Instructional Plan Collection by Betsy Damon for ED5270 – Foundations of Teaching:

Lesson Plans (5) including one taught in class and Reflection Paper (on lesson taught)

Contents

[Voting 2](#_Toc381995727)

[**REFLECTION** 4](#_Toc381995728)

[Game-playing and Math 6](#_Toc381995729)

[Learning about the Periodic Table of Elements 9](#_Toc381995730)

[Press Here 13](#_Toc381995731)

[Henry Hikes to Fitchburg 16](#_Toc381995732)

# Voting

Grade level: 6

Content Area: Social Studies

ENDURING UNDERSTANDING: Voting is a way for members of a group to have a voice in what happens to the whole group. The right to vote is not guaranteed and restrictions on who can vote can change.

ESSENTIAL QUESTIONS: Who can vote in the United States? How does a group earn the right to vote? How can people be excluded from voting?

LESSON OBJECTIVES: Identify learning outcomes, and concepts to be addressed in the lesson:

Students have been studying the Constitution and Bill of Rights. Today we are going to focus on voting and gain an understanding of how voting works and who has the right to vote in this country by looking back over time to the founding of our country and seeing how groups were excluded in the past and how gained the right to vote.

ASSESSMENT: What types of assessment tools will be used to determine whether or not the students have learned what was taught: Discuss what will be an indicator of success. Think about The Facets of Understanding in your lesson planning.

The key assessment to this lesson is the actual participation and discussions that take place during the presentation. A follow-up evaluation is a worksheet that uses a reference sheet containing the information in the presentation in a summary format.

FORMAT/PROCEDURE OF THE LESSON. Include: Advanced organizers, technology, motivational procedures, a step by step procedure, if this is not an introductory lesson, tie this into the previous lesson, teaching strategies (visual, auditory, experiential, and tactile). Be sure to outline all steps in the lessons:

When students enter the room, they will be handed a small slip of paper with a sticker on it. They will take their seats while I verify students are matched with appropriate stickers. For example, students that can’t stand for long periods of time should have stickers belonging to groups that have more recently gained the right to vote. Some students with behavior issues should have mid-section stickers so they are neither standing nor sitting too long.

There will be an introduction where we will review the responsibilities of voting and how voting works in our country.

The powerpoint presentation will pinpoint specific acts/amendments that gave groups a right to vote. We will begin with everyone standing and, as we “time travel” back through voting history, each sticker will trigger a group to sit as their right to vote post-dates our place in time in our tour. As more people sit, there will be discussions about the greater responsibility on the fewer voters. We end our trip backward with the founding fathers and discuss who was allowed to vote and how voting happened shortly after the birth of our country.

We quickly demonstrate how voting has evolved in our country by time traveling forward and having each group rise as they gain the right to vote. Students will be reminded that even today not everyone can vote for president.

Students will then use the reference sheet to complete the worksheet identifying which act/amendment granted voting rights to each group listed.

MATERIALS: List the materials you will be using.

Powerpoint presentation with projection system

Stickered slips of papers

Reference list

Worksheets

Pencils

VOCABULARY: List key words or terms you will develop during the learning experience.

\*I need to look through a text book to see which key words or terms are expected to be new to this age group.

TECHNOLOGY: In what ways will you integrate technology into the lesson? What types of technology will you use? Will students create their own files/portfolios? Will you use an electronic grading process?

I will use a powerpoint presentation with a projection system.

QUESTIONING STRATEGIES/Critical thinking strategies :

Utilizing Bloom’s Taxonomy or other questioning strategies, develop a number of questions, at various levels, to engage the students and develop critical and higher level thinking skills:

Examples of just some of the questions that will be asked:

What happened after the Congress passed the 19th amendment?

What differences exist between who can vote in 1776, 1930, and 1970?

From the information given, can you develop a set of criteria to describe who is allowed to vote today?

What were some of the motives behind regulating who could vote?

What would happen if the government banned voting?

How would you feel if you were not allowed to vote when you become an adult?

WHAT ASPECTS OF MULTIPLE INTELLIGENCES or LEARNING STYLES WILL BE ADDRESSED?

Visual/spatial – powerpoint slides, stickered slips

Musical/Auditory – teacher discussion, music related to each time period

Kinesthetic/Bodily – sitting/standing

Linguistic – powerpoint slides and reference handouts

Interpersonal – seeing relationships between groups

Intrapersonal – understanding group the student represents

Mathematical/Logical – time sequences, comparison of voters vs. non-voters

Naturalistic – discussions of how the environment has changed – urbanization vs. rural

SPECIAL ACCOMMODATIONS: What modifications will need to be made in the lesson or the classroom environment for special needs students?

Stickers may need to be adjusted for those students that can’t stand for long periods of time should have stickers belonging to groups that have more recently gained the right to vote. Some students with behavior issues should have mid-section stickers so they are neither standing nor sitting too long.

Use of stickers/symbols helps with non-readers/low-readers.

INTEGRATION: In what other areas will this lesson be integrated?

Math could be integrated in a comparison of voters vs. non-voters, charting voters over time, geographic distribution, and statistics of voting

Language Arts could be integrated as students look at persuasive language and debate skills.

**REFLECTION**: After you have completed the lesson plan (or teaching the lesson) think about what you have developed and discuss where you might anticipate difficulties, what you think will work well, what areas you will need to pay particular attention to.

I designed this lesson for 6th grade classes when I was a substitute during a planned absence. The teacher preapproved the lesson and the principal came in and observed during the last class of the day. The biggest challenge for me was that even though I had subbed for this teacher several times, I still didn’t know all 80 kids as well as if I was working with them every day. Other challenges were the group right before lunch was distracted by hunger and the group at the end of the day was tired. The principal was pleased with my lesson and performance and mentioned that she was pleasantly surprised that I took the time travel back AND THEN FORWARD again as a way to meaningfully close the lesson.

Some things I may try in the future with this lesson:

Have everyone on one side of the room moving to the other as we move back in time to illustrate the power voters hold to represent those that can’t vote, though this may cause issues for those that can’t stand for long periods. Another option would be to have everyone gather on one wall and then return to seats on the other half of the room.

The worksheet was a little confusing for some of the students and I may rework it to be more succinct. I would also like to create a puzzle format that would help evaluate understanding.

My original lesson did not have music added. I think it would be a valuable addition and possibly a visual collage of each time period to break up the wordy slides of the presentation. I also need to document where the information came from and cite sources.

# Game-playing and Math

Grade level: 4/5

Content Area: Math

ENDURING UNDERSTANDING:

Playing games can help us practice and improve our math skills while having a fun, social experience.

ESSENTIAL QUESTIONS:

How does playing Pokemon Master Trainer help us improve our math skills? How does game-playing strengthen our social skills?

LESSON OBJECTIVES: Identify learning outcomes, and concepts to be addressed in the lesson:

Using Pokemon Master Trainer, students will practice social skills of sharing, good sportsmanship, respect, and turn-taking while utilizing math skills of adding and comparing numbers.

ASSESSMENT: What types of assessment tools will be used to determine whether or not the students have learned what was taught: Discuss what will be an indicator of success. Think about The Facets of Understanding in your lesson planning.

Assessment will be handled through teacher observation of the students and a post-game self-evaluation. Success will be measured by the ability of each student to participate appropriately in the game experience.

FORMAT/PROCEDURE OF THE LESSON. Include: Advanced organizers, technology, motivational procedures, a step by step procedure, if this is not an introductory lesson, tie this into the previous lesson, teaching strategies (visual, auditory, experiential, and tactile). Be sure to outline all steps in the lessons:

Students will enter and form groups of up to 6 around each game board. Teacher will adjust groups as necessary.

Discussion will take place about the purpose of playing the game and students will be made aware of what aspects will be assessed (who wins is not assessed!) and that they will be completing a self-evaluation regarding their participation at the end.

Teacher will explain the basic rules of the game while pointing out where in the instruction manuals to look for answers to game questions.

Games will begin and teacher will monitor issues and evaluate participation. Students having problems with their group may be asked to stop playing PMT and instead play a logic-based card game by themselves instead to diminish behavior issues in the group.

As games finish or time runs out, students will help repack the games and then complete the self-evaluation form. Several small-group/solitaire games will be available for those who have completed all requirements with time remaining in class.

MATERIALS: List the materials you will be using.

Copies of Pokemon Master Trainer including instruction books for each game set.

Self-evaluations

Small games that students can use if group work is problematic or if the group has completed its work.

Pencils

VOCABULARY: List key words or terms you will develop during the learning experience.

Vocabulary will be related to the social skills being observed and will be finalized after consultation with the guidance counselor.

TECHNOLOGY: In what ways will you integrate technology into the lesson? What types of technology will you use? Will students create their own files/portfolios? Will you use an electronic grading process?

Technology will be incorporated through use of digital picture documentation that can be used for student and/or teacher portfolios.

QUESTIONING STRATEGIES/Critical thinking strategies :

Utilizing Bloom’s Taxonomy or other questioning strategies, develop a number of questions, at various levels, to engage the students and develop critical and higher level thinking skills:

Games are just for fun not for learning. Is this true or false?

Can you provide a definition for good sportsmanship?

What factors would you change if you wanted to practice subtraction while playing PMT?

How was this similar to playing soccer?

What might Pokemon Master Trainer - continued look like?

Judge the value of playing games as an aspect of learning skills?

WHAT ASPECTS OF MULTIPLE INTELLIGENCES or LEARNING STYLES WILL BE ADDRESSED?

Visual/spatial – game

Musical/Auditory – teacher discussion, student discussion during game play

Kinesthetic/Bodily – sitting/standing, reaching during game play

Linguistic – reading game board, cards, instructions

Interpersonal – cooperative play

Intrapersonal – self-evaluation, monitoring your own social responses

Mathematical/Logical – addition as part of game, die throw and counting for moving

Naturalistic – relate Pokemon to natural creatures

SPECIAL ACCOMMODATIONS: What modifications will need to be made in the lesson or the classroom environment for special needs students?

Students with behavior issues may need to be regrouped to a more supportive group of students. Physical handicaps would be provided as usual per IEP suggestions or discussion with Special Education Teacher or Paraprofessional. Minimum participation threshold should be determined to accommodate students that may not be able to fully participate for the entire class.

INTEGRATION: In what other areas will this lesson be integrated?

This lesson could be a step off point for an art lesson that created a new game or a continuation of this game. That could lead to writing directions, utilizing math concepts, and looking at how to strengthen social skills.

REFLECTION: After you have completed the lesson plan (or teaching the lesson) think about what you have developed and discuss where you might anticipate difficulties, what you think will work well, what areas you will need to pay particular attention to.

The biggest challenge is going to be having the game complete in the assigned time period. I need to prepare the students that they may not finish and that it’s ok. I also need to make sure that good sportsmanship is clearly defined with examples and that the students embody those principles during play.

# Learning about the Periodic Table of Elements

Grade level: 6

Content Area: Science

ENDURING UNDERSTANDING:

Using the Periodic Table of Elements can give us lots of information about the makeup of atoms of different elements.

ESSENTIAL QUESTIONS:

How do we know how many protons, neutrons, and electrons are in an atom of a specific element?

How can we use the organization of the table to learn about properties of specific elements?

LESSON OBJECTIVES: Identify learning outcomes, and concepts to be addressed in the lesson:

Students will demonstrate how to find an element on the Periodic Table.

Students will be able to create a likeness of an atom of any element with either words, pictures, or in 3 dimensions.

Given properties of certain elements, students will be able to correctly identify other elements that share those same properties.

ASSESSMENT: What types of assessment tools will be used to determine whether or not the students have learned what was taught: Discuss what will be an indicator of success. Think about The Facets of Understanding in your lesson planning.

Assessments will include observation of classroom experiences and participation in discussions. There will be a project and a worksheet to provide a supplemental assessment.

FORMAT/PROCEDURE OF THE LESSON. Include: Advanced organizers, technology, motivational procedures, a step by step procedure, if this is not an introductory lesson, tie this into the previous lesson, teaching strategies (visual, auditory, experiential, and tactile). Be sure to outline all steps in the lessons:

We will review the parts of an atom and the charges of each part.

The next step is to go over what is represented by the periodic table in general and what information is available for individual elements.

Practicing this will involve the teacher calling out an element and students using their periodic table reference sheets to identify the correct element and raising their hands to signal completion.

I will provide verbal descriptions of an atom and the students will have to use the table to identify the correct element. Then I will show pictures of atomic structures for the students to identify the element represented. The final round will be with 3-dimensional models and will end with student identification of the element.

When I am satisfied that students understand the significance of the structures and use of the table, we will play a puzzle game

1. Each student will be given 2-3 cards containing element names.
2. They will use the periodic table to determine and record the atomic number, atomic mass and element symbol for each of their cards.
3. Then they will go around the room looking for the standard (element that is similarly placed in the table based on similar properties) that matches their element and record the properties of their element on the back of the card.
4. The final step is for the students to find the “model” (written description, drawn diagram, or 3-dimensional model) of their elements and note the model identifier (letter, shape, stamp, or sticker) to note the matching model.
5. Students should return to their desk with each card containing the element name, element symbol, atomic mass, atomic number, properties of the element, and code to connect to model representation.
6. When all students are done, we can create a giant periodic table using tape and sticking the cards to an empty wall or the floor.

After the activity, students will be given a review worksheet that will again practice the skills and after grading will serve as a study guide. They will also be assigned an element for which they will need to create a model of an atom. Students will be able to decide how to create that model with three major suggested formats: written description, drawn diagram, or 3-dimensional model but other formats are possible with discussion with the teacher.

MATERIALS: List the materials you will be using.

Periodic table for each student

Periodic table wall chart

Models of elements for display along with identifiers

Standards of elemental properties posters

Cards with element names

Materials for creating models

Review worksheets

pencils

VOCABULARY: List key words or terms you will develop during the learning experience

Proton

Neutron

Electron

Atom

Element

Atomic number

Atomic mass

Nucleus

Orbit

Matter

Isotope

Charge

TECHNOLOGY: In what ways will you integrate technology into the lesson? What types of technology will you use? Will students create their own files/portfolios? Will you use an electronic grading process?

Some model examples will be 3-dimensional renderings on the computer. Technology will be available for creating their model projects.

QUESTIONING STRATEGIES/Critical thinking strategies :

Utilizing Bloom’s Taxonomy or other questioning strategies, develop a number of questions, at various levels, to engage the students and develop critical and higher level thinking skills:

What is the atomic number of Seaborgium?

What differences exist between protons, neutrons, and electrons?

From the information given, can you create a verbal description of a Carbon atom?

If scientists added 3 protons, 3 neutrons, and 3 electrons to an atom of Oxygen, what element would that atom represent?

If a brand-new element was added to our table and it fell underneath Radon, what properties would we expect it to have?

How effective is the organization of the periodic table?

WHAT ASPECTS OF MULTIPLE INTELLIGENCES or LEARNING STYLES WILL BE ADDRESSED?

Visual/spatial – cards, periodic tables, models

Musical/Auditory – teacher discussion, verbal descriptions of atoms

Kinesthetic/Bodily – moving around room

Linguistic – creating written descriptions of atoms

Interpersonal – seeing relationships between groups of elements held by other students

Intrapersonal – understanding how to use the periodic table to get the answers needed to be successful

Mathematical/Logical – periodic table (using, recreating individual element info, recreating table as a whole)

Naturalistic – discussions of how elements are found in nature

SPECIAL ACCOMMODATIONS: What modifications will need to be made in the lesson or the classroom environment for special needs students?

Students with low-reading abilities or visual impairments may need some assistance from adults. Motivating behavior-challenged students to participate is another area to address with those that work with those students. Any student unable to move easily around the room may need assistance.

INTEGRATION: In what other areas will this lesson be integrated?

Simple math can be integrated in determining numbers of protons and neutrons based on atomic number and atomic mass. Also creating electron valances will involve simple math.

Reading and writing are integrated through using and creating atomic model descriptions and creating property profiles based on standards.

Art is integrated in the model creations done as drawings or 3-dimensional models.

Social Studies could be integrated by looking at how some elements may be specific to certain locales and how that influences their place in the global society.

REFLECTION: After you have completed the lesson plan (or teaching the lesson) think about what you have developed and discuss where you might anticipate difficulties, what you think will work well, what areas you will need to pay particular attention to.

The real trick with this lesson (and any lesson in general) is to have the kids want to participate. I think this lesson has lots of “game” qualities that will keep them engaged, but there is always that possibility of one or more students not caring about the material or the learning and creating a distraction to others. This would be dealt with by the classroom management system in place beforehand.

# Press Here

Grade level: 3-5

Content Area: Library/Technology

ENDURING UNDERSTANDING:

Applications and programs involve coded instructions that are run based on input to the app or program.

ESSENTIAL QUESTIONS:

How does a programmer/developer create methods of input?

How can you take a book (Press Here by Herve Tullet) and recreate a similar experience on the computer?

LESSON OBJECTIVES: Identify learning outcomes, and concepts to be addressed in the lesson:

Students will understand that user input methods are created by the programmer/developer.

Students will verbalize how Press Here relies on predictability.

Students will demonstrate predictability and the importance of user input methods by creating a powerpoint that uses specific mouse clicks with written instructions to develop a computer experience similar to the text studied.

ASSESSMENT: What types of assessment tools will be used to determine whether or not the students have learned what was taught: Discuss what will be an indicator of success. Think about The Facets of Understanding in your lesson planning.

Participation in discussion.

Creation of a powerpoint which uses specific mouse clicks (user input methods) to create a predictable experience that closely follows the overall pattern of the book, Press Here.

FORMAT/PROCEDURE OF THE LESSON. Include: Advanced organizers, technology, motivational procedures, a step by step procedure, if this is not an introductory lesson, tie this into the previous lesson, teaching strategies (visual, auditory, experiential, and tactile). Be sure to outline all steps in the lessons:

Press Here read-aloud with ongoing discussion highlighting importance that when you do a particular action as described that a predictable reaction occurs.

Using the pre-started powerpoint presentation, students will learn how to manipulate screen items to create user input methods. They will then create predictable reactions to those inputs.

After completing their powerpoint projects, students will switch and follow the slide show of another student, making notes and providing feedback for improvements or issues encountered.

Students will take feedback and make appropriate changes or seek further input from other students or adults in the lab area until they feel their powerpoint is their best effort.

MATERIALS: List the materials you will be using.

Press Here by Herve Tullet

Pre-started powerpoint presentation

Computer access

VOCABULARY: List key words or terms you will develop during the learning experience.

user input

predictability

button

TECHNOLOGY: In what ways will you integrate technology into the lesson? What types of technology will you use? Will students create their own files/portfolios? Will you use an electronic grading process?

This unit will use computers to mimic the effects presented in the book Press Here by Herve Tullet. Students will take a prestarted powerpoint presentation and complete it based on personal preferences, decisions, and actions.

QUESTIONING STRATEGIES/Critical thinking strategies :

Utilizing Bloom’s Taxonomy or other questioning strategies, develop a number of questions, at various levels, to engage the students and develop critical and higher level thinking skills:

What happened after the author wrote “press here and turn the page”?

What do you think might happen next after we “press hard on all the dots”?

Do you know another instance where you are given a command and you expect a particular response in return?

What reactions could have happened after we shake the book as directed?

What would happen if after blowing to get rid of the black, the black didn’t decrease?

How would you feel if the “press the white dot” command resulted in an elephant appearing on the next page?

WHAT ASPECTS OF MULTIPLE INTELLIGENCES or LEARNING STYLES WILL BE ADDRESSED?

Visual/spatial – powerpoint slides, book

Musical/Auditory – teacher discussion, book read-aloud, music selected by students

Kinesthetic/Bodily – moving from sitting on floor to sitting at computers

Linguistic – powerpoint slides and book

Interpersonal – seeing relationships between actions and expected reactions

Intrapersonal – understanding that you need to be explicit about what you want to user to do and how they should do it

Mathematical/Logical – creating the cause (user input method) and effect (reaction slide)

Naturalistic – importance of cause and effect

SPECIAL ACCOMMODATIONS: What modifications will need to be made in the lesson or the classroom environment for special needs students?

Students who can’t/won’t sit in circle for read-aloud and discussion may need to be given a place to sit where they can still see/hear the book and discussion. Auditory and/or visual issues would be addressed as per IEP.

INTEGRATION: In what other areas will this lesson be integrated?

Reading and writing could be incorporated as they take their powerpoint and actually write and illustrate a book from it.

Art – illustrating their book or adding visual interest to their reactionary slides

Music – adding musical elements to their slide show

Social Studies/Science – studying cause and effect in society and in nature

Math – decision trees, logical thinking examples

REFLECTION: After you have completed the lesson plan (or teaching the lesson) think about what you have developed and discuss where you might anticipate difficulties, what you think will work well, what areas you will need to pay particular attention to.

It may take students some time to get used to creating <on mouse click> buttons. It will also be very important for them to understand how to duplicate a slide to encourage predictability. Any time more students need help than the number of adults in the room to help, there is the potential for behavior issues so it will be important for them to have a “go to” activity to work on until an adult can get to them.

# Henry Hikes to Fitchburg

Grade level: 3-5

Content Area: Library/Technology

ENDURING UNDERSTANDING:

Purchasing uses money that takes time to earn, time that could be spent having a different experience, so you need to make informed decisions about purchases – Money = time spent

ESSENTIAL QUESTIONS:

Is it really faster to take a train?

What are the hidden costs of purchasing using money?

How have costs changed over time for the same train trip and how have wages changed over time?

LESSON OBJECTIVES: Identify learning outcomes, and concepts to be addressed in the lesson:

Students will be able to demonstrate how to determine the number of hours of work at minimum wage necessary to earn a specific amount of money.

They will also be able to navigate a train rate table to determine fare necessary from point a to point b.

ASSESSMENT: What types of assessment tools will be used to determine whether or not the students have learned what was taught: Discuss what will be an indicator of success. Think about The Facets of Understanding in your lesson planning.

Students will complete a worksheet including a statement of whether they would have rather been Henry or Henry’s friend, cost calculations for that trip today, and, after finding cost information for one item they would like to purchase, computation of hours of work at minimum wage required to earn the money along with their opinion of how important that item is to their life.

Participation in discussion and attentive listening during read-aloud.

FORMAT/PROCEDURE OF THE LESSON. Include: Advanced organizers, technology, motivational procedures, a step by step procedure, if this is not an introductory lesson, tie this into the previous lesson, teaching strategies (visual, auditory, experiential, and tactile). Be sure to outline all steps in the lessons:

Read Henry Hikes to Fitchburg to the class while projecting the powerpoint that tracks character movements.

Review the experiences of each character.

Have students bring up powerpoint and go to selected links to determine current cost of trip and current minimum wage. Students then calculate how many hours they would need to work to take Henry’s friend’s train trip today.

Students will find cost information for one item they feel they need to have and then calculate how long they would have to work at minimum wage to earn enough money to buy that item. They will then evaluate the importance of having that item in their live.

MATERIALS: List the materials you will be using.

Henry Hikes to Fitchburg by DB Johnson

HHTF powerpoint

Computers

Worksheet

pencils

VOCABULARY: List key words or terms you will develop during the learning experience.

I need to look up age appropriate words relating to economy and wages.

TECHNOLOGY: In what ways will you integrate technology into the lesson? What types of technology will you use? Will students create their own files/portfolios? Will you use an electronic grading process?

While I am reading the book aloud, I will have a powerpoint mirroring what each character is doing.

Students will then use their computers to lookup how much that trip costs today and then find the cost for an item they really want to buy.

QUESTIONING STRATEGIES/Critical thinking strategies :

Utilizing Bloom’s Taxonomy or other questioning strategies, develop a number of questions, at various levels, to engage the students and develop critical and higher level thinking skills:

What happened after Henry left for Fitchburg?

What do you think might happen next in our story?

Can you apply this to some experience of your own?

What were the problems with Henry’s friend taking the train?

How many ways can you think of to earn money for yourself?

How would you have handled the situation?

WHAT ASPECTS OF MULTIPLE INTELLIGENCES or LEARNING STYLES WILL BE ADDRESSED?

Visual/spatial – powerpoint slides, read-aloud book

Musical/Auditory – read-aloud

Kinesthetic/Bodily – sitting

Linguistic – powerpoint slides and train rate tables

Interpersonal – comparing experiences of Henry and Henry’s friend

Intrapersonal – deciding which character they would like to be

Mathematical/Logical – time/distance sequences, calculating earnings and costs

Naturalistic – discussions of how the environment has changed – urbanization vs. rural

SPECIAL ACCOMMODATIONS: What modifications will need to be made in the lesson or the classroom environment for special needs students?

Students having issues sitting (or sitting with group) would need to have a way to participate while not sitting in the area. Low math students would need help from adults or student helpers to complete the computations.

INTEGRATION: In what other areas will this lesson be integrated?

This lesson leads to a social studies unit on economy, a science unit on man and the environment, and math lessons on wages and hourly pay. Art could be integrated by including a nature walk around the school that the students draw to create their own “journey” experience.

REFLECTION: After you have completed the lesson plan (or teaching the lesson) think about what you have developed and discuss where you might anticipate difficulties, what you think will work well, what areas you will need to pay particular attention to.

Issues to look for would be proximity to screen, student-to-student interactions while sitting close, and keeping all students engaged. Most of these issues will be minimized or eliminated through careful placement of students in area and fully expressing my excitement about this lesson and book in a way that is contagious.