MODELS OF TEACHING PORTFOLIO

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to

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**Purpose and Objective of Portfolio**

**EDUC 6330: Teaching Methodology for the Professional**

**Purpose:** The purpose of this portfolio is to demonstrate the use of various teaching models that have been presented in our class in a practical lesson plan format with the intent to use personally as I teach in my own classroom.

**Objective:** The specific objective of this portfolio is to demonstrate the use of various teaching models in my role as a teacher educator. The following lesson plans were designed for use in my Teaching Methodology for the Professional class at Houston Baptist University. They are intended to model instructional methods for preservice teachers, while simultaneously providing them with necessary information regarding our curriculum. Rather than using the traditional lesson plan outline, I have employed the syntax model presented in our text for each model demonstrated. In addition, I have created various other teaching tools to be utilized in conjunction with these lesson presentations.

Lesson 1: The Inductive Thinking Model

**Lesson Title:** Relationships in Numbers

**Targeted Grade Level:**Fourth Grade

**Subject:** Mathematics

**Lesson Goals:** The learner will explore various numbers brainstormed by the class and be able to group them according to similarities between them.

**Lesson Objectives:**

* The learner will brainstorm and come up with various numbers (2-6 digits long).
* The learner will recognize and express similarities and defining characteristics of the numbers in groups of 2-3 students.
* The learner will group numbers into categories according to common attributes in groups of 2-3.
* The learner will interpret data and develop labels for the categories in groups of 2-3.
* The learner will convert the categories into hypotheses regarding numbers.

**Materials/Resources Needed:**

* Dry erase boards and marker for each individual student
* Chart paper and markers for each group
* Math notebook for writing hypotheses

**Lesson Components:**

**Focusing Event:**

The teacher will guide students in discussing why it is important to learn about properties of numbers. For example, he/she will stress the importance of being able to recognize if a number is even or odd, prime or composite, etc.

**Phase 1: Data Collection and Presentation**

After the teacher assigns students to groups of two or three, he or she will begin asking students to brainstorm and throw out any numbers (2-6 digits long) and then write them on the board.

**Phase 2: Examining and Enumerating Data**

The teacher will then instruct the students to closely examine each number written on the board. The students will be directed to have a discussion with one another and share what they know about each number (ie. is it odd/even, prime/composite, squared number, a multiple of 5, etc).

**Phase 3: Grouping Items into Categories**

Once sufficient time has been provided for the process of inquiry, discussing and labeling, students will be directed to use the dry erase boards to begin grouping the numbers. The teacher will allow ample time for the students to work together and come up with as many categories and groupings as they can on their own.

After each group member has been given time to express his or her thoughts regarding categorization, group members will work together to create a chart that allows for the physical grouping in accordance with these categories that they will be able to present to the class. One to two members will be designated “Scribe” and will be in charge of creating the chart using chart paper and markers. The remaining group member(s) will be assigned the role of “Presenter” and will prepare to share the group's labels and data sets with the class.

**Phase 5: Building Hypotheses and Generating Skills**

Once each group has presented, the teacher will lead the students in discussing similarities and differences between each group’s categories and data sets. Finally, he or she will present his/her own chart displaying the categories he/she came up with to compare to what the students came up with.

Students will take time to add these categories to their chart paper if they don’t already have them down as well as the teacher will add any to his/hers that are not already there.

Next, the teacher will lead the students in a discussion based upon the development of hypotheses involving different kinds of numbers, such as those with which they have been working. For example, he or she might ask them to consider the conclusions that can be drawn relating a number ending in a 0 to it being divisible by 5. After some examination, students will likely develop the hypothesis that by understanding math vocabulary and knowing what rules dictate what kind of number you are working with, one can predict the type of number it is (ie. prime, factor, multiple, even, etc). The students will take the opportunity to write the hypotheses in their math notebooks to refer back to them at later points in the year. If further instruction is necessary, the teacher will guide students in formulating more examples to gain a better understanding of the relationships being discussed.

Finally, students will build skills from these categories by producing a number that fits into each category. One cumulative chart will then be created by each group complete with contributions from each class member. This chart might be displayed in a prominent position on the classroom wall, in order that students may refer back to their handiwork throughout the year when completing assignments involving different kinds of numbers.

**Modifications Suggested for English Language Learners:**If possible,ELL students might be grouped with students who have a firmer understanding of both English and the ELL students' first language in order to aid them in communicating with their group during categorization and labeling activities.

Lesson 2: The Inductive Thinking Model

**Lesson Title:** Attributes of 3-D Shapes in Geometry

**Targeted Grade Level:**Fourth Grade

**Subject:** Mathematics

**Lesson Goals:** The learner will explore the defining attributes of 3-dimensional geometric shapes (the domain), including the number of faces, edges, and vertices, or points. This goal will be facilitated through the construction of data sets based upon the various geometric attributes.

**Lesson Objectives:**

* The learner will recognize and enumerate the defining attributes of each shape.
* The learner will group shapes into categories according to common attributes.
* The learner will interpret data and develop labels for the categories in order that they can be manipulated symbolically.
* The learner will convert the categories into hypotheses regarding shapes.

**Materials/Resources Needed:**

* Each group of two or three students will require at least four objects of each of the following shapes: sphere, triangular prism, rectangular prism, cube, pentagonal prism, hexagonal prism, and octagonal prism. An assortment of classroom manipulatives, as well as everyday objects, may be used. Examples include plastic and foam shapes created for geometry lessons in addition to such items as bouncy balls, Tobleron Chocolate box wrappers, shoe boxes, and any other real world examples that show 3-dimensional shapes.
* Chart paper and markers will also be necessary for each group.
* Construction paper, small adhesive notes, a ruler, and a pair of scissors will be used by each student as well.

**Lesson Components:**

**Focusing Event:**

The teacher will guide students in discussing why it is important to learn about geometric shapes. For example, the class might talk about the need to be able to describe objects found in our world (such as buildings and other structures).

**Phase 1: Data Collection and Presentation**

After the teacher assigns students to groups of two or three, he or she will distribute at least four items of each of the following shapes to every group: sphere, triangular prism, rectangular prism, cube, pentagonal prism, hexagonal prism, and octagonal prism. The shapes will be dispersed to the groups in random order, seemingly without organization.

**Phase 2: Examining and Enumerating Data**

The teacher will then instruct the students to closely examine each item that has been given to their group. The students will be directed to use the small adhesive notes presented to their groups to jot brief bits of information regarding any common attributes among the objects before placing relevant notes upon them. The teacher must be certain not to rush the students during this crucial stage, in order to assist in preventing superficial inquiry.

**Phase 3: Grouping Items into Categories**

Once sufficient time has been provided for the process of inquiry and labeling, students will be directed to discuss within their groups various categories into which each item might be placed, as well as the reasoning used to determine each member's decision (**formative check**).

**Phase 4: Interpreting Data and Developing Labels**

After each group member has been given ample time to express his or her thoughts regarding categorization, the teacher will direct the students to determine the labels to be used in categorizing the groups of the items. Next, group members will work together to create a chart that allows for the physical grouping in accordance with these labels (**formative check**). One to two members will be designated “Scribe” and will be in charge of creating the chart using chart paper and markers. The remaining group member(s) will be assigned the role of “Presenter” and will prepare to share the group's labels and data sets with the class.

**Phase 5: Building Hypotheses and Generating Skills**

Once each group has presented, the teacher will lead the students in discussing similarities and differences between each group’s labels and data sets. Finally, he or she will present a previously created chart displaying the geometric names of each shape as labels, as well as the corresponding number of faces, edges and vertices.

Students will take time to sort their group's shapes into these categories if they have not already. Additionally, they will add the geometric names to each category using the teacher's chart for reference.

Next, the teacher will lead the students in a discussion based upon the development of certain geometric hypotheses involving 3-dimensional shapes, such as those with which they have been working. For example, he or she might ask them to consider the conclusions that can be drawn relating a 3-d shape's number of faces to its number of edges and vertices. If further instruction is necessary, the teacher will guide students in formulating examples of objects found within our world (**reteach**).

Finally, students will build skills from these categories by producing an item that fits into each category. Using rulers, construction paper, and scissors, each student will draw and cut a shape that can be added to each category of the teacher's chart, thus creating one cumulative chart complete with contributions from each class member (**summative evaluation**). This chart might be displayed in a prominent position on the classroom wall, in order that students may refer back to their handiwork throughout the year when completing assignments involving geometric shapes.

**Modifications Suggested for English Language Learners:**If possible,ELL students might be grouped with students who have a firmer understanding of both English and the ELL students' first language in order to aid them in communicating with their group during categorization and labeling activities. However, due to the predominance of pictorial concepts contained within this lesson, ELL students will likely feel comfortable performing many tasks without need of language translation.

Lesson 3: The Picture Word Inductive Model

**Lesson Title:** Geometry Around the World

**Targeted Grade Level:**Fourth Grade

**Subject:** Math

**Lesson Goals:** The learner will explore the ways geometric shapes appear in everyday life around them. This goal will be facilitated through examination of and discussion about a picture of house where many different geometric shapes can be seen.

**Lesson Objectives:**

* The learner will construct connections between the concept of geometry in the classroom and in the world around them.
* The learner will recognize various examples of geometry in the world around them before formulating new examples of such concepts.
* The learner will formulate inferences regarding the ways in which geometry exists not only in the classroom but also in the world around them.

**Materials/Resources Needed:**

* A picture of a real world example where geometric shapes are used will be necessary. An example of one such picture can be found at the conclusion of this lesson. The picture must be displayed in such a way that the entire class may view it as the teacher writes words surrounding the image. For instance, the picture might be enlarged and displayed on a piece of chart paper, or it could be projected onto an Interactive White Board on which the teacher can write words.
* A writing instrument for the teacher will also be necessary.
* Writing paper and a pencil will be used by each student as well.

**Lesson Components:**

**1. Look at the picture.**

The teacher will ask that the students gather around the picture of the house and find a comfortable place in which to sit in order that they can take some time to carefully observe the image and its components.

1. **What do you see?**

The teacher will then instruct the students to suggest items they see in the picture.

1. **Label the items in the picture.**

As each item is mentioned one at a time, the teacher will draw a line from that particular item in the picture to the blank area bordering the picture, labeling the item with the word the student has suggested. After he or she has written the name of the item, the teacher will read the word aloud, spell the word, and say the word once more, before instructing the students to do the same in unison.

1. **Read the labels aloud.**

Once the class has had ample time to suggest labels for the items in the picture, the teacher will lead the students in reading the words surrounding the picture aloud simultaneously.

1. **Group the terms into categories.**

Next, the teacher will ask the students for suggestions regarding how the items might best be grouped into categories. After labels have been created for these categories, students will offer suggestions as to which items would most appropriately fit into which categories.

1. **Say, spell, say the words.**

Once these lists have been created, the teacher will lead the students in once again saying, spelling, and saying each item after he or she has modeled this process.

1. **Add to the lists.**

Next, the teacher will ask students to volunteer suggestions as to additional items to contribute to the list that are not included in the picture. For example, if students have formulated a list of items that are rectangular prisms, a student might suggest that the word “book” be added to the list. To a list entitled “spheres,” a student could suggest that the word “basketball” be included in the list.

1. **Think of a title.**

After ample time has been provided for the addition of new words to each list, the teacher will ask students to invent a title for the picture that summarizes what is taking place within it. The teacher will write the agreed upon title above the picture.

1. **Write a sentence.**

Once a title has been written, the teacher will ask each student to take time to formulate a sentence to describe the picture. Then, he or she will request that students share their ideas with the class while the teacher writes those sentences beneath the picture as they are articulated.

1. **Read the sentences aloud.**

The class will next read each of the sentences written below the picture aloud in unison.

1. **What can you infer from this picture?**

The teacher will then lead the students in discussing inferences they might derive from the picture, explaining that the word “inference” is another word for “conclusion” or “idea based upon what we see or have read.”

1. **Write a paragraph about the picture.**

As a final step, students will be given time to construct a paragraph describing the picture. Additional time will be provided to share these paragraphs aloud after everyone has completed their writing. The teacher will leave the labeled chart hanging in a prominent position in the classroom in order that as the class progresses through further lessons regarding the geometric shapes, the students will have a assistance when needed.



<http://questgarden.com/117/38/6/110123101734/index.htm>

Lesson 4: The Concept Attainment Model

**Lesson Title: Symmetry**

**Targeted Grade Level:**Fourth Grade

**Subject:** Math

**Lesson Goals:** The learner will explore the defining attributes of shapes with or without at least one line of symmetry through the investigation of both types of examples.

**Lesson Objectives:**

* The learner will compare attributes in shapes with and without at least one line of symmetry.
* The learner will classify given exemplars as yes or no.
* The learner will interpret data and develop labels for the categories in order that they can be manipulated symbolically.
* The learner will formulate his or her own examples of shapes that do and do not have at least one line of symmetry.

**Materials/Resources Needed:**

* Images of both shapes with no lines of symmetry and shapes with one or more lines of symmetry will be necessary for this lesson. There should be at least five examples of each, and the images may be displayed for the class either digitally via a large screen or on paper.
* Chart paper and markers will also be necessary for each group.
* Drawing paper and a pencil, as well as crayons, markers, or colored pencils will be used by each student.

**Lesson Components:**

**Phase 1: Teacher Presents Labeled Exemplars and Students Compare Attributes**

After the teacher assigns students to groups of two or three, he or she will display a chart containing two columns. One column will be labeled “Yes” and the adjoining column will be titled “No.” Beneath the Yes Exemplars label will be at least five images depicting various shapes that have one or more lines of symmetry. Within the No Exemplars column will be presented at least five images of shapes that have zero lines of symmetry. The teacher will explain that in this lesson, the “Yes” exemplars have at least one common attribute, or characteristic. He or she will then instruct students to compare the similarities and differences in the yes and no exemplars and to share those observations within their groups.

**Phase 2: Students Generate and Test a Hypothesis**

After each student has been given ample time to share his or her illustration(s), the teacher will ask students to develop a hypothesis regarding the similarities between the “Yes” exemplars discussed throughout the lesson, and students will be directed to write a sentence or two explaining their hypothesis.

**Phase 3: Students State a Definition According to Essential Attributes**

Once time has been given to share various hypotheses, students will be asked to write a brief definition according to the common attribute observed among the “Yes” exemplars. They will share definitions with their group members before offering ideas within a class discussion.

**Phase 4: Students Classify Additional Exemplars as Yes or No**

Next, the teacher will provide a randomly organized set of at least ten shapes with some that have zero lines of symmetry and some that have one or more lines of symmetry. He or she will ask the students to closely examine each new picture before classifying the exemplars as either Yes or No. The students will then be directed to share their ideas within their groups before doing so within a class discussion format.

**Phase 5: Teacher Confirms Hypothesis, Names Concepts, and Restates Definition**

The teacher will confirm the correct hypothesis with the class, revealing that each of the shapes represented in the Yes exemplar category has a least one line of symmetry. Students will then be asked to share a potential definition of the term “symmetry” within their groups before doing so with the class. The teacher and students will work together to form one common definition of symmetry which will be written by each student on his or her sheet for reference in the future as the class proceeds through the symmetry unit.

**Phase 6: Students Generate Yes Exemplars and Describe Thoughts**

Students will then be directed to illustrate at least one image of a “Yes” exemplar before sharing their illustrations within their groups. Next, students will be encouraged to present and describe their illustrations to the class.

**Phase 7: Students Discuss the Role of the Hypothesis and Attributes**

The teacher will lead the class in a discussion regarding symmetry. Some inquiry questions to consider include the following:

* What other similarities exist among the Yes exemplars?
* What are some real world examples of items that have lines of symmetry and some that don’t beside geometry shapes?

Lesson 5: The Memory Model

**Lesson Title:** Geometry Vocabulary

**Targeted Grade Level:**Fourth Grade

**Subject:** Math

**Lesson Goals:** The learner will commit to memory the names and definitions of five key math words in geometry (ray, line segment, parallel, intersecting, perpendicular).

**Lesson Objectives:**

* The learner will formulate and practice a word or image for each word to associate it with to assist them in remembering the names and definitions of the five terms.
* The learner will identify the five terms and reflect recognizing and drawing them in future math problems.

**Materials/Resources Needed:**

* A photograph or illustration of the following will be necessary for the teacher (sun with rays of sun, piece of an orange, railroad tracks, 4-way intersection, the word ‘perfect’).
* Construction paper and markers will also be necessary for each group.

**Lesson Components:**

**Phase 1: Attending to the Material**

The teacher will write the five terms on the board and ask the students to share why these words are important to understand and differentiate between. Then, the teacher will share with the students that if they can come up with words or pictures to associate the terms with, then it will help them remember what they are later.

**Phase 2: Developing Connections**

The teacher will then inform the students that he or she will be help them remember the names and definitions of the five terms through picture or word association. To introduce them to this strategy, the teacher will display the five associations next to the terms. To remember that a ray starts at an end point and continues on forever in the other direction, the teacher will show the students a picture of a sun with rays coming out from it. To remember line segment, the teacher will show them a picture of a piece of an orange and remind them that segment means “piece of something”, so a line segment is a piece of a line with end points at each end. To remember that parallel means two lines or rays that will never touch or intersect, she will show them a picture of a railroad track. To remember intersecting, she will tell them to think of an intersection where one car’s route crosses over another’s when it goes through the intersection. Finally, for perpendicular, she will tell them to remember the word ‘perfect’ and that perpendicular are two lines or rays that cross at a perfect 90 degree angle.

In order to support them in learning these terms, the students will write down the terms and images on their construction paper. The teacher will display the words and associations around the room for the students to refer back to any time they need to.

Lesson 6: The Memory Model

**Lesson Title:** Multiplication Facts (9’s)

**Targeted Grade Level:**Fourth Grade

**Subject:** Math

**Lesson Goals:** The learner will commit to memory the 9’s multiplication facts by learning a trick to help them.

**Lesson Objectives:**

* The learner will practice and memorize the strategy to help them remember their 9’s in multiplication math facts.

**Materials/Resources Needed:**

* The only resources needed for this lesson are the teacher and students along with their finger to learn the trick with.

**Lesson Components:**

**Phase 1: Attending to the Material**

The teacher will demonstrate the trick to the students by showing how it works on his/her own hands. (i.e. 9 x 6 = 54 means put down the sixth finger, so you are left with five fingers on the left of the finger down and four on the right; thus giving you 54 as your answer)

**Phase 2: Developing Connections**

The teacher will then walk the students through how to do the trick with each number (i.e. 9 x 1, 9 x 2, etc). Then, the students will have an opportunity to practice on their own as the teacher walks around to check for understanding. The students will then take a quick fact quiz to check for understanding and mastery of the new trick.

Lesson 7: The Advance Organizer Model

**Lesson Title:** Collecting and Graphing Data

**Targeted Grade Level:**Fourth Grade

**Subject:** Math

**Lesson Goals:** The learner will understand that data can be collected and represented as a meaningful graph, which can then be used to effectively communicate this data to others.

**Lesson Objectives:**

* The learner will collect data from their classmates regarding what season (winter, spring, summer, or fall) is their favorite.
* The learner will create graphs using Microsoft Excel that “tell the story” of their data in an accurate and effective manner.

**Materials/Resources Needed:**

* Each student will require access to a computer on which Microsoft Excel or similar graphing software is available.
* Chart paper and individual notebook paper for each student will also be needed for this lesson.

**Lesson Components:**

**Phase 1: Presentation of Advance Organizer**

The teacher will create a category to collect data with the students on. For example, she will choose four different ice cream flavors and poll the class on which one is their favorite. Once she has a tally vote for each student, she will model to the students how to take data received and turn it into a bar graph. The teacher will review with the students the purpose a bar graph which is to compare data.

Once the teacher offers an example of a premade bar graph for the class to examine, she will ask them to share their ideas regarding its defining features. Possible responses include the following:

“The taller or longer bars show that there is more of something, and the shorter bars symbolize less of something.”

“The graph has a title and labels for each axis.”

“The bars are spaced far enough apart or are different colors in order that each bar stands out.”

The teacher will offer more examples, and as the graphs are discussed, he or she will be certain to reiterate the purpose of each (or the information each graph is intended to represent). The teacher will then tell the students they will take their own data on which season their classmates consider their favorite and then make a bar graph to display their data.

**Phase 2: Presentation of the Learning Task or Material**

As they are guided by the teacher, the students will create a table to record their data on. The teacher will poll the students and have them raise their hand for which season is their favorite and remind the students that each season is a separate category or “bar” on the graph they will later create. The students will be responsible for recording the entire class’s votes on the table they have created on their chart paper. After this process has been completed, the teacher will help the students understand the purpose for taking time to organize their data in order to analyze and discuss their findings.

**Phase 3: Strengthening Cognitive Organization**

The class will then relocate to the computer lab, along with their chart of ideas. As they are guided by the teacher, each student will work in Microsoft Excel to generate a table of data based on the tallies they have collected on their paper beforehand. The teacher will guide the students in inputting this data into their own tables, to the right of the appropriate categories. Next, the teacher will lead the students in selecting the bar graph option to represent their chart data. The teacher will then guide the students in creating a title and axis headings for their graphs. Finally, the students will print their finished products. The lesson will culminate in the students taking time to write a short paragraph describing their findings and concluding which season is most favored and least favored.

Lesson 8: The Group Investigation Model

**Lesson Title:** Variable Math Equations

**Targeted Grade Level:**Fourth Grade

**Subject:** Math

**Lesson Goals:** The learner will complete a specific given math equation with variables to solve for. This goal will be facilitated through the group investigation model of learning.

**Lesson Objectives:**

* The learner will explore and express a variety of key strategies to solve a given math problem.
* The learner will work interdependently with other students to solve a math equation.

**Materials/Resources Needed:**

* Writing paper, pencils, and crayons or colored pencils will also be used by each group.
* Notebook paper to show work on and brainstorm with.
* A large piece of butcher paper will be necessary for mounting the completed equation with numbers in place of variables.

**Lesson Components:**

**Phase 1: Encounter Puzzling Situation**

The teacher will grasp the students' attention and present the students with the following math problem:

4x + 3y =20

**Phase 2: Explore Reactions to the Situation**

After reading the problem, the teacher will pose several thought questions to the students, such as the following:

“What information will help us solve this equation?”

“What do we need to figure out first?”

“How might we break apart this problem to make it a bit easier to solve for the variables?”

The teacher will allow the students ample time to ponder and discuss such questions before ushering the class into the next phase. He or she will make note of their suggestions, in order that the students may refer back to them as they are working cooperatively.

**Phase 3: Formulate Study Task and Organize for Study**

Based upon the notes the teacher has taken from the prior discussion, he or she will draw the students towards formulating and structuring the problem for themselves. A primary component of this process is guiding the students to define the problem. A possible problem statement is as follows:

*Your group's mission is to solve for the variables in the math equation. As a group, you will take part in coming up with a process to do that.*

After the problem has been defined, the teacher will be responsible forsegmenting the students into groups of three and enumerating job descriptions for each group member. Depending upon the interpersonal skill level of the class members, the teacher may or may not designate specific students to fulfill specific roles. Possible job descriptions include the following:

*Job Description 1:*

* *Your objective is to figure out what two numbers add to 20.*

*Job Description 2:*

* *Once person 1 finds different combinations of numbers that add to 20, then your objective is to figure out a possible number for x to represent.*

*Job Description 3:*

* *Once person 1 finds different combinations of numbers that add to 20, then your objective is to figure out a possible number for y to represent.*

During this phase, the teacher will also need to present students with a timeline that includes specific checkpoints. The teacher should be certain to clearly outline the ways in which the students' performance will be assessed, both by him or her as well as by peers and themselves. A variety of rubrics would prove beneficial for accomplishing this task.

**Phase 4: Independent and Group Study**

During this phase, the students will first be given ample time to analyze their required roles through discussion with one another, seeking their peers' suggestions as to the most effective way to proceed with their assignments. After they have become organized enough to carry on in their roles, the students will begin their work while reporting what they have learned and accomplished to their groups at intervals designated by the teacher.

**Phase 5: Analyze Progress and Process**

After the teacher determines that sufficient time has been given for independent and group study, he or she will offer the students the opportunity to evaluate their final products in terms of the original goal. In other words, the groups will interact to decide whether or not their answers work together to get the correct answer to the math equation. They will refer back to the rubrics as their guides throughout this process.

**Phase 6: Recycle the Activity**

Taking advantage of the techniques learned from this activity, the teacher will next present the students with additional math equations to solve that involve similar skills to this one.

Lesson 9: The Role-Playing Model

**Lesson Title:** Events that Led to the Revolutionary War

**Targeted Grade Level:**Fourth Grade

**Subject:** Social Studies

**Lesson Goals:** The learner will explore how life was during the 1770's and what events led to The Revolutionary War. This goal will be facilitated through the role-playing model of learning.

**Lesson Objectives:**

* The learner will explore what life was like during the events the led to the Revolutionary War.
* The learner will experience the role of a Patriot and Loyalist during the time period of the Revolutionary War.

**Materials/Resources Needed:** A list of events that led to the Revolutionary War need to be accessible to the students along with a summary of what happened (the student textbook is a great resource for this). Other than the book, the students may need construction paper, markers and any other props around the room that they can use to act out their scene.

**Lesson Components:**

**Phase 1: Warm Up the Group**

The teacher will review with the students the various events studied in their unit on the events that led to the Revolutionary War (i.e. Stamp Act, Quartering Act, Boston Tea Party, Boston Massacre, and The Intolerable Acts). A discussion will occur between the teacher and students, so students have a good understanding of each event before being split up to role play within their group.

**Phase 2: Select Participants**

The teacher will next guide the students in analyzing the characters they will play in the scenes they are assigned (i.e. Sam Adams, Benjamin Franklin, British soldiers, Loyalists, Patriots, etc). The students will describe what the characters are like, how they feel, and what actions they might take to play out the various scenes they have just studied about.

After adequate time has been devoted to exploring these three roles, the teacher will assign students to act out the various scenes (3-4 students per group). By the teacher assigning groups, it will eliminate some hurt feelings by students picking friends for their groups and leaving other students out.

**Phase 3: Set the Stage**

The teacher should next set a line of action by inquiring about the setting in which the enactments could take place, being certain to keep the setting and line of action general. The teacher should remind students that they may use their textbooks to help them remember critical details pertaining to the event they are depicting. Additionally, the teacher should assist the students in delving into the scene their group has been assigned, in order to guide them in setting their enactment up correctly.

**Phase 4: Prepare the Observers**

During this phase, the students who will be observing the enactment should be given ample time to discuss important components for which to look. For example, they will need to evaluate the extent to which the role play is realistic. Also, they will be asked to comment on the effectiveness of the actors’ behaviors. Additionally, defining the feelings of the characters will be important. They will need to establish what goals the actors are seeking to accomplish and what things they will be looking for that are defining points in the scene depicted. Finally, they should determine whether each actor’s actions were helpful or not helpful, and they will propose alternative experiences that might have occurred within the enactment.

**Phase 5: Enact**

After the teacher determines that sufficient time has been given for preparation of the observers, he or she will direct the actors to practice with their groups and then begin the role play. The role play will come to an end once behavior demonstrating students' understanding and grasp of each scene has been expressed.

**Phase 6: Discuss and Evaluate**

The teacher will next guide the students in reviewing the events, positions, and realism of the role play. He or she will specifically guide the class in discussing the major areas of focus such as the consequences of the key actions and the motivations of the actors. Using the students’ comments and suggestions from this discussion as a guide, the teacher will lead the class in developing the next enactment. The central questions for thought will be, “What are your thoughts, class? Were you able to understand this even by the reenactment that just took place? Any thoughts on what this group did well and ideas on what could have made their role play even more effective?"

**Phase 7: Reenact**

Based on the revised roles developed in the previous discussion, new actors will be chosen to reenact the ending to the scenario. Students will then be given time to offer suggestions for next steps or alternative behaviors.

**Phase 8: Discuss and Evaluate**

Together with the teacher, the students will review the occurrences of the alternative role play, explore its relation to the events discussed at the beginning of class and the first reenactment, and begin to develop a subsequent reenactment.

**Phase 9: Share Experiences and Generalize**

With the teacher’s guidance, students will relate the acted out scenes to other events they've studied in social studies thus far that year. Additionally, he or she should be mindful of ways in which this discussion might provide any entry point for other conversations and role-playing segments that address corresponding social studies lessons throughout the remainder of the year.

Lesson 10: The Nondirective Model

**Lesson Title:** Coping with Loss

**Targeted Grade Level:**Fourth Grade

**Subject:** Character

**Lesson Goals:** The learner will seek to reach a positive “turnaround” from an unintentional lesson on coping with loss. This goal will be facilitated through the nondirective model of learning.

**Lesson Objectives:**

* The learner will express both positive and negative feelings as a means of emotional development.
* The learner will recognize the benefits of selecting a delayed goal rather than a temporary solution.

**Materials/Resources Needed:** Due to the nature of this lesson, no specific materials/resources will be necessary.

**Lesson Components:**

**Phase 1: Defining the Helping Situation**

The following lesson format was created as a means of reaching students when an unexpected loss happens within the school community. The following is a real life scenario and can be varied with tragedy strikes in a school setting, and a plan of action is needed to move forward with helping the children cope.

An employee within the school faculty was tragically killed one evening during a school week. Teachers frantically came together to prepare for the unexpected when the students heard the news and arrived to campus the following morning.

**Phase 2: Exploring the Problem**

*Teacher defines the problem.*

The teacher briefly shares with the students - some who already know of the news and some that don’t - that the nurse has passed away unexpectedly.

*Teacher accepts and clarifies feelings of students.*

The teacher provides the students with an opportunity to share how they feel and validates them feeling that way.

**Phase 3: Developing Insight**

Through this process of discussion and sharing, the teacher is able to gain insight into the minds and hearts of his or her fourth graders. He or she restates the feelings expressed by the students as the students chime in to offer more insight.

**Phase 4: Planning and Decision Making**

*Student plans initial decision making.*

Students come together during this “circle share time” and brainstorm ways they can help one another cope along with the rest of the community and the faculty member’s family.

*Teacher clarifies possible decisions.*

The teacher recognizes the students’ ideas as good ones and helps validate that how they want to help is a wonderful thing and now they can work with one another to put those ideas into action.

**Phase 5: Integration**

*Student gains insight and develops more positive actions.*

Students decide to honor the faculty member by making cards to express their feelings for her/him as well as sending cards to the family. They also mention how neat it would be to have a service in memory of that faculty member where all his/her family members would be invited.

*Teacher is supportive.*

The teacher tells the students that is a great idea and moves forward in helping them execute those ideas.

**Action Outside the Interview**

From this experience together, the class has grown closer together as a unit. They have allowed themselves to be vulnerable by sharing and opening up about their feelings and emotions. Now, in future situations where tragedy strikes, the students will hopefully feel that their classroom along with its members provides a safe place to share and grow together - a place to cope with hurt and tragedy not alone, but with your peers and close friends.