plan to prioritize preparation by researching materials and studying the lesson or topic before teaching it.

STEP Standard 6 - Analysis of Student Learning

Post-Test Data: Whole Class - Once you have assessed your students' learning on the topic, collect and analyze the post-test data to determine the effectiveness of your instruction and assessment.		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	0	4
Proficient (80%-89%)	0	4
Partially Proficient (70%-79%)	0	1
Minimally Proficient (69% and below)	17	8
Post-Test Analysis: Whole Class		
<p>After analyzing the results of the class post-test for the Famous American unit, I found that only half of the students were able to pass the test. Out of the total students, four were highly proficient, four were proficient, and only one student was partially proficient. However, the other half of the students were found to be minimally proficient. Although there has been growth in student learning since the pre-test, it is still necessary to create plans for small group teaching to support those students who fall in the range of minimal proficiency.</p>		
<p>There were six students who were taught about Famous Americans. Three of them were highly proficient, three were proficient, and one was partially proficient. All of these students were either on grade level or above in reading. The teacher read a book about Famous Americans and included YouTube videos in the lessons to provide visuals and a better understanding of the material. The teacher also used Google Slides, had group discussions, answered questions, used graphic organizers, and used the KWL method to help with their learning. These methods helped the students grow and led to them passing the unit assessment. However, two students were minimally proficient and currently below grade level in reading.</p>		
Post-Assessment Analysis: Subgroup Selection		
<p>There are eight English Language Learner students, consisting of four boys and four girls. Among the students who scored minimally proficient, half of them were English Language students. Out of the subgroup, only three students passed the assessment for the Famous American unit, and they all are reading above their grade level. One of the students is highly proficient, while the other two are proficient. However, five of them range the minimally proficient and are all below grade level in reading.</p>		

Post-Assessment Data: Subgroup (Gender, ELL population, Gifted, students on IEPs or 504s, etc.)		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	0	1
Proficient (80%-89%)	0	2
Partially Proficient (70%-79%)	0	0
Minimally Proficient (69% and below)	8	5
Post-Assessment Analysis: Subgroup		
<p>The subgroup of English Language learners found the YouTube video that included a Spanish version of a famous American and their contributions to be very helpful. They also accessed books in Spanish through Epic. The students were able to explain what they learned in their native language, using anchor charts and drawings instead of sentences in English. They were given copies of notes with highlighted information. As a result, three students passed the unit test, while five students still need support through small group teaching.</p>		
<p>There are five students in the class who are English Language learners. Unfortunately, they are not proficient in the language and are struggling to read at their level. Due to their limited proficiency in English, these students are finding it challenging to comprehend instructions, participate in classroom discussions, and complete their assignments. To assist these students in their understanding, I plan to provide them with an opportunity to take the unit test and retest individually with the teacher. To ensure their comprehension, I will have the unit test translated into their native language and allow them to have the test read aloud or provide an audio option. Additionally, I will make informal observations of their performance and classroom participation to better understand their learning needs.</p>		
Post-Assessment Data: Remainder of Class		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	0	3
Proficient (80%-89%)	0	3
Partially Proficient (70%-79%)	0	1

Minimally Proficient (69% and below)	17	2
Post-Assessment Analysis: Subgroup and Remainder of Class		
<p>During a recent American History unit assessment, a group of students consisting of seven individuals with varying levels of proficiency was tested. Additionally, there was a sub-group of three ELL (English Language Learner) students. It is worth noting that both groups were graded above or on grade level. After the assessment, it was determined that more than half of the students had passed the assessment, which indicated that they had a satisfactory level of knowledge and understanding of the subject matter. However, seven students required additional support and remediation to improve their understanding of the unit. Interestingly, five of these students needed assistance in reading aloud in their native language, indicating a potential language barrier that may be hindering their comprehension of the subject matter. Addressing this issue could potentially help increase the percentage of students who pass the unit test.</p>		
<p>To help students improve their English skills, I plan to provide structured activities that will allow them to practice speaking, listening, reading, and writing. For instance, I will use dialogues, role-plays, and language games to give students a chance to practice using the language in a variety of contexts. To help students better understand complex concepts, I will also incorporate visual aids such as charts, diagrams, pictures, and videos into my instruction. When working with small groups, I will use graphic organizers and other visual tools to help students organize their thoughts and see the relationships between ideas more clearly. Additionally, I will make use of the Magic School website to provide age-appropriate reading materials about famous Americans at different levels of difficulty. By simplifying language, gestures, and visuals, I will make sure that all students can access and understand the content. Finally, I will break down complex concepts into smaller, more manageable pieces and provide frequent checks for understanding to make sure that students are learning at their own pace. All these strategies will help ensure that every student can succeed and build their confidence in using English.</p>		

STEP Standard 7 – Reflecting on Instruction to Improve Student Progress

Improved Practice Based on the Unit of Study

Based on the experience of developing and delivering your instructional unit, list three short-term goals to improve specific areas of your teaching practice based on the unit of instruction and describe your plan to reach each short-term goal.

Short-Term Goal	Plan to Reach the Goal (<i>i.e., professional development, research on the Internet, observation of a veteran teacher, etc.</i>)
1. Integrate active learning role-play to support ELL and low readers understand History content.	<p>Research on the Internet- I plan on researching videos on YouTube, articles and search different websites. Kate Dawson-Role Play on YouTube discusses ways to engage students in the content, explore content and reflect on content afterwards through role play. https://youtu.be/mMblT0ormuc?si=C8hrgn39OK6R3nlg</p> <p>Creative Role Play Encourages Deeper Science Learning-Edutopia explains through curriculum design in ways to engage and what role are the students going to be stepping into. https://youtu.be/4bySCaKZssc?si=x4xRgN0rdpg2aPPN</p>
2. Diversify assessment- implementing rubrics and guidelines to support ELL and low readers.	<p>Observation of a veteran teacher- I plan to work collaboratively with an experienced teacher to create and implement rubrics for unit assessments. Additionally, I will explore methods for providing clear guidelines to students.</p>
3. Interactive Word Wall for vocabulary content to support all students.	<p>Research on the Internet- I plan to create a word wall in the classroom to improve reading and writing skills by researching on Reading Rockets. https://www.readingrockets.org/classroom/classroom-strategies/word-walls</p> <p>https://www.educationworld.com/a_curr/profdev/profdev086.shtml</p>

	https://www.learningbilingually.com/interactive-word-walls-in-dual-language-classrooms/
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Long-Term Goals: Teachers who are dedicated to their profession and to improving the lives of students will continually look for ways to grow and learn. The best way to ensure that learning is prioritized is to create a long-term goal. Create one long term goal that is specific and measurable. Make sure to discuss the following:

Long-Term Goal: Reading Intervention	
Rationale: Why did you choose this goal? How do you expect it to improve the outcomes of your future students?	I think that students who have difficulty reading and understanding historical content are often those who struggle with reading or are English Language Learners (ELL). By providing reading intervention, I can help these students meet their needs. To understand the foundations of reading, students must develop skills such as phonological and phonemic awareness, as well as an understanding of syllables. They also need to recognize letters, letter sounds, blends, and diagraphs. This knowledge is crucial for reading and comprehending content.
End Date: By when do you expect to accomplish this goal?	I expect to accomplish this goal by the end of the school year. June 6, 2024
Action Timeline: What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE	I am planning to take training classes, such as Lexia LETRS, to improve my teaching skills. By the end of the school year, I will be observed teaching Foundation to Kindergarten, first, and second-grade classes, as well as Haggerty to the same grade levels.
Resources: What resources are available to assist you in accomplishing your goal?	There are a few resources that I have at my disposal to help me achieve my objectives. These include Foundation, which provides funding and support for entrepreneurs, Haggerty which offers educational and research opportunities to further my knowledge, and LETRAS which helps me improve my language skills. I'm grateful to

	have these resources available to me as they can greatly contribute to my success.
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