

Impact on Student Learning: Connected Lesson

Mekayla Cook

EDE 4944

Fall 2016

## CT Lesson Plan

<b>Topic:</b> Historical Fiction- <i>Riding Freedom</i>	
<b>Grades:</b> 4th	<b>Date:</b> October 18th, 2016
<b>Standard(s):</b> LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (a character's thoughts, words, or actions).  LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i> , building on others' ideas and expressing their own clearly.	<b>Time:</b> 65 min.s  <b>HOT Questions:</b>  1. What are elements of historical fiction? 2. How do elements of historical fiction impact <i>Riding Freedom</i> ? 3. How can I analyze the R.A.F.S. of a text to understand characters? 4. What is alike and different between Charlotte and James? 5. Create a poster that describes a character using text evidence.
<b>Essential Question:</b> What are the characteristics of historical fiction? How can I use R.A.F.S. to understand characters?	
<b>Objective:</b> Students will be able to identify characteristics of historical fiction in <i>Riding Freedom</i> and consider the impact on the story. Students will be able to understand characters with text evidence.	
<b>Vocabulary:</b> escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied.	
<b>Materials:</b> anchor chart paper, markers, the Teacher Edition of <i>Journeys Unit 4</i> , the student <i>Journeys</i> textbook, reading journal, teacher-created parchment paper for all students ( <a href="http://www.dltk-kids.com/fantasy/parchment.html">http://www.dltk-kids.com/fantasy/parchment.html</a> ), crayons, markers, copies of the <i>Riding Freedom</i> Exit Ticket for all students	
<b>Opening (Engage)</b>	
<b>Time</b>	<b>Task</b>
6 min.s  T/S	The teacher will ask students if they've ever read a historical fiction book or seen a historical fiction movie. (Pocahontas is a great example)  Together, the teacher and students will create/discuss an anchor chart displaying the Elements of Historical Fiction:  A fictional story that takes place in a real historical time period and setting.  • Based on historical events
<b>Assessment:</b>  How will this assessment show you that students have mastered the objective?	
<b>Exit Question:</b>  Students will be given the "Riding Freedom Exit Ticket" (see below) about the story and characters. (Answers: 1 b, 2 c, 3 a)	

<p>1 min. S</p>	<ul style="list-style-type: none"> <li>• Authentic setting that shows something about a period or place in history</li> <li>• Mix of real and imagination</li> <li>• Characters: are realistic and may resemble or talk like people of the past</li> <li>• Plot: includes a problem the character faces that is realistic for the time period</li> </ul> <p>Together, the class will revisit questions from the pre-quiz. Students will respond thumbs up for true or thumbs down for false.</p> <p><i>"In historical fiction, the characters are realistic." (True)</i></p> <p><i>"In historical fiction stories, the events could never have happened." (False)</i></p>	
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**Building Understanding (Whole Group Exploration / Core):**

<u>Time</u>	<u>Task</u>	
<p>4 min.s S</p>	<p>Students will open their Journeys textbooks to page 473, <i>Riding Freedom</i> by Pam Munoz Ryan. Students will preview the text in small groups to look for elements of historical fiction. The groups will then share with the class what they found. (The illustrations-people look real, older clothes, stagecoaches, text on parchment paper, italics text <i>In the mid-1800's</i>)</p>	
<p>2 min.s T</p>	<p>The students will be reminded of the R.A.F.S. strategy for understanding characters through: relationships, actions, feelings, and spoken word. Students will take notes in their reading notebook in a t-chart on character traits of Charlotte and James. The teacher will model creating the chart on the ELMO. The teacher will read the italicized text on page 474 aloud then add traits to Charlotte: goes by "Charley," partially blind. At the bottom of the chart, the teacher will add a similarity: friends.</p> <p><i>Charlotte: prideful, brave, responsible, polite, tough, understands horses, determined, persistent, calm, drives by sense of smell and hearing</i></p> <p><i>James: worried, nervous, drives by sight</i></p> <p><i>Both: stagecoach drivers, nervous, friends</i></p>	
<p>30 min.s T/S</p>	<p>Students will take notes during the read aloud about character traits of Charlotte and James. Throughout the text, the teacher will have students Turn &amp; Talk about the setting, characters, and plot development and their connection to elements of historical fiction.</p>	

**Lesson Closure**

<u>Time</u>	<u>Task</u>
15 min.s S	Students will be told to imagine that <i>Riding Freedom</i> was being turned into a movie. The students will create a character poster for Charlotte. They are to include at least 3 details from the text that tell you more about Charlotte. The poster should have her name, illustrations and text evidence. Students will be given parchment paper to design their poster on, and access to crayons and markers.
3 min.s S	Students will be given the “ <i>Riding Freedom</i> Exit Ticket” (see below) about the story and characters. (Answers: 1 b, 2 c, 3 a)

**Differentiation:** *The teacher will differentiate and provide support in the following ways:*

Reteach (Greatest Support) While students are working on their posters, these learners will be given individual tutoring focusing on finding character traits in the text.

Core low These students will work in a small group to share the character traits they found and locate more.

Core high These students will be asked to write a paragraph about Charlotte on the back of their poster, including text evidence of a minimum of 3 character traits.

Enrich (Least Support) These learners will retell their favorite part of the story from the perspective of a stagecoach passenger by writing a short story on the back of the Charlotte poster.

**Accommodations:**

*(What students need specific accommodation? List individual students (initials), and then explain the accommodations you will implement for these unique learners.)*

English Language Learners (3):

Use of a variety of strategies and approaches to teach reading, make sure that students are being taught vocabulary through meaningful context (not in isolation), provide background knowledge necessary in order to understand (pictures of stagecoaches, previewing the text), reading strategies that enable them to predict, connect, question, and visualize a story, extended time, working with their bilingual shoulder partner, formative assessment/checking for understanding.

**Connections:**

*How does this lesson connect to the real world? How does this lesson connect to the interests and/or cultural backgrounds of your students?*

This lesson will address issues of gender equity that are still present today. Also, students will be presented with traits of successful people (Charlotte). Students will read or watch movies that are historical fiction throughout their lives, academically and in personal time.

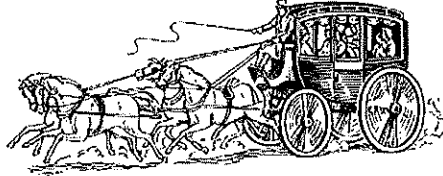
The focuses of this lesson were centered around student's responses to a Pre-Quiz given a week prior.

**Notes for Teaching:** Students are accustomed to working with partners and small groups, as well as being called upon by the chip selection method.

Name: \_\_\_\_\_

### ***Riding Freedom Exit Ticket***

1. Why did Charlotte disguise herself as a boy?
  - a. In the early-1800s, girls were expected to be shy.
  - b. In the mid-1800s, girls were not allowed to have jobs.
  - c. In the late-1800s, runaways could be arrested and sent to jail.
  
2. How is Charlotte different from other stagecoach drivers?
  - a. She drives a smaller team.
  - b. She has overturned a stagecoach.
  - c. She is female and blind in one eye.
  
3. How are James and Charlotte's driving styles different?
  - a. James drives only by sight, Charlotte uses her sense of smell and hearing.
  - b. James drives a two-horse team, Charlotte drives a four-horse team.
  - c. James never drives in a storm, Charlotte always drives in a storm.



### **Riding Freedom Exit Ticket-**

Answers: 1b, 2c, 3a

<b>Topic:</b> Figurative Language and Character Comparisons in <i>Riding Freedom</i>			
<b>Grades:</b> 4th	<b>Date:</b> October 19th, 2016		
<b>Standard(s):</b> <b>CCSS.ELA-LITERACY.L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - <b>CCSS.ELA-LITERACY.L.4.5.A</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  <b>LAFS.4.RL.1.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (a character's thoughts, words, or actions). <b>LAFS.4.SL.1.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<b>Time:</b> 45 min.s  <b>HOT Questions:</b> 1. How does the author's use of personification affect the story? 2. How are Charlotte and James alike and different? 3. How does inclusion of figurative language influence a story? 4. Identify examples of personification, similes, and metaphors. 5. Create your own figurative language examples. 6. Can women do everything men can do?		
<b>Essential Question:</b> How does the author's use of personification affect the story?  How are Charlotte and James alike and different?	<b>Assessment:</b>  How will this assessment show you that students have mastered the objective?  Exit Question:		
<b>Objective:</b> Students will be able to recognize and create personification, as well as identify its impact on the story.  Students will be able to compare and contrast characters.	<b>The students have a <b>Personification Exit Ticket</b> to complete, see</b>		
<b>Vocabulary:</b> escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied. Personification, metaphor, simile.			
<b>Materials:</b> anchor chart paper, markers, slips for each student with personification, metaphor or simile examples, student figurative language reference slip, reading notebooks, <i>Journeys</i> textbooks, Personification exit tickets, access to the internet, video/sound system images of Charlotte Parkhurst.  Optional: a guest presenter, who is dressed like Charlotte Parkhurst.			
<b>Opening (Engage)</b>			
<table border="1"> <tr> <td><b>Time</b></td> <td><b>Task</b></td> </tr> </table>	<b>Time</b>	<b>Task</b>	
<b>Time</b>	<b>Task</b>		

<p>12 min.s T/S</p>	<p>The teacher and students will collaborate to create an anchor chart for figurative language, including:</p> <p>Figurative language helps readers visualize what is happening in a story.</p> <ul style="list-style-type: none"> <li>• Simile: compares 2 unlike things using <i>like</i> or <i>as</i></li> <li>• Metaphor: compares 2 things by saying one thing is another</li> <li>• Personification: gives human characteristics to non-living things</li> </ul> <p>Each student will be given a slip of paper with figurative language (a simile, metaphor or personification example) on it. In their table groups, students will determine what kind of figurative language they have. Students will put their figurative language examples on the anchor chart.</p> <p>Students will be asked if “The neighbor’s loud music was a blaring fire alarm,” is a metaphor (quiz question). Students will answer with their thumbs up or down. Students will be asked if “Bright flowers danced joyfully in the wind,” is an example of personification (quiz question). Students will answer with their thumbs up or down.</p> <p>Students will be told to choose the word that makes the sentence personification: “The wind _____ as I fell asleep.” Students will stand for “blew” or “whispered.”</p>	<p>below. (Answers: 1 a, 2 b, 3 a, 4 a, 5 b)</p>
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**Building Understanding (Whole Group Exploration / Core):**

<u>Time</u>	<u>Task</u>
<p>15 min.s T/S</p>	<p>Students will be told to open their Journeys textbook to page 473, <i>Riding Freedom</i>. With their shoulder partner, students will summarize what they read and share their character trait text marking. During this time, the teacher will distribute the Student Figurative Language reference slips.</p> <p>The teacher will model on their ELMO with their own Figurative Language projectable as students find examples of figurative language in the story in small groups and add to their reference slip and reading notebooks.</p> <ul style="list-style-type: none"> <li>• 1. Students will turn to page 478, the teacher will read the 3rd paragraph, highlighting: “She stomped a few times and listened to the moans of the wood.” The teacher will probe students to recognize personification: <ul style="list-style-type: none"> <li>• Can wood moan?</li> <li>• What makes “the moans of the wood” personification? (Moans are sounds people make</li> </ul> </li> </ul>

<p>10 min.s T/S</p>	<p>when hurt or scared, wood doesn't have emotions)</p> <ul style="list-style-type: none"> <li>• What does the author mean?</li> <li>• How does this add to the story? (Adds to the mood, feeling of fear)</li> </ul> <p>As the groups work, the teacher will rotate the room and help students. Students will be guided to recognizing all of the following figurative language examples:</p> <ul style="list-style-type: none"> <li>• Page 480, paragraph 1. "Thunder growled nearby." "The timbers groaned as the iron-capped wheels clacked across wooden planks." (personification)</li> <li>• "They flew across like scared jackrabbits." page 481, simile.</li> <li>• "It was one of those storms where the rain came down in washtubs." page 477, metaphor.</li> <li>• "Thunder growled nearby." page 480, personification</li> </ul> <p>In their small groups, students will select character traits for Charlotte, James and both to share out with the class. As a whole class, the teacher and students will create a Venn diagram on anchor chart paper or projected on the ELMO. Students will copy the Venn diagram in their reading notebooks.</p> <p><i>Charlotte: prideful, brave, responsible, polite, tough, understands horses, determined, persistent, calm, drives by sense of smell and hearing</i></p> <p><i>James: worried, nervous, drives by sight</i></p> <p><i>Both: stagecoach drivers, nervous, friends</i></p>	
<p><b><u>Lesson Closure</u></b></p>		
<p>6 min.s T</p>	<p><b><u>Time</u></b>      <b><u>Task</u></b></p> <p>At this point, a guest visitor will come in and pretend to be Charlotte Parkhurst. They will discuss Charley's life and the following information.</p> <p><i>If a presenter is not available, the following procedure will be followed:</i></p> <p>Students will be told that the main character, Charlotte "Charley" Parkhurst, was real. The teacher will show students primary source images and depictions of the real Charley. <i>Riding Freedom</i> is based on the true story of Charlotte Darkey Parkhurst. After leaving an orphanage, Charlotte disguised herself as a man and pursued her connection with horses. She was also one of the first women to vote. The students will be shown the video linked below.</p>	



2 min.s  S	<ul style="list-style-type: none"> <li>• A video blog of Charley Parkhurst's life, showing the roads she traveled as a stage coach driver: <a href="https://www.youtube.com/watch?v=QuSyek_0aW4">https://www.youtube.com/watch?v=QuSyek_0aW4</a></li> <li>• A song about Charley Parkhurst's life, could be played during group work or the Exit Ticket: <a href="https://www.youtube.com/watch?v=NmRYn9iLLyA">https://www.youtube.com/watch?v=NmRYn9iLLyA</a></li> </ul> <p>The students have a <b>Personification Exit Ticket</b> to complete, see below. (Answers: 1 a, 2 b, 3 a, 4 a, 5 b)</p>
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**Differentiation:**

The teacher will differentiate and provide support in the following ways:

*Reteach (Greatest Support)* These students will be given individual tutoring during group/partner work to identify and create figurative language.

*Core low* The students will be gathered in a small group during group work to identify figurative language examples with the teacher.

*Core high* These students will be encouraged to write their own examples of figurative language, practicing the dialect and writing style of *Riding Freedom*.

*Enrich (Least Support)* These students will conduct an independent study of Charlotte Parkhurst to discover her infamous life. They will create a presentation that includes figurative language to share with the class about Charley.

**Accommodations:**

(What students need specific accommodation? List individual students (initials), and then explain the accommodations you will implement for these unique learners.)

English Language Learners (3):

Use of a variety of strategies and approaches to teach reading, make sure that students are being taught vocabulary through meaningful context (not in isolation), provide background knowledge necessary in order to understand (pictures of stagecoaches, previewing the text), reading strategies that enable them to predict, connect, question, and visualize a story, extended time, working with their bilingual shoulder partner, formative assessment/checking for understanding.

**Connections:**

How does this lesson connect to the real world? How does this lesson connect to the interests and/or cultural backgrounds of your students?

This lesson will address issues of gender equity that are still present today, including gender bias and woman's suffrage. Also, students will be presented with traits of successful people

(Charlotte). Students will read or watch movies that are historical fiction throughout their lives, academically and in personal time.

The focuses of this lesson were centered around student's responses to a Pre-Quiz given a week prior.

**Notes for Teaching:** Students are accustomed to working with partners and small groups, as well as being called upon by the chip selection method.

### Personification Exit Ticket-

Name: \_\_\_\_\_

## Giving a personality to the world around us!

Choose the letter of the phrase that will complete the sentence to show **personification**.

1. The bright flower \_\_\_\_ in the wind.
  - a. Danced
  - b. Grew
2. The broken-down car \_\_\_\_\_ oil onto the concrete driveway.
  - a. Dribbled
  - b. Bled
3. The old car \_\_\_\_\_ whenever someone tries to use it.
  - a. Throws a fit
  - b. Produces black smoke
4. The ocean lashed \_\_\_\_\_ at the boat, which nearly overturned in the rough waves.
  - a. Angrily
  - b. Repeatedly
5. The ancient oak tree \_\_\_\_\_ under the weight of its own branches.
  - a. Bent
  - b. Slouched

### **Introduction: Connecting Theory and Practice**

In order to promote reading comprehension, students have identified characteristics of historical fiction and analyzed their impact on an excerpt of Pam Muñoz Ryan's *Riding Freedom* (1998). Students were better able to understand characters by inferencing from a character's thoughts, words and actions and providing text evidence (LAFS.4.RL.1.3). From this understanding, students are able to compare and contrast characters. Learners formed opinions on the text and provided text evidence as reasoning through writing while striving to better understand characters (LAFS.4.W.1.1). Throughout these sequential lessons, students engaged effectively in a range of collaborative discussions, with partners, small groups, or whole class settings (LAFS.4.SL.1.1). Figurative language is addressed in Ryan's creative similes, metaphors and use of personification in *Riding Freedom* (CCSS.ELA-LITERACY.L.4.5). Students were able to explain the impact and meaning of similes, metaphors, and personification in context (CCSS.ELA-LITERACY.L.4.5.A).

Universal Design for Learning (UDL) enhances the delivery of evidence-based practices in the classroom, which will meet the needs of learners from diverse backgrounds, with unique abilities, and offers differentiation to ensure full student access to the curriculum. Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST, 2015). Principles of UDL include providing a variety of ways to present material to students, considering different ways for them to show what they have learned, and offering unique ways to motivate students to be engaged (McLeskey, Rosenberg & Westling, 2013). Providing student choice in demonstrating their learning is an important component of differentiation, as well as Universal Design for Learning. In order to meet the variety of learners' needs in my classroom, the students were given an opportunity to participate in creative arts to demonstrate their understanding. Student-created character posters allow students to draw, illustrate, create a collage, and include creative writing in their product. The learners can demonstrate their understanding of the main character in *Riding Freedom* (Ryan, 1998), Charlotte/Charley Parkhurst's, traits through illustrating the character, creating a cartoon, or including poetry, a short story, figurative language, or key words that demonstrate their knowledge obtained from the text. Students are able to respond and showcase their understanding on levels that they are comfortable with. Providing choice in the product gives students the opportunity to gain ownership over the learning.

### **Assessment: Data Collection and Analysis**

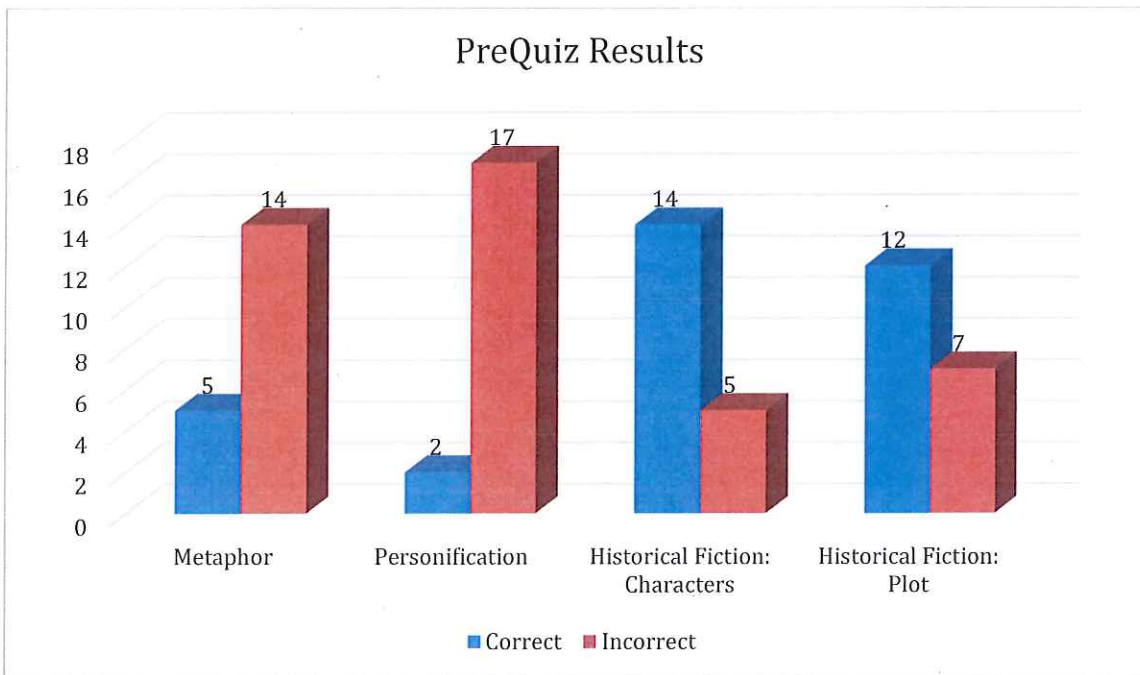
PreQuiz for Initial Understanding:

# Pre-Quiz

Name: \_\_\_\_\_

Circle the letter of your answer. Do your best, but don't stress, Miss Cook just wants to know what you know. 😊

- Which of the following sentences is a metaphor?
  - Her eyes are as blue as the cloudless sky.
  - The girl blushed at the compliment, and her round cheeks were like red apples.
  - The neighbor's loud music was a blaring fire alarm.
  - My sister runs like a cheetah.
- Which of the following sentences is an example of personification?
  - The student is busy as a bee.
  - You are what you eat.
  - Susie sells seashells by the seashore.
  - Bright flowers danced joyfully in the wind.
- In historical fiction, the characters are realistic.
  - True
  - False
- In historical fiction stories, the events could never have happened.
  - True
  - False



The pre-quiz determines students' prior knowledge addressing elements of historical fiction, as well as their initial understanding of figurative language. By the end of the lessons, students will be able to identify characteristics of historical fiction in *Riding Freedom* and consider the impact on the story. Standard LAFS.4.RL.1.3 asks students to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. Identifying elements of historical fiction, including an understanding of the characters and plot, will allow students to comprehend *Riding*

*Freedom* while describing and inferencing the characters and events in an in-depth manner. Also, students will be able to recognize and create personification, as well as identify its impact on the story. Standard CCSS.ELA-LITERACY.L.4.5 calls for learners to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. By determining a students' ability to identify personification and metaphors, compared to similes and other figurative language examples, I was able to identify the foundation I can build student understanding on.

Prior to the lesson, the majority of students demonstrated a general understanding of historical fiction elements. However, the class' pre-quiz results indicate an area of need to address figurative language, especially personification. With this in mind, I planned to revisit the pre-quiz with students to act as a measure of formative assessment during the lesson and to set the stage for learning. For example, "Together, the class will revisit questions from the pre-quiz. Students will respond thumbs up for true or thumbs down for false. 'In historical fiction, the characters are realistic.' (True) 'In historical fiction stories, the events could never have happened.' (False)." On the second day, after creating an anchor chart together on figurative language, the students revisited the personification and metaphor quiz questions: "Students will be asked if 'The neighbor's loud music was a blaring fire alarm,' is a metaphor (quiz question). Students will answer with their thumbs up or down (up/true). Students will be asked if 'Bright flowers danced joyfully in the wind,' is an example of personification (quiz question). Students will answer with their thumbs up or down (up/true)." For students needing the greatest amount of support, they will be given individual tutoring during group/partner work to identify and create figurative language. Also, students who still demonstrate misunderstandings during the lessons will be gathered in a small group during group work to identify figurative language examples with the teacher. For students who are English Language Learners, the teacher will provide background knowledge necessary in order to understand the concepts. This is accomplished by collaborating as a class to create anchor charts that address historical fiction elements, as well as figurative language. As evidenced by the post-lessons quiz (see below), the students demonstrated increased understanding of figurative language and their ability to create their own examples of personification.

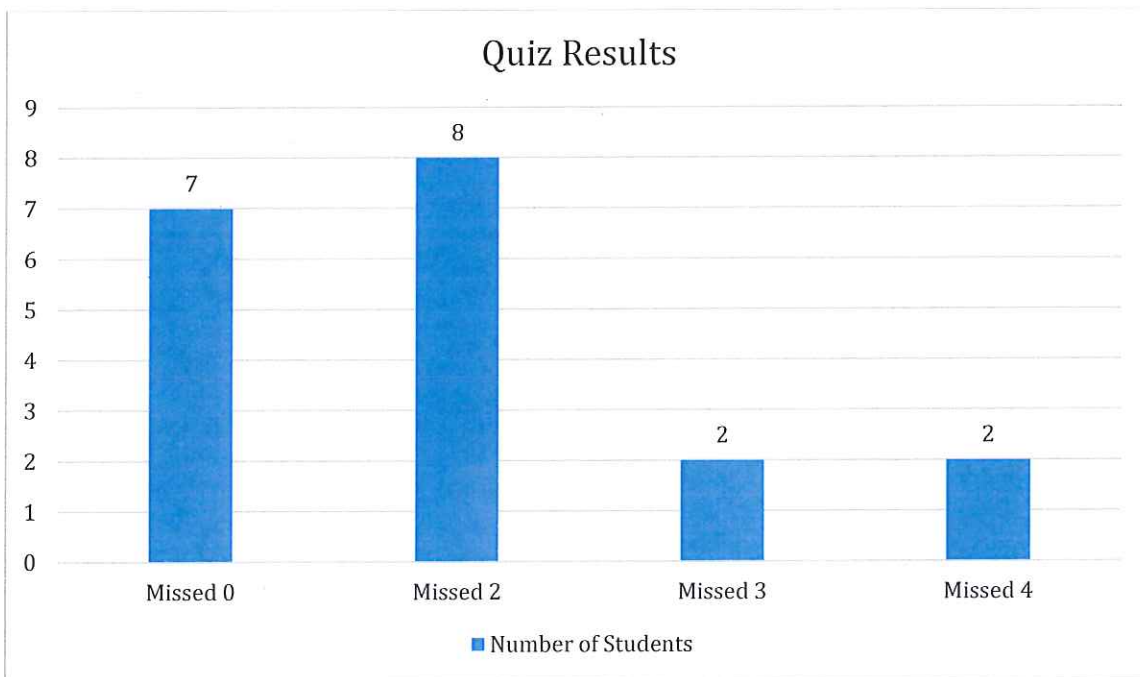
Post-Lesson Figurative Language Quiz:

Name: \_\_\_\_\_

## Giving a personality to the world around us!

Choose the letter of the phrase that will complete the sentence to show personification.

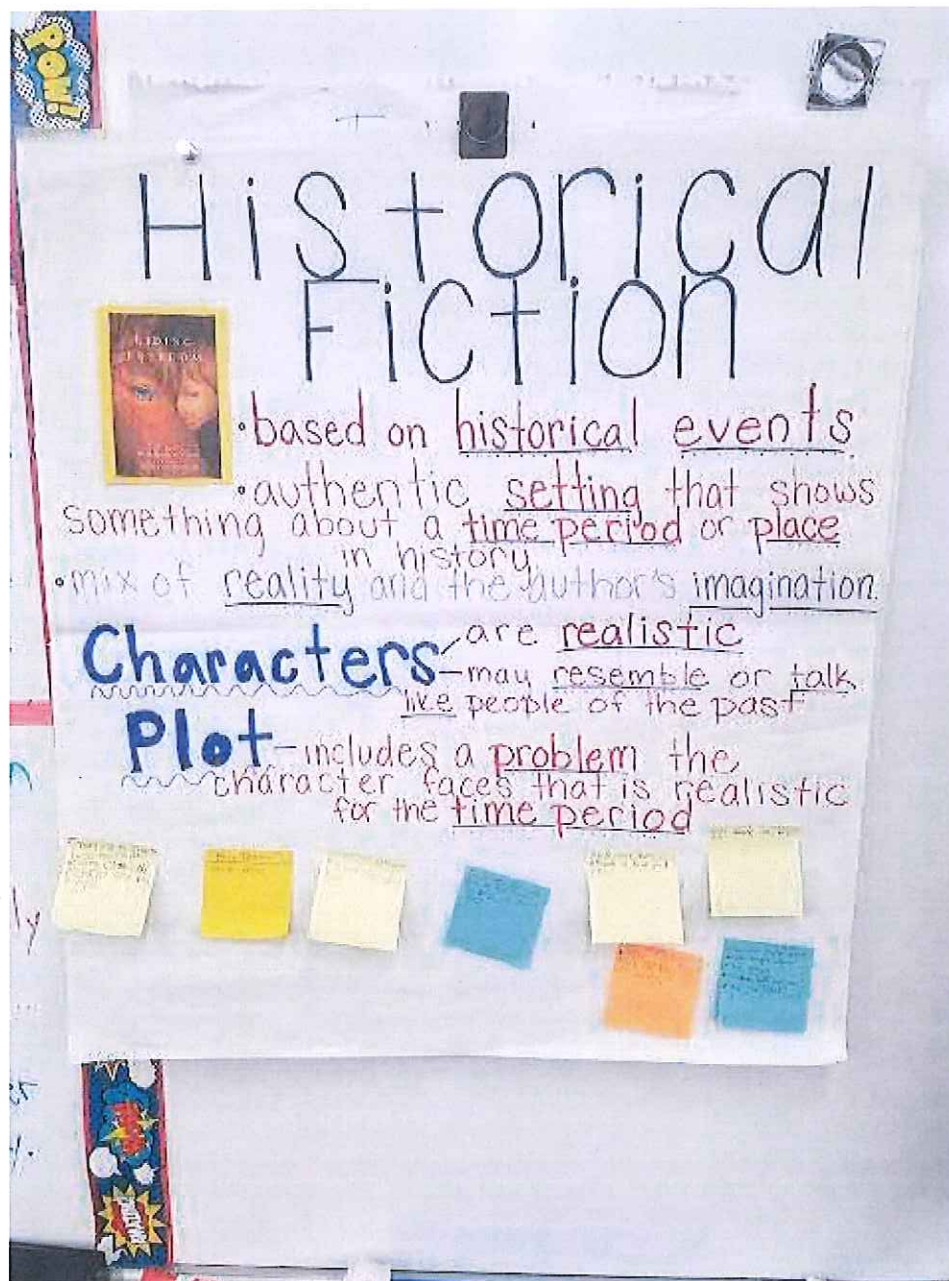
1. The bright flower \_\_\_\_ in the wind.
  - a. Danced
  - b. Grew
2. The broken-down car \_\_\_\_\_ oil onto the concrete driveway.
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  - a. Angrily
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5. The ancient oak tree \_\_\_\_ under the weight of its own branches.
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### Connected Lessons: Using Data to Drive Instruction

In order to address student learning needs, I considered the pre-quiz results when planning the initial lesson. Students demonstrated a general understanding of historical fiction, so we collaborated to create an anchor chart for future reference. Students found examples of historical fiction elements while previewing the text, which they added to the anchor chart (see image below). Before beginning the lesson, we revisited the quiz questions as a class. In that way, I was able to recognize that students would have

appropriate background knowledge from which to build new understanding. While reading the story, students had opportunities to talk with their peer about the plot development and characters, and their relation to historical fiction. For English language learners, frequent conversations with peers allows them to discuss academic learning with social language. I rotated the room as students discussed the text, which allowed me to guide students in the process of second language acquisition while building understanding.



Post-Lesson Reading Comprehension Quiz:

Name: \_\_\_\_\_

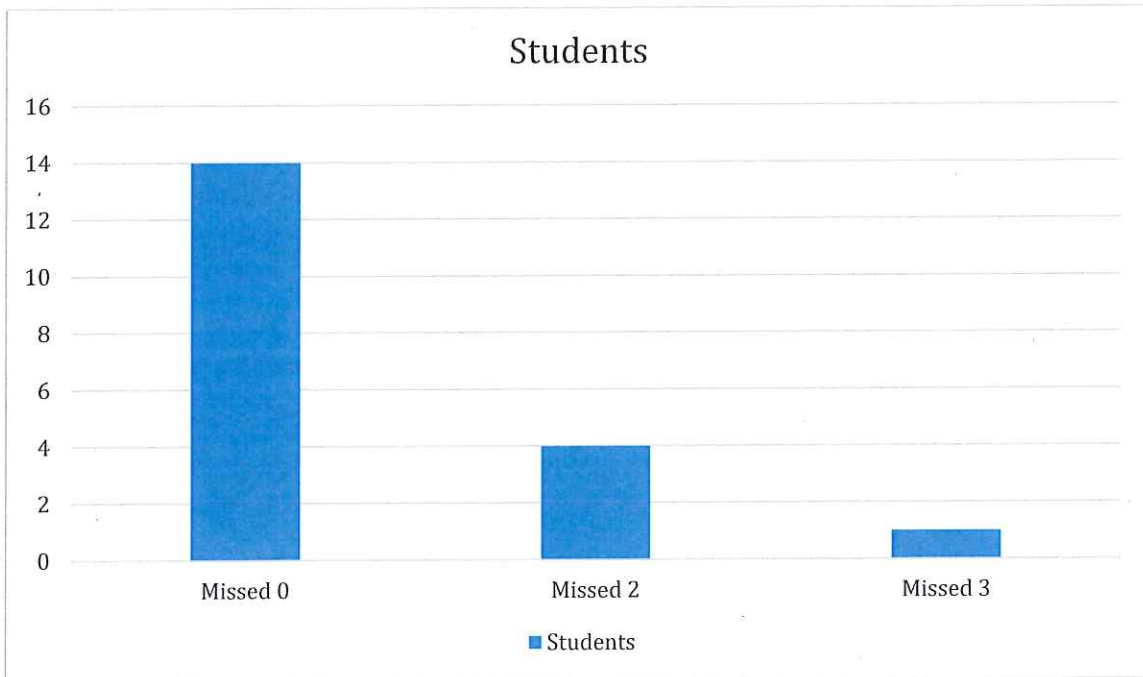
### Riding Freedom Exit Ticket

1. Why did Charlotte disguise herself as a boy?
  - a. In the early-1800s, girls were expected to be shy.
  - b. In the mid-1800s, girls were not allowed to have jobs.
  - c. In the late-1800s, runaways could be arrested and sent to jail.

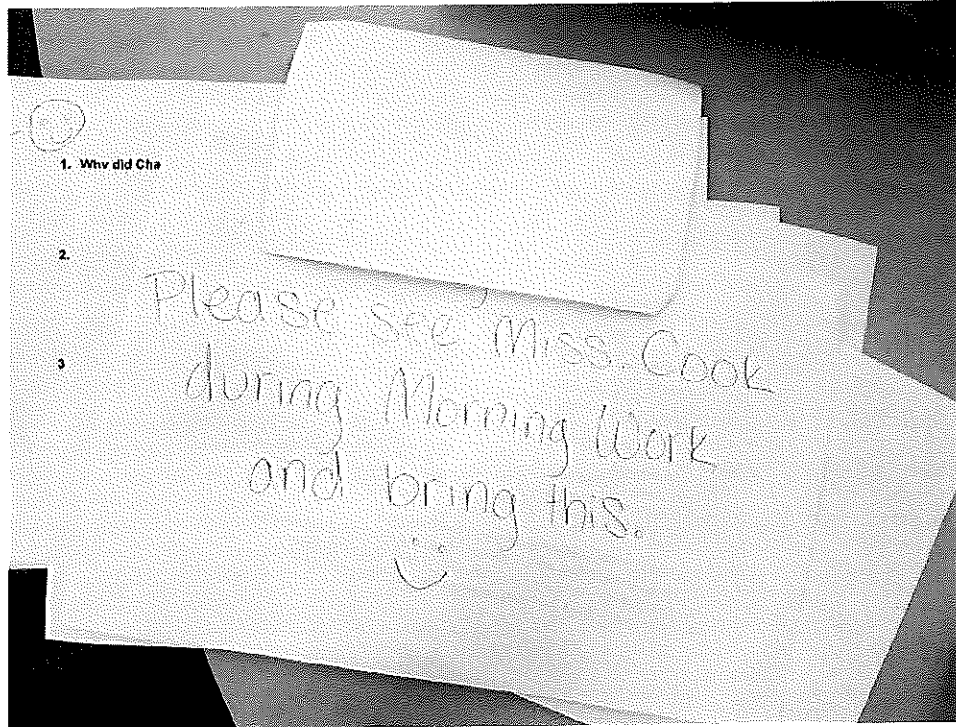
2. How is Charlotte different from other stagecoach drivers?
  - a. She drives a smaller team.
  - b. She has overturned a stagecoach.
  - c. She is female and blind in one eye.



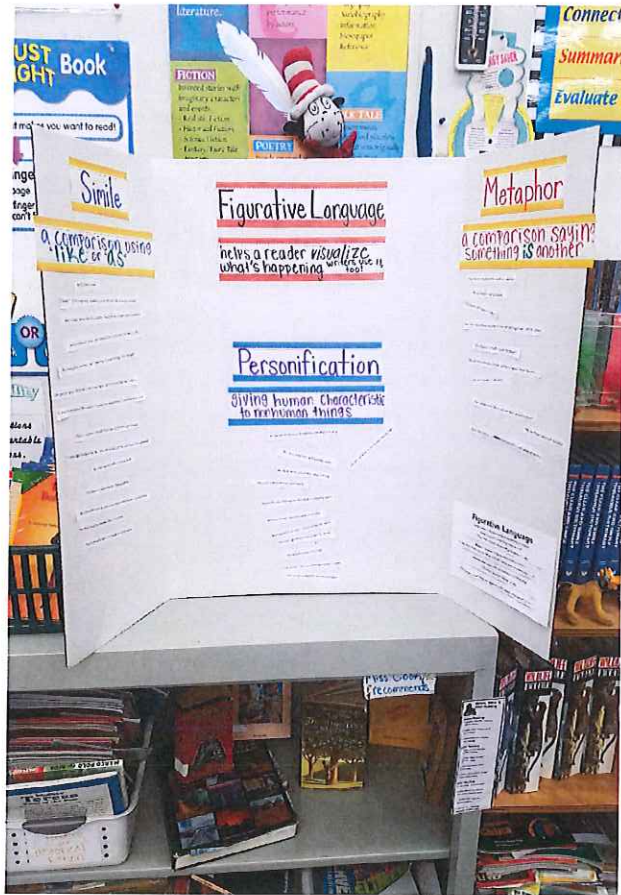
3. How are James and Charlotte's driving styles different?
  - a. James drives only by sight, Charlotte uses her sense of smell and hearing.
  - b. James drives a two-horse team, Charlotte drives a four-horse team.
  - c. James never drives in a storm, Charlotte always drives in a storm.







Prior to the next day's lesson, I gathered a small group of 5 students who missed 2 or 3 of the 3 question quiz, see image above for the note on their quiz. These students retold the story to me, I cleared any misconceptions and gave students the opportunity to respond to the quiz again. With consideration for students' comprehension of the *Riding Freedom* text, see chart above, I felt comfortable moving forward in the sequential lessons. Keeping in mind the students' responses to the pre-quiz, I recognized the need for a review of figurative language. So, to begin the second day's lesson, I engaged the learners' in an interactive anchor chart. Each student was given an example of figurative language, which they placed on the anchor chart with their peers' assistance (see picture below). For English language learners, having the support of peers allowed them to discuss their thoughts prior to placing the figurative language example on the board. The students also identified figurative language in story (see picture below).



JUST Book  
GHT  
if you want to read!

Literature  
FICTION  
personification  
Metaphor  
Simile  
Personification  
Metaphor  
Simile

Connect  
Summar  
Evaluate

### Simile

a comparison using  
like or as

Examples:  
The sun was as bright as a fire.  
Her smile was like a ray of sunshine.  
The car moved as fast as a cheetah.  
The water was as cold as ice.  
The night was as dark as a blackboard.

### Figurative Language

helps a reader visualize  
what's happening

Examples:  
The wind whistled through the trees.  
The stars danced playfully in the night sky.  
The old man's face was a map of wrinkles.  
The car honked its horn impatiently.

### Metaphor

a comparison saying  
something is another

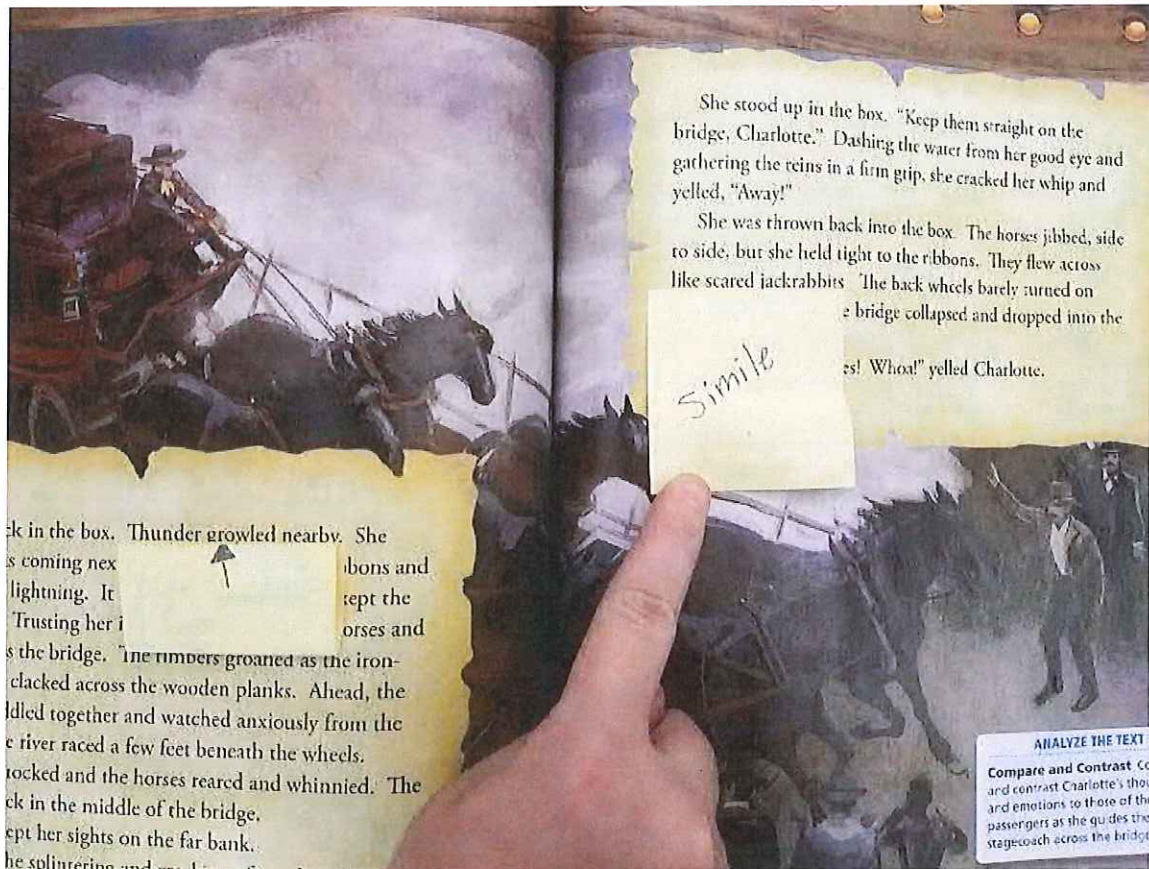
Examples:  
The classroom was a zoo.  
Her eyes were diamonds.  
The car was a bullet.  
The night was a black blanket.

### Personification

giving human characteristics  
to nonhuman things

Examples:  
The wind whispered secrets through the trees.  
The sun smiled down on the happy children.  
The car honked its horn impatiently.  
The stars danced playfully in the night sky.





## Reflection on Student Learning and Teaching Practice

I believe a classroom should reflect the community within it. With consideration for the learners, I recognize the value of displaying student work and giving students the opportunity to contribute to their learning. Displaying student work provides learners with an authentic context and increases motivation. Every educator should expect to have students from other cultures whose families speak a different language at home. It is important to be mindful of these students and to accommodate your instructional practice and shared environment to meet their unique learning needs. Incorporating new languages, color coordination and visual representations in the classroom will meet various learning styles and language acquisition needs. In my lessons, I create charts, which act as visual cues, with the students that explain to important concepts that are referred to throughout the year. Through reflection, I recognized the impact of visual cues, like collaboratively-made charts and boards, to develop understanding. These charts are often interactive, inviting students in active learning experiences. The learners were active and engaged during the lesson and they have continued to add to the chart as they find more figurative language in the stories they're reading. Additionally, their person character posters were displayed in the classroom, see picture below, which provides the students with motivation for doing their best work.



A student-centered learning environment is supported with differentiated instruction that considers learning styles, student needs, and any ESE or ELL accommodations. To consider student needs, it is important to know the developmental characteristics of students in the classroom. The Birthday Cluster exercise organizes information about student's chronological ages, as well as provides valuable insight into the behavior of individual children (Clayton & Forton, 2001). A key difference between eight and nine year olds includes their tendency to move from enjoying cooperative work, to being highly individualistic and competitive (Clayton & Forton, 2001). An educator should consider this developmental distinction when planning activities to measure understanding. In planning this lesson, I included elements of collaboration, as well as opportunities to showcase learning through individually-created work. Students' creation of character posters indicated their comprehension of the story and complexities of the main character, which reflects elements of historical fiction (see picture above).

The most powerful adjustments I made during the planning process combined my own pedagogical knowledge, research-based practices and student's learning needs. Pulling small groups prior to instruction, instead of meaningless morning work that I have witnessed, allowed me to address misconceptions, remind students of prior learning and move forward in the lesson. To improve student learning, I believe continuing to pull small groups before whole group instruction will ensure that no student is left behind in

learning. I would like to make sure that students know they can come to me for individual tutoring at any point of down time, which the students are not originally given in the classroom. Using data as part of my teaching drives meaningful instruction. These lessons helped me recognize the importance of diagnostic assessment, which I do not witness frequently in the classroom. Determining student's original understandings allows for the educator to focus on important areas which represent deficits in student knowledge. Evaluating data with my teaching peers demonstrated the beneficial aspects of collaboration in education. I am blessed to be a part of a team of reflective and insightful peers, whose perspectives recognize aspects that I could overlook. My peers offered an all-encompassing view of my student's progress, which I could miss when in the classroom setting every day.

Moving forward, I am wondering how involving students in data analysis could further teaching and learning. My fourth graders could benefit from metacognitive consideration of their own learning and progress. Involving students in data tracking and analysis could support their academic, social and personal growth. Developing student responsibility involves giving students opportunities to take control of their learning through providing choices, goal setting and reflective self-evaluation. Developing students' sense of responsibility includes holding them accountable for their work, participation in the classroom, and learning progress. Students should be expected to be accountable for their work, as well as being responsible for a personal level of excellence (Graham, 2015). Accountability allows teachers to foster responsibility in the classroom, and these students will use these skills for success in life (Graham, 2015). Students can develop responsibility through mastery-goal orientation, in which they focus on their own progress, value effort, demonstrate persistence in the face of a challenge and use deeper level cognitive processing strategies.

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