

Name [REDACTED] Title "Don't Be Mean, Go Green!"

**ELED 500 Reflections: The Art and Science of Teaching Working With Children**

**Working With Children Rubric Scoring Key**

- 3 = Accomplishes the task, including all components. Response reflects understanding of theory related to practice; is clear, logical and consistent. Response examines teaching/learning elements from several perspectives.
- 2 = Accomplishes the task, including all components. Response is consistent, clear, and logical. Demonstrates understanding of the process.
- 1 = Part of the task is accomplished. There is a lack of evidence in some areas. Components may be missing.
- 0 = The task is missing in its entirety.

**Working With Children Scoring Rubric:**

	(3 pts)	(2 pts)	(0-1 pts)
<b>Lesson Plans:</b> There are 6 Deductive Model Lesson plans. These Direct Instruction plans follow the model, from objectives to assessment, taught in the course, and are connected to appropriate RIPTS (RIPTS 1, 2, 3, 4, 5, 6, 8, 9; ACEI 1; 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4)	<b>3</b>		
<b>Reflections:</b> There are 6 Reflections that indicate an understanding of the teaching/learning process. They provide evidence that the student can: self-identify specific strengths and needs in teaching, raise and consider specific teaching/learning issues arising from the teaching session, identify alternatives to teaching difficulties encountered in the session, and monitor children's responses to instruction (RIPTS 10; ACEI 5.1)	<b>3</b>		
<b>Concept Attainment:</b> Detailed plan of concept attainment lesson is incorporated in at least one of the Direct Instruction lesson plans. The concept definition, the critical attributes of the concept, materials used, and sequence of examples and non-examples are included in the lesson plan and a description of implementation is included in the associated reflection (RIPTS 2, 3; ACEI 1, 3.1, 3.3)	<b>3</b>		
<b>Questioning Sequence:</b> A questioning sequence implemented orally that demonstrates a range of types of questions and questioning skills in working with children is incorporated in one lesson and a separate reflection on the effectiveness of the questioning sequence is provided (RIPTS 5, 8; ACEI 3.1, 3.3, 3.5)	<b>3</b>		
<b>Cooperative Learning Structure:</b> At least one lesson plan incorporates a cooperative learning structure, such as Think-Pair-Share, and the structure is described thoroughly in the plan to ensure it was accurately planned. The lesson reflection explains how the structure was implemented and its effectiveness in the lesson (RIPTS 3; ACEI 1, 3.4, 3.5).	<b>3</b>		
<b>Assessment:</b> An assessment plan to determine whether the children are reaching goals/objectives is included in each lesson. Each reflection describes your assessment of children's learning. Changes in the lesson to improve the ability to assess the lesson the next time it is taught are included as appropriate (RIPTS 9; ACEI 4)	<b>3</b>		
<b>Working With Families Reflection:</b> In a 2-3 page essay, contacts made with families are discussed. Then, a detailed description of your future plans for including families in the education of their children is described. Copies of the letters sent to parents are included. RIPTS 7; ACEI 5.2)	<b>3</b>		

Total Points 21 (out of maximum 21)=**A+**

Comments:

CJ, your work on this afterschool program has been exemplary! Every lesson plan and reflection was extremely detailed, reflecting a thorough understanding and ability to apply the components of these pieces. You also did an excellent job incorporating the questioning sequence, concept attainment model, and cooperative structure. Your plan for working with families is detailed and manageable and demonstrates recognition of the important role families have to play in their children's education. Thank you for your efforts on behalf of the children at Marieville, who will no doubt go forth and spread the word about the value of being green! Congratulations!

**Unit Title: "Don't Be Mean, Go Green!"**

**Lesson Plan #1 – "Waste-less Wind Chimes" and "Earthdance"**

Rationale – It is important that children realize how people's actions can either help or hurt the environment and to teach children the steps they can take, as well as teach others, in order to help the Earth.

Rhode Island Art Content Standards –

- Art Content Standard 1: Creation/Performance – 1a) Apply knowledge of concepts or structures to create original and interpretive works of art
- Art Content Standard 3: Context – 3b) Demonstrate a connection to their personal lives through artistic expression
- Art Content Standard 4: Tools – 4a) Demonstrate facility in the identification and use of a variety of vocabulary, materials, tools and techniques; 4b) Demonstrate the selection of tools appropriate to purpose, message and audience

Rhode Island Professional Teaching Standards –

- Standard 1: Knowledge – Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.
- Standard 2: Learning Experiences – Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures and tools of inquiry of the discipline/content areas they teach.
- Standard 5: Critical Thinking – Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas
- Standard 6: Learning Environment – Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation

Instructional Goal/  
Performance Objectives

Students will learn and understand the "Green Movement's" concepts and objectives, especially "Reduce" and "Reuse" and have an opportunity to learn a dance related to the Earth.

At the end of the lesson:

- Students will be able to identify what it means to be "Green."
- Students will be able to give at least three examples of how they can be "Green" in their homes/lives.

	<ul style="list-style-type: none"> <li>• Students will be able to articulate the definition of “Reduce” and “Reuse” in their own words.</li> <li>• Students will create a Wind Chime using reused materials.</li> <li>• Students will create their own dance in correlation to the book “Earthdance.”</li> </ul>
<p>Instructional Materials and Resources</p>	<p>Crayons</p> <p>Scissors</p> <p>Pre-cut 12-inch lengths of Yarn</p> <p>Cardboard Circles</p> <p>Plastic Utensils (Forks, Knives and Spoons)</p> <p>Bottle Caps (Metal and Plastic)</p> <p>Foam Star Stickers</p> <p>Books - “What Does It Mean to Be Green” and “Earthdance”</p> <p>Dry-erase board and marker</p>
<p>Instructional Activities and Tasks</p>	<p><b><u>Set:</u></b></p> <ol style="list-style-type: none"> <li>1. Tell the students to close their eye and to imagine that they live in a world different from our own. All the roads are filled with trash, you have to wear masks because the air is dangerous to breathe, all food and supplies are delivered in rations and the animals are only in zoos. Tell them that this world is a world where the people stopped caring about how they lived and were wasteful. Ask them to open their eyes and think about how they would feel in a world like that and what to think about the things they could do to change that world.</li> </ol> <p><b><u>Procedure/Activities:</u></b></p> <ol style="list-style-type: none"> <li>2. Introduce myself to the class and have each child introduce themselves by telling me their names and one interesting thing about themselves.</li> <li>3. Separate the 10 children into pairs – five groups of two. (Chairs were set up ahead of time to do just this, but make sure children know they are in pairs and tell who is paired with whom.)</li> <li>4. Explain that they will be working in pairs for the duration of the program, but that we will rotate pairs each week.</li> <li>5. Using the dry-erase board and marker, write the answers to a series of questions: Convergent – a) What is pollution? b) What is littering? c)</li> </ol>

What do recycle, reduce and reuse mean? – Divergent – a) How can we implement the 3 R's - "Reduce, Reuse and Recycle" - in our daily lives? b) Why is it important for us to be "Green?" c) How do you think we can tell others about the "Green Movement?" – The carrying out of these questions may require some prompting questions on my part and since questions will have various answers, each could possibly be met with follow up probing questions.

6. Explain to the children that I will be reading them a book that talks about a way to dance like they are parts of the Earth, after which they will be able to create their own dance to reflect the text of the book.
7. Read "Earthdance."
8. Vote on whether or not they want to create a dance to go along with the text. If "Yes," work with the children to come up with a dance, if "No," continue to Step 9.
9. Read "What does it mean to be Green?" to the children.
10. Explain that the art project today is conceptualizing the concept of "Reuse" and "Reduce" by taking items that could be thrown out, reducing trash, and reusing them to create Wind Chimes.
11. Pass out supplies – Each pair of children receives: a pair of scissors, 20 foam star stickers, a box of crayons, 2 metal and 4 plastic bottle caps, 2 cardboard circles, 18 plastic utensils (6 each of spoons, knives and forks) and 24 pre-cut 12-inch lengths of rainbow colored yarn.
12. Tell the children to write their name on their cardboard circles with a black crayon and then to decorate the circles with their crayons and stickers in whatever manner they wish.
13. Illustrate to the children how they should take the pointed end of their scissors to poke 12 holes through the cardboard – stress the importance of having various locations. Have them poke the holes.
14. Tell the children to use their pre-cut lengths of string and tie them to the ends of their plastic utensils and bottle caps. Then to string the yarn through the holes in the cardboard – stress the importance of tight knots.
15. Once every child has completed the assembly of their Wind Chimes, have them turn them into me so that I can create a four-way hanging string that will balance out the Wind Chimes.
16. Assist children as necessary with Steps 11-14.

	<p><b><u>Closure:</u></b></p> <p>17. Review "Green Movement" concepts, principles and ways of implementation by asking the following questions: a) What is the "Green Movement?" b) What are some things you can do at home to be "Green?" c) How did our art project correlate to the "Green Movement?" d) Do you think you will be able to teach others about the "Green Movement?"</p> <p>18. Ask children if they have any questions – Answer them.</p>
<p>Assessment Activities</p>	<p>Use questions and observations to determine the understanding of concepts presented. Classroom discussions will be used to measure individual progress, further explanation will be provided as necessary. Wind-less Wind Chimes will be created in a way to assess the children's knowledge of the concepts of "Reduce" and "Resuse."</p>
<p>Learner Factors</p>	<p>Prior knowledge of the "Green Movement" as well as its concepts will be used to feed classroom discussions and answer questions. The entire class will demonstrate their knowledge of how to "Reduce" and "Reuse" through creation of "Waste-less Wind Chimes." All questions, concepts and answers will be presented both orally and visually.</p>
<p>Environmental Factors</p>	<p>Students will be arranged into five pairs of two. Special care will be given to ensure that each group has adequate space in which to create their Wind Chimes, move around without hitting one another and to have private discussions. Chairs will be arranged in pairs around the table and supplies placed between them. Classroom will be well-lit, all personal belongings placed underneath the table and the doors will be closed all in an effort to create minimal distraction.</p>
<p>Reflection</p>	<p>The weekend before I was due to start my After School program at my assigned location, I caught some sort of mutant virus and was incredibly sick. On Tuesday night, I made a vow. If I was better in time for the program's start, Wednesday at 3:15, I would be exceptionally pleasant every day and never complain again. Wednesday morning arrived and, miraculously, my fever had finally broken and I was good to go for 3:15. &lt;Snickers&gt; Like I can keep that vow. I cheated Fate here!</p> <p>After having read the reflections of other M.A.T. student's, I decided that arriving early was the best course of action. I pulled up to the location at 2:35 full of the hope that today would not only go smoothly, but that the kids would</p>

genuinely enthusiastic about my projects. I was surprised to see that two of my classmates were also already there. I helped my colleague with all of his musical equipment and then I went in search for the supplies that were promised to us. When I found the moderator, she said she was "Working on it." She handed each of us a list of students and then shooed us back downstairs. I decided to take the time to set up my room which is the Teacher's Lounge. *Definitely motivation to clean up at the end of class!*

I noticed I had ten children, so I decided to divide the group into five pairs of two. I pushed the two rectangular tables together and placed 10 chairs around the perimeter; with clusters of two together. I then decided that it would be more time efficient to pass out the groups' materials now, rather than waste class time. *I was very grateful to have read the past reflection of another student that had stated it would be beneficial to prepare the supplies for individual students in baggies beforehand. I did this and it made the preparation of the room so much easier!* I passed out each group 2 bags full of materials and 2 cardboard squares.

By this point, it was already 3:05 and the moderator still had not brought me the crayons and scissors I had asked for. I went to check my colleagues to see if they had received their supplies yet. They had not and could not find the moderator anywhere. I was getting nervous that the school had not delivered on their bargain to get the supplies we needed. *Because I am a complete control freak, it went against my nature to allow somebody else to be responsible for my supplies in the first place. At this point, I was cursing myself under my breath and feeling the starts of a full blown panic attack!* At 3:10 the custodian appeared with keys and said he was here to get me my supplies out of the art closet. *Exhale.* Two more of my colleagues had arrived at this point as well. We all scrambled after the janitor in the hope of getting our requested items: crayons, markers, scissors and paper.

The custodian opened the supply closet and handed us one box of scissors and one sleeve of crayons, the moderator arrived at that moment and told us we would had to divvy those up amongst ourselves because we couldn't all be taking a box of each. *Um, what? That left 12 boxes of crayons and 10 pairs of scissors for all 6 groups aka 60+ kids. Meanwhile there were several boxes of each material sitting on the supply closet shelves.* Thankfully, after some snooping around, some of us were able to dig up some extra scissors in the library and one of my colleagues decided she didn't need the supplies after all. Another MAT

student and I were the primary ones to share supplies as we had the greatest need. It still left me with only 5 boxes of crayons and 5 pairs of scissors. *In the future, I will not rely on the school to supply me with the things I need, regardless of what they promise. It will save me a lot of headache and anxiety.*

At this point, it was already 3:15 so I quickly passed out the scissors and crayons to each pair of chairs. I still had no students however. 3:16.... 3:18... 3:20.... At 3:25, I hear what sounds like elephants descending the stairwell and popped my head out and hear moderator yelling down to me "There's your group right there, L. is the leader." I waved the group into the room and realized that these kids all have their backpacks and coats with them, something I had not planned on. I made a quick decision and instructed the children to place their personal belongings under the table so that they would not be distracted. One boy immediately scowled at me and said, "Well, that's stupid." *Awesome! I am off on the right foot – Not!* It took a few minutes for the belongings to be placed under the table and the children to get settled. At almost 3:30, with only 45 minutes left of my class, I finally began. *I will make every effort possible to go to the gym and get my class myself right at 3:15 from now on!*

I introduced myself to the classroom and while I was speaking about who I was and where I was from, I noticed two boys, S. and S.R. playing with the bags of materials and whispering. I gave the boys a look that was neither friendly nor stern, just letting them know I noticed them, and they stopped. I asked the children to please leave the bags of materials alone and that I would explain their purpose in just a minute. *Go me and my withitness! However, to avoid the distraction, I will wait to pass out the baggies of materials until I am done speaking to the children.*

After I finished my introduction, I told the children I would like them to introduce themselves and tell me one interesting fact about them. While introductions were going on, I noticed that I had made a big mistake allowing the children to sit wherever they wanted. It was very obvious that friends had sat next to each other and were chit-chatting and that one boy, M.V., was obviously a loner. *Next class I will be assigning seats and will be mixing up the pairs.* I was surprised when the last boy's interesting fact was "I am fat." This made me extremely sad, especially when everybody started to laugh at him. I redirected the class by giving the same look I had given S. and S. R. They quieted down and I stated that now would be a good time to go over the rules. I explained that I only

had a few: No speaking while somebody else is speaking, no name-calling or teasing will be permitted in any way and to keep your hands on your own bodies. I asked if there was anything else that they thought we should add to the rules. *I was trying to be reflective in action here!* Ch. said he thought we should also add "No swearing or spitting." So I did. Nobody else had any other suggestions. I then thanked them for their introductions and asked them to close their eyes. I then led them through the "Set" I stated in the lesson plans.

This worked really well; the children were very respectful and quiet while I spoke to them. I followed this with an interactive questioning session which I started off by asking, "What does it mean to be "Green?" I was genuinely pleased with the level of responses I received. While I did get some basic answers such as "To be good to the Earth." I got just as many well thought out response such as, "To be green means that you make every effort possible to reduce your carbon footprint." *This was by far the most sophisticated answer and I was very shocked. I don't think many adults even realize what a carbon footprint is!* I decided to go further with this student, L., and asked her what she meant by this. It was easy to see that L. was a child who is eager to please. L. was very enthusiastic and, after our exchange, raised her hand eagerly for every next question. I noticed that one boy was very quiet so I asked him some questions directly to get him talking. Once I cracked his shy shell, I realized that M.V. was a very intelligent boy who seems to be afraid to speak. *I will be keeping an eye on M.V. as he seems to be a loner.*

I feel the questions I used were very good at stimulating the minds of my students. I did ask some "easy" convergent questions to help the children get into the frame of mind I needed them in (*What is garbage?*), but the majority were divergent questions. The responses I received, for example L.'s response about carbon footprints, allowed me to be able to probe deeper by asking what she meant and expanding even further on the ideas she gave me. These questions also acted as a way of prompting the other children to think about their own answers and helped them branch off from what L. said to related ideas.

I believe I was communicated the questions in a clear and understandable manner. I did not have to rephrase the questions posed to the group. I do not think I had to at all in fact. The only time I had to rephrase anything was when I used some probing with K. She had said that planting trees could help the environment and I asked her how? Such a short response of "How?" got me the answer of "You dig a hole and plant them in the ground." I had to rephrase



this as, "In what ways does planting more trees help our Environment?" Because of the clear communication, I also did not have to adapt or change my plan of questioning much either. The only thing I did was expand on what I had already planned to ask based on the things the children gave as answers.

I learned a great deal with this Interactive Questioning format. It was very easy to see how some children flourish in this sort of setting. L., M. and K. all eagerly raised their hands and had insightful answers. I could tell that they liked to please the teacher and liked to perform in front of others. It seems as though, at least with my group, that the questioning segment has the opposite effect on boys. When I called on the individual boys they could provide intelligent and well-constructed opinions but they were more hesitant to share them. All the boys were called on but did none of them volunteered or raised their hands. The girls however were nearly leaping out of their seats with enthusiasm. *I wonder if this is just a gender thing or merely something within my own little group?*

Another thing that I appreciated was being able to use these interactive questions with an older populace than I am used to. I primarily have worked with 3-5 year olds and when you pose that age group a question you generally get one of three types or responses; one word answers, some form of "I don't know," or a response that makes no sense at all: like "I have a puppy." when you asked, "Who knows what a garden is?" It was interesting to see how the thought and learning process varies with a more developed mind.

After I finished my interactive questioning, I decided to introduce "Earthdance." I explained to the children that I had a story that talked about how we can pretend to be parts of the Earth in a dance. I told them I would like for them to think of a way that they could dance out the text of the book so that they could perform the dance for their parents on parent night. *Instant groans from around the room. Rut roh....* Since I immediately noticed that most of the children were completely unreceptive to this idea, I changed my strategy a bit. I proposed somewhat of a compromise – I would read the story to the children and while I read we would take the time to think of ways to dance to it and after we were done we would vote on whether or not they would like to do this for Family Night. *They all agreed to this and seemed a bit relieved to have a say in the matter rather than me telling them what they were going to do. I thought, "Yay, crisis averted!" but I spoke way too soon.*

"Earthdance" was, in a word, hellish! It was complete and utter chaos!!!

Every time I read a line, all of the children would begin to shout out ways to do the dance and started to act out what they described. Within four pages of the story, I had already had two kids fall down and bump their elbows, one child, A., start rocking back and forth saying, "I don't want to do this." over and over again. *I have to check with the principal about A.; my inclination is that he may have a level of Autism spectrum disorder.* I read about half of the story before I gave up. I told the children that I was glad that they were having fun, but there was no way, with the way the children were doing it, that I could continue nor perform it for their parents.

Once I brought the children back to order, I asked what they thought about what had just occurred. One girl, M. raised her hand and said, "I think if we did that, our parents would think you were a terrible teacher!" *My thoughts exactly!* I agreed and told the children that I did not think "Earthdance" would become part of our Family Night after all. It was interesting because the kids were very disappointed by this news when they previously did not want to do it at all. Seeing this, I made another compromise with the children – I asked them to take time during this week to think about how they could do the dance more respectfully. I promised that if they could show me next week that they can do the dance in a more polite way, I would reconsider its incorporation at Family Night. This was accepted willingly. *I believe the whole "Earthdance" fiasco showed me putting reflection into action. I readily accepted the students' feedback and made changes on the fly that were acceptable to all.*

At this point, it was already 3:55! *Time flies when you are out of control.* Oi. I told the children that I had one short book to read to them called, "What does it mean to be "Green?" The kids were very respectful to me during the reading of this short book. I guess that this is most likely due to the way that their previous behavior had made me change our plans. They responded well to the story and orally responded to the questions the book presented. *What does it mean to be "Green?" Does it mean being sick in the car? NO!!!!* After the story was completed I showed them my art project (the Wasteless Wind Chimes) and asked them how they thought the craft related to being "Green?" They all easily identified that the materials were being "Reused" and that by reusing them we were "Reducing" the amount of trash in the world.

I explained that they would be working in pairs and went around the room indicating who made up the pairs. There were some groans, but, since most

people were sitting with friends, the majority of them were happy. *Again, to encourage socialization with everybody rather than just friends, I will be mixing up the pairs each week from now on.* I explained that each pair would have to share the crayons and the scissors but that each child had their own baggie containing all the other materials they would need. I instructed the children to write their name on the cardboard circles and to decorate them anyway that they wished. I demonstrated how they would poke the holes into the cardboard and then string on their materials to make the Wind Chime complete. I then told them to go ahead and get started.

The kids loved this project! They all dove right in and I floated around the room assisting and encouraging wherever needed. Despite their enthusiasm, I did notice two major problems almost immediately. The first was the task of poking the holes through cardboard was not going well. Kids were accidentally poking themselves and one boy, poor M.V., actually cut his pinky a tiny bit. *Holes will have to be pre-poked next time to avoid this. This was something I did not even give consideration to. I will have to be more careful about projects where similar tasks are needed.* Secondly, we were majorly short on time. By the time I had finished with our group discussion, explained the Wind Chimes and started, it was already after 4:00. At the moment when I noticed the clock, K. was called over the intercom to be dismissed. *Well that is one child who can't complete their project today.*

At 4:05, the moderator announced over the intercom that we were to start getting the children ready to leave. *I thought we had until 4:15. ARGH!* Nobody had been able to complete the project. I immediately instructed the children to put all their supplies into their baggie and I would come around put their names on the bags. The kids were upset as they were really into the project, but what else could I do? I assured them that we could finish the Wind Chimes at the start of next week. The kids were pleased and very helpful in gathering their items. I collected everything and had the children get their belongings and put on their coats. I then asked the children to remain seated until I had called their names. When I called their names, *this was another way for me to practice their names and try and get them correct,* they lined up and I handed them a letter to give to their parents for next week. I walked them to the main entrance, said goodbye and was happy to have a lot of "Thank you!" and "That was so much fun!" responses. *Woah, I survived my first day!*

	<p>Several days have passed since the first day of my "Working With Children." Looking back, some things definitely did not go according to plan. At the time these things seemed like crises, but, in all the day did go fairly well. I have side-noted the things in which I must work on and will have to modify next week's plan to allow time for completing the Wind Chimes but I do not think I did a bad job. The major issue I have with the whole scenario is how unprepared the school seemed to be to receive us! Not only were the supplies we needed not ready, but the children arrived late to the program. When you combine this with the fact that we give up ten minutes at the end for cleanup, you barely have any time with the kids! I was supposed to have a full 60 minutes but I really only had about 40.</p> <p>I will say one thing; third graders have a VERY different dynamic than the 3-5 year olds I am used to! This change was extremely beneficial when it came to the Interactive Questioning part of my lesson and I really enjoyed being able to have more in depth conversations. It was also nice to be able to give minimal assistance so that the projects were truly the child's own creations. Since I hope to teach 3<sup>rd</sup> grade one day, I was really pleased that I was given all 3<sup>rd</sup> graders. I believe that this program will help solidify my love of the 8-9 year old age group and offer me wonderful hands on experience. I look forward to next week!</p>

**Unit Title: "Don't Be Mean, Go Green!"**

**Lesson Plan #2 – "Litter-less Lunch Linens!"**

Rationale – "Reduce" and "Reuse" are important concepts in the "Green Movement."

Rhode Island Art Content Standards –

- Art Content Standard 1: Creation/Performance – 1a) Apply knowledge of concepts or structures to create original and interpretive works of art; 1b) Apply knowledge of knowledge of media, tools, techniques and processes to create original and interpretive works of art
- Art Content Standard 2: Perception – 2b) Establish and explain their own criteria for analysis and appreciation of works of art; 2c) Accept and utilize constructive criticism for application to future work
- Art Content Standard 4: Tools – 4b) Demonstrate the selection of tools appropriate to purpose, message and audience
- Art Content Standard 5: Integration – 5b) Demonstrate an understanding of how the arts are present in the workplace

Rhode Island Professional Teaching Standards –

- Standard 1: Knowledge – Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.
- Standard 2: Learning Experiences – Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures and tools of inquiry of the discipline/content areas they teach.
- Standard 8: Communication – Teachers use effective communication as a vehicle through which students explore, conjecture, discuss, and investigate new ideas.
- Standard 9: Assessment – Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

Instructional Goal/

Performance Objectives

Students will understand the meaning of "Reduce" and "Reuse" in relation to the "Green Movement."

At the end of the lesson:

- Students will easily be able to voice the correct definition of "Reduce"

	<p>and "Reuse" in their own words. <u>You should put the definition here.</u></p> <ul style="list-style-type: none"> <li>• Students will be able to list 4 ways each on how to "Reduce" and "Reuse."</li> <li>• Students will enact "Reduce" and "Reuse" by creating their own reusable lunch tote.</li> </ul>
<p>Instructional Materials and Resources</p>	<p>Linen tote bags  Tacky glue  Drop cloth  Acrylic Gemstones  Rubber printing stamps (Alphabet, animals, expressions, etc.)  Glitter Glue Paint  Fabric Paint  Books - "Stuff!: Reduce, Reuse, Recycle" and a selection of other "Green Books" for children who have finished craft early to read quietly  Dry-erase board  Dry-erase marker  Piece of paper cut into ten pieces with numbers 1-10 listed on them  Plastic Pumpkin Bucket  Large trash bag filled with clean Co-Op "Lunch Trash"  Painting Smocks</p>
<p>Instructional Activities and Tasks</p>	<p><b><u>Set:</u></b></p> <ol style="list-style-type: none"> <li>1. After the children have taken their seats, approach the head of the table and place a large garbage bag on the table. Remove items one by one from the garbage bag and place them on the table. (Bag will be filled with clean "Lunch trash" – Ziploc bags, utensils, empty bottles, food containers, paper bags, plastic cups etc.) After emptying the bag, explain to the children that the "trash" items all came from the Rhode Island College Cooperative Preschool. Ask the children to guess how many days it took to fill this one large trash bag with trash? Record their guesses on the dry erase board. Explain that the entire trash bag was filled after only, not even a full day, but ONE lunch period at the Co-op.</li> </ol> <p><b><u>Procedure/Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Prior to the children's arrival, write the numbers 1-10 on slips of paper, fold into quarters to conceal the number and place into a bin. Write one</li> </ol>

of each of the numbers on the drop cloth in front of each child's chair. Set a stack of "Green books" on a separate table (away from where the children will do their craft) to provide a space for children who finish the craft early to go to.

2. Have children place belongings in adjoining room and line back up. Explain that they will each pick a number out of the bin and are to sit in the seat that has the same number in front of it.
3. Once the children are seated, start the Concept Attainment portion of the lesson. Tell them we will be doing an activity to help facilitate their understanding of "Green Movement" concepts of "Reduce" and "Reuse." Place two index cards at the head of the table; one labeled "Yes" and the other labeled "No." Explain to the children that I will be going holding up a card with a scenario written on it and that the children must think about the scenario and decide what column it belongs in and why; "Yes" for pertaining to "Reduce" and "Reuse" (positive examples) or "No" if it does not (negative examples). Start the activity out by placing one example in the "Yes" column and one in the "No" column so the children get the idea. Ask the children to think about why the items in the "Yes" column pertain to "Reduce" and/or "Reuse." Record answers on a dry-erase board.
4. Continue with all examples (10 in total – 5 negative, 5 positive) having the children decide which column they belong in and write various "Yes" column attributes on the dry-erase board, having children cross out or add attributes as examples progress. Note that attributes are only recorded about the "Yes" column examples and are crossed off if a positive example does not pertain to it.
5. After all examples have been placed, read the list of common "Yes" attributes and have the children think about the set of examples in the "Yes" column. Reiterate that all of the attributes are examples of how one can "Reduce" and/or "Reuse."
6. Read "Stuff! Reduce, Reuse, Recycle" to the students pointing out and/or asking the children about examples of "Reduce" or "Reuse" that appear in the story.
7. After the story, pull out the card from the "Yes" column that reads:  
"When packing a lunch for school, use a reusable a canvas bag instead of

a paper bag and plastic Tupperware instead of Ziploc bags." written on it. At the end of the activity, pick up this card and re-read it to the students. Ask the students if they think this is an "Earth Smart" activity. Explain to the children that today's craft will be to make their own reusable lunch tote. This was a great connection from your Concept Attainment piece to the craft of the day!! Love it!

8. Have child in seat 1 pass out one linen tote bag to each student. Bags were prepared before-hand with a piece of cardboard inside to prevent paint from leaking through to the other side. Explain that they will once again be working in pairs of two and that all supplies are to be shared. Have child sitting in seat 3 pass out one bottle of tacky glue to each pair of children. Have child in seat 5 pass out 3 various bottles of paint to each pair of students. Instruct children that there is one box filled with rubber stamps and that each child pair will be able to select 3 stamps in which to use on their bags and to share with others. Have child in seat 7 walk around and have each pair pick 3 stamps. Explain that acrylic gems can be attached to tote bags using tacky glue and that each child may select up to 5 each for their bags. Have child in seat 9 walk around with bag of acrylic gems. Pass out one painting smock to each child to place on over their clothing as a means of protection.
9. Once all supplies have been passed out, and children have placed a painting smock on over their clothing, go over some basic rules and instructions. I.e., Do not squeeze bottle with too much force, use only a little bit of glue, that all paint is permanent so be mindful of one's clothing, that there is to be no profane language stamped onto their bags etc.
10. Tell the children that the only requirement for their bags is to put their name on it in some manner but that otherwise they may choose any combination of materials provided and decorate the bag in any way that they see fit; again remind them to remain appropriate with their decorations.
11. Walk around room assisting those that need it but mostly just making observations. This will be a craft in which they must decide for themselves the tools and materials that they wish to use, and designed to have the children interact with each other.



	<p>12. Once a child has completed their bag, take it from him/her and set it in a place where it can sit to dry safely. Have child remove smock and place in trash bag from earlier and wash his/her hands. Instruct child that when he/she returns she may select a book to read quietly until dismissal while the others finish their work.</p> <p><b><u>Closure:</u></b></p> <ol style="list-style-type: none"> <li>1. Review "Green Movement" concepts of "Reduce" and "Reuse" by revisiting the examples of "Yes" and "No" from the concept attainment portion of the lesson.</li> <li>2. Ask: a) How does our craft today help support the "Green Movement?" b) How do you think art, like our "Green" art, can appear in a workplace? c) How did the book we read help illustrate "Reduce" and "Reuse" d) How can you teach others about these concepts?</li> <li>3. Ask children if they have any questions – Answer them.</li> </ol>
<p>Assessment Activities</p>	<p>Use direct questioning on the topics and simple observations to determine the understanding of concepts presented. Classroom discussions will be used to measure individual progress, further explanation will be provided as necessary. The craft will help enact the concepts being instructed. <u>Think about how you'll record what you observe.</u></p>
<p>Learner Factors</p>	<p>Prior knowledge of the "Green Movement" from Lesson #1 as well as its concepts will be used to feed classroom discussions and answer questions. The entire class will demonstrate their knowledge of how to "Reduce" and "Reuse" through creation of "Litter-less Lunch Linens." Most questions concepts and answers will be presented both orally and visually. Prompting and probing questions will be used where applicable.</p>
<p>Environmental Factors</p>	<p>Students will be arranged into five pairs of two. Special care will be given to ensure that each group has adequate space in which to create their totes. Chairs will be arranged in pairs around the table and supplies placed between them. Classroom will be well-lit, all personal belongings placed in adjacent classroom and the doors will be closed all in an effort to create minimal distraction. A separate table will be set up apart from the main table with "Green" books and several chairs. This area will be provided to those students as they finish their craft and there is remaining classroom time.</p>
<p>Reflection</p>	<p>Week two of Whoville. I arrived at Whoville fashionably early and, once</p>

again, met up with Todd. I assisted Todd into the buildings with his supplies and crossed the hall to the Teacher's Lounge to set up my space. However, because I was so early, there were still teachers in the Teacher's Lounge and I could not set up my materials yet. I returned to the library where Todd was and helped him set up his room instead.

At 3:00, I poked my head back in the Teacher's Lounge and saw that the final occupant was packing up her supplies. I decided to go in. I greeted the woman and after a few minutes of pleasantries realized that I in fact knew her! She was my very dear friend's mother who is now the "Science" person for all of the district Elementary schools. *Only in Rhode Island, people.* I had never met her before so it was very nice to meet her finally after 14 years of friendship with her son. Wow! Well, if anything positive happened that day...

After Mrs. R left, I immediately began to set up the room. I knew I only had a few minutes to get everything in order and I had a very messy project and, as such, lots of room safe-guarding to do. I completed my set-up right as 3:15 hit and proceeded towards the door to leave and grab my kids. I did not have the need. As I was exiting the children came, literally, flying down the stairs and one of them actually ran into me. R yelled at the children and had them go back up to the gym. The kids were then instructed to **properly** walk down to their classes. *I called R L all last reflection – Sorry!*

When the kids arrived, in a much more orderly fashion this time, I had them place their belongings in the adjacent classroom. *Last week they were told to place their belongings under the table. While that had worked fairly well, I figured the adjacent classroom would keep their stuff a) protected better from the paints we were going to use today and b) keep them from being tempted to play with their belongings.*

After belongings were taken care of, I asked the students to remain in their line. I explained that from now on we would be picking numbers to establish our seating arrangements. When I was about to ask the children to start picking a number, I noticed a new face. There was a child who was not in my group last class in the line to enter my classroom. I quickly counted the children and realized I had 11, not 10, children. *Um, huh? I specifically stressed with Mr. J that I did not want any more than 10 children in my class. This was a concession in the first place as I only had wanted 6-8 kids originally. Why do I have 11 kids?! I only have supplies for 10 kids! I only bought 10 tote bags! What am I going to do?*

*(Complete anxiety attack at this moment!) This is very frustrating for me to learn about and deal with! I will be talking with Mr. J about it.*

I asked the child who he was since I did not know his name and asked him if maybe he was accidentally in the wrong group of kids. *At least I was hoping that was the case!* I stated that he was in the class because he did not like the class he was in last week and that Mr. J said it was ok for him to switch. *Ok?! Why wasn't I consulted or at least warned so that I could be prepared!* I honestly did not know what to do so shouted to Todd across the hall. I asked if he could take an extra kid. Todd's response was genuinely entertaining. His face sort of twisted up in agony as he said, "Uh, sure.... Who wants to do music this week?" *After seeing that Todd was obviously just trying to be accommodating, and since it was my issue not his, I instantly felt awful.* I told him never-mind but asked if he could just watch my kids for one second while I ran to talk to Mr. J.

I found Mr. J in a classroom talking to somebody. I knocked and excused myself for interrupting but that I needed a quick moment with Mr. J. I explained to Mr. J that I had an unexpected extra student and that I could not accommodate him because I only had brought supplies for 10 children and I did not have room for an extra child. Mr. J said, "Well you can accommodate him, you have plenty of room." After reiterating the fact that I really did not think it would be the best situation for me to have 11 children, Mr. J basically said to "deal with it" in not so many words. I then explained the supply issue and Mr. J said R would find me a bag for the 11<sup>th</sup> child.

I returned to the Teacher's Lounge, thanked Todd and checked the time. It was about 3:20. I had the children pick their seat numbers. I got squished next to seat 10. I decided to let the kids work a few minutes on finishing up last week's Wind Chimes because we had run out of time last class, and I did not think that what I had scheduled for the day would take too long to accomplish. This posed a problem however since I did not have Wind Chimes. S.R. volunteered, unsolicited I might add, to let I. help complete his set of Wind Chimes. *While S.R. seems to be somewhat of a "Teacher's button-pusher," I have noticed that he is very kind to his classmates and seems to genuinely enjoy working with them. Thankfully, he has positive attributes!*

I noticed that some of the kids had lost the initial enthusiasm they had for the Wind Chimes and were fidgety. I told the children that if they did not want to finish their Wind Chimes that they could choose a book off the table to the side

and sit quietly and read. Most of the boys took this option. I noticed that M.V., who I had pegged as loner last class, was far more animated and talking a lot with I. and was one of the very few boys very interested in his Wind Chimes. *Aha! An epiphany! Remember that sulky boy that was in Alex's class last week because he wanted to be with his buddy? I. is that boy! This also explains why he was changed into my class and why M.V. was much more social this week.*

At 3:30 I had the children pack up their Wind Chimes and told that I wanted to show them something. I got my large trash bag and began emptying the items onto the table. I got a lot of "Ewws" and "Gross" remarks but they seemed interested to know why I was placing garbage on the table. When I had emptied the bag, I asked them to look at all the trash and think about how many days it would take to produce that much trash. I gave them maybe 30 seconds and then asked who had a guess. D. raised his hand and said, "Probably about a few days or something." I nodded and told him that was a good guess and then I. raised his hand and said, "Nah, gotta be about a week at least." I thanked him for his guess and asked if anybody else wanted to guess. When nobody wanted to, I asked if they would believe that all that trash was created after just one single lunch period at the preschool I taught at. They were genuinely shocked! *Hurray! I had hoped to use shock value to get the message across! Great shock factor!!* I asked them to tell me what they thought about this. The children all agreed that that was an awful lot of waste for just one afternoon and that the preschool should try and be more "Earth Smart."

I decided to start the Concept Attainment piece. I explained that I would be showing them some cards and they would decide if what was written either applied or did not apply to the two R's, and that we would write down characteristics of the "Yes" examples on the Dry-erase board. The kids were really into this. *In particular I noticed that D., K., L., and M.N. were already smiling. On the other hand, my grumpy pal S. was scowling. He was the same boy who on Day 1 said, "Well, that's stupid." And the first child to stop their Wind Chimes and also to give up on Earthdance. S. seems like a very gruff child and it has been hard to connect with him yet. S. is like the anti-L. Keep trying!*

The concept attainment activity went very well. All of the kids, even S., participated in the discussion on whether or not a scenario fit into the "Yes" or "No" category and they were easily able to identify the attributes of what makes something a "Reduce" or "Reuse." The most difficult aspect of the concept

attainment was getting the children to wait their turns to speak. I had to stop three times to remind them that the person I call on should be the only voice that I hear. I did not mind very much though because it was not that they were being rude per se, they were all just anxious to have a turn. *At least this means the activity was engaging! Yes!* Once all ten examples were placed into a column, we, as a group went through each of them and the attributes to reiterate the idea of "Reduce" and "Reuse." *I remember from my very first education class back in 2000 that children need to hear a concept a minimum of six times for the idea to "stick."* Ever since I have always tried to repeat myself at least six times. *It seems to work!* Apparently they also repeated six times that you need to hear this bit of information, too, because it stuck with you, too! Great job on the Concept Attainment!! 3/3 on this piece!

After congratulating the children on their "smart-thinking" I decided to take the time to talk, for a minute, about "Earthdance." At this moment, R came in and interrupted the class to bring me a tote bag. She had found two totes. One was very small and hot pink with a leopard heart patch on it and the other was the same light linen color as the totes I had brought only about four times the size. *In other words, both all wrong.* I made a quick executive decision to take the large similar colored one and somehow make it a "prize" so that there would be no fighting over who got what bag. I thanked R then turned my attention back to the kids. You handled it well, in spite of the frustration it caused!

I reminded the children how last week the "Earthdance" had not gone so well and that I had asked them to think about whether or not it was something they would want to work on for Family Night. I proposed we vote on the situation. Because I had not been present last week, I asked the children to explain to him about "Earthdance." *I was clearly not impressed.* We voted and "Earthdance" was defeated by a vote of 9 to 2. *L. and K. were the only two to vote for "Earthdance."* *Honestly, I was thankful for this. It was a tough enough activity without an 11<sup>th</sup> student and I feel like we would waste a lot of time that could have been spent elsewhere.*

After the vote, I checked the time and, unlike last week, we were doing very well. The whole extra student fiasco, trash display, seat assignments and concept attainment had only taken us a little over 15 minutes. It was just past 3:35 or so when I told the kids we were going to read a book and that I would be watching to see who was following the class rules, listening attentively, etc. and

that that person would get a special prize. I read "Stuff! Reduce, Reuse, Recycle" to the class and afterwards asked the kids to give me examples of how the book showed concepts from the "Green Movement." *Despite my "bribe" at the beginning of the story, the kids were still really restless. I am not sure if the stories should continue to be in the lessons. While I find them enjoyable and pertinent, I am starting to wonder if reading is something the kids simply don't feel like doing after a long day of school. I will try it again next week with "Michael Recycle" as part of my Cooperative Learning lesson, but, depending on the outcome I may do away with the stories.*

After the story and brief discussion, I named my winner of the "prize." I said to the children that this person had given me 100% attention by keeping her eyes on the story, hands folded on the table and had not talked once during the story. I told M.N. to come up to the front of the table as she was my winner. M.N. was very happy and gave me a big smile. I handed her a card from the "Yes" column and asked her to read it aloud. The card read: "When packing a lunch for school, use a reusable a canvas bag instead of a paper bag and plastic Tupperware instead of Ziploc bags." I asked the students whether or not they would like to make their own reusable lunch bags. *Luckily, most of the children did in fact say, "Yes!" So the class was happy when I said that was today's craft. BIG SMILES! Yay! Yay is right!! They are very, very lucky, but the other thing to say is that they can always give it as a gift to someone.*

I had the children pass out materials in the way that I had described in the procedure of my lesson plan and to put on their smocks. I took a minute to instruct the children that they must be gentle when squeezing the bottles of paint so that they did not make too much of a mess. As I was demonstrating on a bottle of fabric paint, the worst possible thing happened: it exploded! The cap shot off and paint flew across the room onto the floor, wall and laminator machine! *OH MY GOD! My heart literally sank into my stomach.* Amazingly, the children did NOT laugh hysterically. They actually were really shocked themselves that it had happened and seemed to feel my discomfort. I quickly cleaned up the mess as best I could and tried to brush off what had happened by saying, "And that right there is why we have to be careful!" and chuckled. The kids all nodded in agreement. Well you certainly were a good model of what not to do and why!

Once all the materials had been passed out, I told that they could get started but to be mindful of others and remember to share. I also told them that I

would be keeping watch on their behavior once again and giving out rewards: "Earth Smart" stickers. I also told them that at the end of the day I would be giving away my own Waste-less Wind Chimes as a prize to the student who was the most helpful and polite. The time was about 3:45 and I was really happy that the kids would have almost a full 20 minutes to decorate their bags before the 4:05 "Clean Up Warning" rang through the speakers of the school. *Time management had definitely been better today! Plus, the Waste-less Wind Chimes seems to be a good motivator because the kids were VERY well behaved! I saw lots of politeness, the voices were kept at a good level and the children were really sharing and helping one another. I also saw a lot of encouragement amongst the children by helping each other expand on their decoration ideas, techniques, etc.*

While the children were decorating their bags, I walked around the room and "Caught People Being Good" by tapping them on the shoulder and handing them an "Earth Smart" sticker. *Ironically, even though many of the children had given up on their own Wind Chimes, I did hear a lot of discussion over who would win my Wind Chimes. I don't know if this is because the kids really did like the project but were just frustrated or sick of doing them, or if they simply just wanted to be the ones to "win." Or could it be that yours were really well done??* While I was walking around I took note of each child's bag.

It was very interesting to see how the children decided to decorate their bags, there were no two even remotely alike. That's great! You didn't show them an example of a bag that was complete, right? Sometimes I worry about showing examples for this reason. S. decided to use only glitter glue on his whole bag and spell out his name in silver and gold while L. decided to write "Go Green!" on her bag and draw the recycling logo, the Earth and flowers on her bag (using flower gemstones for the flowers' petals) while others were painting on lightning bolts or using the rubber stamps to create designs.

While the children were decorating, I noticed that M.V. was being extremely helpful in all possible ways. Not only was he helping the other children by handing them supplies as they requested or removing caps for those that were having difficulty but he also was cleaning up after the other students. If they spilled the glue, he would run and get a paper towel and mop it up, if they left a cap off a paint bottle, he would hunt it down and re-cap it. I also noticed that M.N. seemed to be having trouble deciding on how to design her bag and that M.V. was asking her what her interests were and then helping her think of ways to

represent them on the bag. *I made the silent decision that M.V. would win the Wind Chimes today. Sounds like a wise choice!*

At 4:00, I gave the children a 5-minute warning and urged them to finish up their bags. As children started completed their bags , I sent them one at a time to wash their hands. At this point, Mr. J and R came in, I am assuming, to observe my teaching. They seemed impressed with the project but was wondering where some of the kids were. I explained that I was sending them to wash their hands one at a time. As he came in, all of a sudden many of the kids were done with their project and needed to wash their hands. Mr. J took it upon himself to tell them to all go together. *Oh, why did he have to use his authority to override my previous instructions!!!* Immediately I lost all but two students to the bathroom and R and Mr. J left.

I placed the tote bags under the table in the corner of the room. I thought this place would keep them safe and able to dry completely while remaining out of the way of the Teachers since I would not be back for a week. After I had done this, I noticed that four boys had still not returned from the bathroom. At that moment, R came over the speakers and announced that we should start cleaning up and getting the children ready for dismissal. I decided to hunt the children down. I went to the bathroom and found complete disarray.

The four boys were playing in the sinks and splashing each other like crazy. I cleared my throat loudly and said, "Well, I know four children who will not be winning any prizes today. Too bad. Come on and finish up, we have to get ready to leave." They all stopped what they were doing and I returned to the classroom. What a pleasant surprise when I found M.V. putting all of the supplies into neat piles and throwing away the trash. *Oh, yes, definitely my Wind Chimes winner!*

As the children returned I had them sit back in their seats and then called them individually to grab their belongings and line up. Once all the children were lined up, I told them I had chosen the winner of the Wind Chimes. I told the children that while some of them had made the poor choice of playing in the bathroom, this student had not only followed directions and helped his classmates, but had, without asking, gone the extra step and started to clean up all the supplies. I told them that M.V. was my prize winner and that they should all remember to make "Smart Choices" next week.

I walked the children to the main entrance right at 4:15, said good-bye



and returned to the Teacher's Lounge. Despite M.V.'s help, the room was, in all honesty, trashed. The drop cloth that I had covered the table with was completely ruined with paint and glue smeared all over it. I noticed that the paint that had splattered across the room was still very noticeable and an entire bottle of tacky glue laying on its side and pooling onto the floor. *Next time, paints and glue will be placed into bowls and the students will use paint brushes to apply them.*

I hurried to clean up the room. By the time I left Whoville I was the only car in the upper parking lot, it was 4:40 and I had five minutes to get to RIC which was clearly not going to happen. I called the Co-Op and let them know I was running late. *What an irritating day.*

I had expected that things would go smoother the second day but things went worse. For starters, Mr. J adding an 11<sup>th</sup> kid into my program was extremely irritating and set the "fiasco" ball in motion for the rest of the class. When you combine that with the fact that I had a paint bottle explode, *by the way thank goodness I was wearing an apron because I would have ruined my brand new purple blouse*, and Mr. J letting the kids all go to the bathroom at the same time when I clearly was right in sending them one at a time, the day was a mess. Then as I was already on my way to RIC, I realized I had completely skipped points 2 and 3 in the "Closure" portion of my lesson.

The good thing is that each child did in fact get to make a very cool tote bag and the Concept Attainment seems to have gone very well. However, because I was rushing to leave I never did tell Mr. J or R that I had placed the totes under a table in the teacher's room. I had in fact left a hand-written note on top of the table to the teachers. I am hoping that was enough so that they are left alone; it would be an immense disappointment to have the children lose their bags.

Despite the issues, I am learning a lot through the interaction with the students about what works and what does not. I have learned that I do have pretty good instincts for some things; i.e., sending the children one at a time to the bathroom and my quick thinking of turning the large bag into a reward to avoid fighting. One negative thing I am seeing very clearly is how school administrators can disrupt things so easily and you really do not have a say. I would think that Mr. J would be appreciative of the free service we are giving his school and willing to accommodate us M.A.T. students' wishes. However, both sessions so far have been filled with some level of resistance by Whoville; first with the supplies and then with throwing an extra kid at me despite my protests. ]

don't know how to respond to this; we've had issues here and there in the past, but this is very frustrating to me also. You are doing beautifully in spite of these obstacles!

I am also starting to wonder how exactly Family Night will go. I am worried that we won't have enough to really "showcase." Only some students will have their Wind Chimes now and we cut out "Earthdance." I have to think a bit about how I can ensure we have a successful celebration.

I am hopeful that next week can be my first totally smooth-sailing session. I will be running my Cooperative Learning Structure using Think-Pair-Share with the story "Michael Recycle" and doing a variation on Concept Attainment through the means of a game on healthy eating. We are also making our own tomato planters. It promises to be a good lesson so here's hoping!

, you've done a superb job in all aspects of planning and reflecting! You demonstrate competency in all pieces, and successfully designed and implemented your concept attainment piece! My only critique is that you add in the definition you've devised for Recycle and Reuse. 3/3 on the plan and on the Concept Attainment—which you described in both the plan and how it went.

3/3 on your Reflection, too; you're attending to all aspects and providing insight into your thinking and reasons for decisions. You're handling your trials—which I hope will lessen—and doing your best in spite of them.

**Unit Title: "Don't Be Mean, Go Green!"**  
**Lesson Plan #3 – "Recycle Rationale" and "Earthy Eats"**

Rationale – Recycling is an important concept to the "Green Movement." Educating on organic, healthy, unhealthy and natural foods supports an understanding of how food choices affect both personal health and the Earth's.

Rhode Island Health Content Standards –

- Standard 1: Students will understand the concepts related to health promotion and disease prevention as a foundation of a healthy life.
- Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Standard 6: Students will demonstrate the ability to use goal-setting and decision-making to enhance health.
- Standard 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health.

Rhode Island Professional Teaching Standards –

- Standard 1: Knowledge – Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.
- Standard 3: - Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Standard 4: - Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
- Standard 5: Critical Thinking – Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills and literacy across content areas.

Instructional Goal/

Performance Objectives

Students will understand the meaning of "Recycle" in relation to the "Green Movement" and understand how the foods we eat can affect health of ourselves and of the Earth.

At the end of the lesson:

- Students will participate in a Cooperative Learning Structure called Think-Pair-Share and create a list of four possible uses for four items found in "Michael Recycle": a pot, toilet paper, a tin can and an airplane

	<ul style="list-style-type: none"> <li>• Students will easily be able to voice the correct definition of “Recycle” in their own words. (Some sort of variation of – Taking products that would have been thrown away and reusing them to make other things. Such as taking old tin cans and making them into pie plates.)</li> <li>• Students will be able to list 4 ways each on how to “Recycle.”</li> <li>• Students will be able to identify 3 ways in which food choices can affect personal health.</li> <li>• Students will be able to identify 3 ways in which food choices can affect the Earth’s health.</li> <li>• Students will be able to identify between a “healthy” and “unhealthy” food choice using criteria developed in class. (Listed on the dry-erase board.)</li> </ul>
<p>Instructional Materials and Resources</p>	<p>Pencils</p> <p>Lined Writing Paper</p> <p>Photos of Healthy and Unhealthy Foods:</p> <p style="padding-left: 40px;">Healthy – Yogurt, Cheese, Whole-Grain Breads, Chicken, Fish, Vegetables, Fruit and Soup</p> <p style="padding-left: 40px;">Unhealthy – Potato Chips, Candy, Soda, Donuts, Cookies, Brownies, McDonald’s Cheeseburgers, Pizza</p> <p>Index cards with “Yes” and “No” written on them</p> <p>Tape</p> <p>Examples of Recycled Materials – Gloves (Recycled Wool), Paper(Recycled Paper), Eraser (Recycled Rubber), Cereal Box (Recycled Cardboard) and Pie Plate (recycled Tin)</p> <p>Book –“Michael Recycle”</p> <p>A pot</p> <p>A toy airplane</p> <p>A roll of toilet paper</p> <p>A tin can</p> <p>Piece of paper cut into eleven pieces with letter/number pairs written on them:</p> <p style="padding-left: 40px;">A1, A2, A3, B1, B2, B3, C1, C2, C3, D1, D2/3</p> <p>Plastic Pumpkin Bucket</p> <p>Bulletin Board</p> <p>Dry-Erase Board</p>

	Dry-Erase Marker
Instructional Activities and Tasks	<p><b><u>Set:</u></b></p> <ol style="list-style-type: none"> <li>1. When the children enter the room have examples of recycled materials on the table. Ask the children to look at the materials and try to discover what common feature they all had. Have them sit and then record their answers. Afterwards, explain that all the materials they saw were "Recycled" and explain how.</li> </ol> <p><b><u>Procedure/Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Prior to the children's arrival, place "Recycled" examples on the table for the "Set."</li> <li>2. Prior to the children's arrival also write the letter/numbers configurations listed above on slips of paper, fold into quarters to conceal the writing and place into pumpkin bucket. Write A, B, C and D on the top of a sheet of lined writing paper. Arrange chairs around tables into three groups of three and one group of two.</li> <li>3. Have children place belongings in adjoining room and line back up. Explain that they will each pick a letter/number configuration out of the pumpkin and are to sit in the seat that has the paper in front of it that matches their letter.</li> <li>4. Once the children are seated, start the Cooperative Learning portion of the lesson. Tell them we will be doing an activity to help facilitate their understanding of "Green Movement" concept of "Recycle." Explain that the letters on the pieces of they picked pre-determined their "pairs" and that the number written next to the letter indicates their role in their pair. Number 1's will be the "Recorder" and will write down the thoughts that the group comes up with. Number 2's are the "Spokespersons" and will speak to the class when it comes time to present. Number 3's will be "Helpers" and will be assigned roles throughout the class time.</li> <li>5. Tell the children that we will be doing a read aloud of the book "Michael Recycle" and show them the cover. Explain that I will be showing them four items, which we will call artifacts and asking them, in groups, to think about how these items may appear in the story and that the "Recorder" is to write down the group's answers and also all of the group members' names. Allow 5 full minutes to do accomplish this task.</li> </ol>

6. Once 5 minutes have passed, tell the children that we will now go around the room and share our thoughts. Have the "Spokesperson" from each group report to the other groups. Allow for questions if any are presented – encourage discussion on the ideas that everybody came up with.
7. Once all groups have "reported" their guesses, tell the children that we will now read the story and to pay attention to how the artifacts actually appear. Ask the "Recorder" to write down how the artifacts actually come into play underneath their pairs' predictions on the lined paper.
8. Read the story making sure to slow down and stress the lines of text in which artifacts appear so as to clearly identify them to the students.
9. After the story has been read review how the artifacts actually came into play. Call on each group's recorder once to list one of the artifact's roles in the story. Have a discussion on how the predictions aligned or did not align with the actual roles of the artifacts.
10. Ask the children "Michael Recycle" has helped them to learn more clearly the definition of "Recycle." Have the children tell several examples from the story about "Recycling." Compile definition and the examples on the dry-erase board for all children to be able to read/see.
11. Once done, have "Helper" A collect all papers and "Helper" B to collect all pencils.
12. Have the children bring their seats back around the table so that they are no longer in groups.
13. Propose the following question to the children: How do you think the foods we eat can affect both our own health and the Earth's? Allow time for answers to this question. Prompt, probe, clarify and define where indicated. Make sure to include discussion on "Organic" and "Natural" foods if the discussion does not naturally bring these terms up.
14. Explain that we will now do an activity to learn about "Healthy" and "Unhealthy" food choices. Tape two index cards on the bulletin board; one labeled "Yes! (Healthy Foods)" and the other labeled "No! Unhealthy Foods." Explain to the children that I will be having "Helper" C come around with the pumpkin bin containing cards with foods on them. Each child is to pick a card and keep it face down in front of them for the time being. Once all cards are passed out, propose the following question:

	<p>What makes a food healthy? Record answers on the dry-erase board using prompting, probing, clarification and definition where indicated.</p> <p>15. Once we have finished this discussion, go around the table having each child take a turn in reporting what is on their card to the group. Have the child first think about whether or not this is a “Yes” (positive examples) or “No” (negative examples) food, why, and, if it is an unhealthy choice, what they could eat that would be better. Child will report to the group. The group will then vote on whether or not to disagree or agree. Have “D” tape cards on bulletin board where they have been decided to go. Continue with all examples (11 in total – picked randomly from a selection of 20 cards – 10 positive and 10 negative) having the children decide which column they belong in and write various “Yes” column attributes on the dry-erase board, having children cross out or add attributes as examples progress. Note that attributes are only recorded about the “Yes” column examples and are crossed off if a positive example does not pertain to it.</p> <p>16. After all examples have been placed, read the list of common “Yes” attributes and have the children think about the set of examples in the “Yes” column. Reiterate that all of the attributes are examples of how food can be “Healthy.” Repeat the process for the “No” column only this time with reiteration of how foods can be “Unhealthy.”</p> <p><b><u>Closure:</u></b></p> <ol style="list-style-type: none"> <li>1. Review “Green Movement” concepts of “Recycle” by revisiting the examples from the Cooperative Learning portion of the lesson.</li> <li>2. Review how our food choices can affect our personal and Earth’s health by reviewing the attributes of “Healthy” and “Unhealthy” foods.</li> <li>3. Review definition of “Organic” and “Natural” foods.</li> <li>4. Ask children if they have any questions – Answer them.</li> </ol>
<p>Assessment Activities</p>	<p>Use direct questioning on the topics and simple observations to determine the understanding of concepts presented. Classroom discussions will be used to measure individual progress, further explanation will be provided as necessary. The Cooperative Learning and Concept Attainment portions of the lesson will help formally assess the progress of the children.</p>
<p>Learner Factors</p>	<p>Prior knowledge of the “Green Movement” from Lessons #1 and #2 as well as its concepts will be used to feed classroom discussions and answer questions. The</p>

	<p>entire class will demonstrate their knowledge of "Recycle" through a Cooperative Learning structure (Think-Pair-Share) using "Michael Recycle." The entire class will demonstrate their knowledge of "Healthy" vs. "Unhealthy" foods through a modified Concept Attainment model. Most questions concepts and answers will be presented both orally and visually, some will be written by students themselves. Prompting and probing questions will be used where applicable.</p>
<p>Environmental Factors</p>	<p>Students will be initially arranged into four groups: 3 groups of 3 and 1 group of 2. Later students will come together as one large group around the table. Special care will be given to ensure that each child receives a role in the classroom activities. Classroom will be well-lit, all personal belongings placed in adjacent classroom and the doors will be closed all in an effort to create minimal distraction.</p>
<p>Reflection</p>	<p>Week three of my assignment. Once again I arrived at my assignment with plenty of time before my program began but, unlike before, this time I arrived alone. I went inside and was half-way down the stairs to the Teacher's Lounge when the moderator called out to me so I turned around in response and she indicated to me that my program would now meet in the Library and that a colleague of mine would now meet in the Teacher's Lounge since I had indicated I was too crowded in the Lounge. <i>Ok, at first I was like, Yes! Wow! I can't believe that Dr. Cotti got them to listen and change my room! But, after about a millisecond of pure joy, I thought about my colleague. How is this fair to him? The intention was to get me into a bigger space, put one of the smaller groups into the Lounge and out of the gym thus making everybody happy.</i></p> <p>I went downstairs and dropped my materials onto a desk in the library. I looked around at the beautiful open space and then turned around, walked across the hall and poked my head into the Teacher's Lounge. It was empty so I went inside and started to collect the tote bags out from underneath the corner table. <i>I had left them there to dry thoroughly and was very relieved to see them still there. I had rushed out last week without telling the principal or the moderator about them so I had been nervous.</i> As I was on my hands and knees under the table, my colleague, who was just reassigned to the lounge, came into the lounge to say hello. I told him that the principal and moderator had decided to put me in the library and him in here and I felt awful because my complaining had not been intended to cause him any issues; I was just looking to get the space I needed. My colleague was very gracious about it and looked about the room commented how</p>



the space would be limited but he would make due if that was their decision. *Ok, honestly, I can't take it. I already feel awful and this guy is being so nice about it. This can't happen. This was the room I was given, I have to make due, not him. Totally unfair.*

I excused myself from the room, leaving my colleague to contemplate his impending doom, and located the moderator I told her that I was just going to stay in the Teacher's Lounge. She seemed genuinely annoyed with me and asked me why I had bothered to say I was crowded if I was not. I explained that I am crowded – quite badly in fact – but, that is my issue not my colleague's and that he would be even more crowded because of all his musical instruments and having an older age group to fit into the room. The moderator seemed to take this as a further complaint rather than an explanation and responded with, "Well, we don't have anywhere else to put you people. So." *I took this as my cue to leave.*

I returned downstairs and told my colleague that I wanted him to stay in the library. He was relieved and thanked me. *I probably escaped some sort of brake-line cutting death plot by doing this. Haha.* I went into the Teacher's Lounge and arranged my room for my students and set up the "Recycled" examples on the table.

At 3:10 I was completely ready for my kids and waiting by the doorway with good old Pumpky in hand. I was pleased when the children started to come downstairs only a minute or two later in a very orderly fashion. *Clearly their getting chewed out by the moderator last week left an impression.* I had the kids neatly arrange their belongings in the adjacent classroom and line back up. I had them all pick a piece of paper out of Pumpky and seat themselves where their number indicated. *I immediately complained when he realized that he had picked a different letter than his buddy M.V., there were no other complaints. I reassured I. by indicating that the seating arrangements were necessary for a portion of the class. However, if I was shown excellent behavior, perhaps I would be willing to allow the children to move seats once the activity was done. This perked him up a bit and he took his seat. Honestly, this was fine with me. I would get the kids to work with others for a portion of our time and then, only if they earned it, they could then sit with friends. Win-win.*

Once the kids were all seated, I asked them to pass around the "Recycled" examples and to try and figure out their commonality. After a minute or so, I started to ask what they thought the items shared. A. said that they the

paper and the cardboard were both kinds of paper and that an eraser is used to erase things on paper. *Good use of critical thinking, I think.* I had each child give a guess and nobody got it right. I then prompted them with, "Well, we are learning about how to "Go Green." If you think about the ways you can "Go Green" does this give you an idea of what these materials could be an example of?" *Still, nobody, OK, the kids are sluggish today. I will help them out.* I told the children how all the materials were recycled and how. They thought the gloves were cool since they were made with recycled wool and had never heard of that.

Since the kids seemed jaded today, I decided to say hello to them and take a couple minutes to see how their day was. *I had gotten the kids a couple minutes early and my plans for the day seemed like they would be done within 45 minutes if everything went smoothly, so I figured why not.*

We spent a few minutes talking about how some of them were hungry because they did not like the snack the school had provided for the day (*fresh pears*) and how they were looking forward to Halloween. S. indicated that he would not be trick or treating so I asked him why. He lit up immediately and went into a big discussion about how his culture celebrates Halloween differently. S. would be going to a party instead where they will light candles for those who have died in his family and have a big feast. *S. has been my little surly monster, but today while we were having this brief welcoming session, he seemed pleased that I showed an interest in him. Finally, a connection! I was happy in turn to see him smile for once.* I thanked them all for taking the time to talk with me, and told them we should get started.

*This little welcoming session seems to have done wonders. All of the kids gave me their undivided attention and little L., my most enthusiastic child, asked, "What are we doing today?!" all excitedly which prompted them all to smile and look up at me with wonder. Woah. I did not realize that I could get this much response simply by asking, "Hey, how was your day?" I will be sure to try and incorporate more non-academic focusing methods in the future.*

I explained to the children how the groups that they were seated with would be their partners for the first part of the class. I explained what the numbers meant – essentially assigning each of their roles – and told them we would be doing a read aloud of a book called "Michael Recycle." *Little M.V. nearly flew out of his seat and chimed in, "Hey! That's got me in it! Sorta!" and laughed.* I told the children that the goal today was to think of ways in which items that I

show them could have a role in "Michael Recycle." I then proceeded to show them the artifacts: a roll of toilet paper, a toy airplane, a tin can and a pot. Immediately hands flew into the air. I reminded the kids that I wanted them to think about the items as a group and to make predictions as a group. I reiterated that the "Recorders" were to write the group's answers on the paper and that they would have 5 full minutes to come up with their predictions.

I walked around the room and every so often reminded the children that they needed four predictions; one for each artifact. I reminded them when they had 3 and 1 minute left as well. While I was walking around doing observations, I noticed that S. and Ch., my group of two, were not getting very much accomplished. I approached the boys and asked them if they needed clarification at which point S. and Ch. said they did not know who was supposed to write. I reminded them that whoever had the number 1 on their piece of paper was the "Recorder." S. realized he had the number 1, apologized and wrote down their observations in a flash.

When time was up, I called on the various groups' "Spokesperson" and had them tell me their predictions for each of the artifacts. I made sure to thank each of the groups and to tell them I was impressed with all of their "Smart-Thinking." I was really impressed with Group C. Group C was comprised of I., A. and D. I was a little anxious when I noticed this pairing only because I. and A. both tend to have issues with controlling their emotions and D. is very quiet. However, these three boys came up with very thoughtful predictions and were eager to share. When D. was speaking however, some of the other children, S.R. and M.V. actually, began to bicker.

I apologized to D. and told him that while I was very eager to hear what his group had come up with we had two boys who were being rude. I asked D. whether or not he would like to wait for S.R. and M.V. to finish. He stated he would like that very much. This interaction took only a few seconds in which time S.R. and M.V. noticed I was focusing on them and quieted down. I then said, "S.R. and M.V., my friends A., I. and D. have come up with some very interesting predictions. They were respectful while you were talking and you have been being rude to them. Are you ready to show them you are ready to listen?" The boys nodded and I told D. he could go on. *I think this classroom management technique worked well because it acknowledged that I was ready and anxious to hear the group's predictions but the behaviors of others were inhibiting that ability. It also*

*made the children accountable for their own behavior and let those who were being interrupted know it was not only rude, but unacceptable.*

After the group's "Spokesperson" had all shared, I told the groups that we would now read "Michael Recycle" and I wanted them to pay attention to how the artifacts were actually used in the story and for the "Recorders" to write them down. I read the story which elicited quite a few giggles and "Ewws!" At the end we talked about how the artifacts had appeared in the story and I asked how "Michael Recycle" had helped us learn more ways to "Recycle." We listed several ways on the Dry-Erase board. When we got to the example of how the townspeople decorated the town with toilet paper (one of the artifacts) and then wound it back up and reused it, I got a LOT of feedback. We all came to the conclusion that while we should do as much possible to be "Green," that this was a bit much. *Clean or not, I draw the line at using toilet paper that previously decorated a flagpole!*

I called on two of my "Helpers" to collect the papers and pencils and instructed the children to bring all their chairs around the main tables. Since the children had been well-behaved, I made good on my promise to allow them to change seats if they wished. I immediately moved his seat next to M.V. *I guess these two really are attached at the hip.*

I told the kids I would like to do another activity but first I needed them to think about something: How do you think the foods we eat can affect both our own health and the Earth's? I let the kids think about this for a couple minutes then asked who had any ideas. Nobody had any. I prompted the group with a follow-up question: What are some things that we want to avoid eating? This generated a lot of response as the children knew exactly what foods were not that good for them. We recorded our answers on the dry-erase board; I made sure to use questioning to get attributes of both healthy and unhealthy foods.

I then asked K., my helper from her group, to come up to the front and get the pumpkin bucket. Inside I had placed photos of different food items; some healthy and some unhealthy. I asked K. to go around and have each child pick a card. I told the class to keep the card face-down on the table until I called on them. At this point, I decided that he was "done" with the program.

I started to rock back and forth on his chair and throws a Bakugan (*where the heck did he get that from?*) into M.V.'s head. I immediately picked up said Bakugan and told I. two things: First, he lost the Bakugan until dismissal and

second, I would not tolerate that behavior in my classroom. I.'s response? To stick his tongue out me, tell me "Kiss my..." *He did not finish the sentence which is good for him because I probably snopped if he told me to kiss his oss.* I gave I. a first warning and told him that he needed to make "Smart-choices" if he wanted to be in my classroom. He immediately made a comment under his breath about "fat chicks" and I decided that enough was enough.

I told I. that making fun of people is absolutely positively not OK and that he had lost the right to be in my room. I paged the office, using the intercom system, and asked them to come get I. The principal appeared a minute or so later and asked me what the problem was. I stated very simply, "I. has lost the right to be in my class today, I am sorry but he has to leave." He asked where I. was and I looked back at the tables and did not see I. but then noticed that he was under the table. The principal "collected" I. and I turned my attention back to the classroom.

I apologized to the class for the disruption. The class was completely silent. *Good, they know Ms. C. M. means business.* I encouraged K. to complete passing out the cards. After all cards were passed out, I told the children we were going to play a game. I wanted them to peek at their card and think about the food on it. Then they were to decide a couple things. First, is this a healthy or unhealthy food? Second, what makes it healthy or unhealthy? And lastly, if the food was unhealthy, what would be a better thing to eat instead? I called on each child at random and had them report to the group. I had the helpers take turns on taping the foods under either "Yes" or "No" on the bulletin board.

*While I was doing this activity I noticed a couple things. First of all, S.R. always got, seemingly, very annoyed when I told the group that a food was unhealthy. Each time I labeled the food as unhealthy he scowled and made some sort of comment saying "I love (so and so)." Another thing I noticed was that M.V. had the opposite reaction. He scowled at all the unhealthy foods and said, "That is disgusting." Or "Gross! That has so much fat in it! I never eat that!" I have noticed that M.V. is somewhat of a "suck-up" so I am not sure if these reactions were because he wanted to impress me by showing he has healthy eating habits or if he genuinely eats/feels this way.*

When we had finished going around the room, it was 4:02 so I went through my closure steps with them: reviewing all our new terms, reiterating what we had learned and asking if there were any questions. The "warning"

announcement came over the speaker right as I was finishing. *PERFECT TIMING! Time management was a breeze this week!* I had my helpers collect the cards and had everybody return to their seats. Since we had a full 10 minutes before dismissal, I decided to take the time to talk with the kids again.

I told them that I was interested to know how they were liking or not-liking the program I was running. *I figured since we had just gotten to the half-way mark, the children would have developed some opinions and give me some feedback that I could use for the final three lessons.* I encouraged the children that they could tell me the truth, even if they did not like the program because I wanted to make sure that they all were having the best time possible. Of course my little M.V. and L.'s hands shot right up. *These two are classic teacher's pets. I have to admit I sort of like it though. Who doesn't love a child who is always eager to please? Haha.* All of the children had something to say, most of which were positive. D. was the most interesting response. He said, "I like the program, but I don't like the way it frustrates me." I asked him what he meant by this because I did not want him feeling frustrated. He said, "Well, it frustrates me because sometimes I don't know a good answer and it takes me a lot of really hard-thinking to come up with one. But I am learning a lot!" *Personally, I take this as a HUGE positive. My goal is to get these kids to think, and think-hard. So, if that is what I am doing with D., I am happy!* At 4:13, I called the kids individually to get their belongings and dismissed them to their parents.

I think that this lesson went pretty well despite the fact that I had a child removed from my room. Looking back, I don't know if I handled the situation properly. I hope that I did, but did running to the principal displace my authority? Or, by getting him, did I make the kids, especially I., realize that I was not to be challenged. The best part of the lesson today was my discussions with the children. I think these were highly beneficial in establishing a rapport with my students. It showed them that I was interested in what they had to say and showed them I was willing to listen to criticism without repercussions.

Next week we will be making "Earth" vegetable planters and talking about gardening and composting. I think, since the kids liked "Michael Recycle," that I will get "Michael Recycle Meets Litterbug Doug" next week and continue with our literature circle. I will also be sending home letters to parents to remind them of the Family Night. *This reminds me, I need to figure out what time my colleagues plan to have their Family Night so we correspond.*

	<p>Family night is still a little concern for me. I am planning on having snacks, but without the Earthdance, I am afraid that I don't have enough to fill the 15-20 minutes needed. By the end of the lessons we will have tote bags, planters and some sort of tin-can art to show the parents; some kids will also have the Wind-Chimes. I am just wondering, is that enough?</p>
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**Unit Title: "Don't Be Mean, Go Green!"**

**Lesson Plan #4 – "Potting Party!"**

Rationale – Abundant natural plant life is essential to a healthy, happy Earth.

**Rhode Island Art Content Standards –**

- **Standard 1: Creation/Performance – 1a) Apply knowledge of concepts and structures to create original and interpretive works of art; 1b) Apply knowledge of media, tool, techniques and processes to create original and interpretive works of art.**
- **Standard 3: Context – 3b) Demonstrate a connection to their personal lives through artistic expression.**
- **Standard 4: Tools – 4b) Demonstrate the selection of tools appropriate to purpose, message and audience.**

**Rhode Island Professional Teaching Standards –**

- **Standard 1: Knowledge – Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.**
- **Standard 5: Critical Thinking – Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills and literacy across content areas.**
- **Standard 6: Learning Environments – Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.**
- **Standard 9: Assessment – Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback and to plan future instruction.**

**Instructional Goal/  
Performance Objectives**

**Students will learn about and understand the life cycle of a plant, the process of growing their own vegetables and the things needed for a plant to survive.**

**At the end of the lesson:**

- **Students will easily be able to tell the life cycle of a plant as defined in class. (Seed, sprout, buds, plant)**
- **Students will be able to list the 4 things plants need to thrive as defined in class. (Food, water, sunlight and clean soil)**
- **Students will be able to list the 3 reasons plants are important to the**



	<p>“Green Movement” as indicated in class.</p> <ul style="list-style-type: none"> <li>• Students will be create their own vegetable planter and plant either tomato or pumpkin seeds.</li> <li>• Students will participate in a “Guessing Game” in which they identify concepts of the “Green Movement.”</li> </ul>
<p>Instructional Materials and Resources</p>	<p>Empty milk jugs  Green and Blue felt  Tacky glue  Styrofoam bowls  Glue Applicator Sticks/Brushes  Potting Soil  Seeds (Pumpkin and Tomato)  Sharpie Marker  Scissors  Drop-cloths  Dry-erase board  Dry-erase marker</p>
<p>Instructional Activities and Tasks</p>	<p><b><u>Set:</u></b></p> <ol style="list-style-type: none"> <li>1. Have the children close their eyes. Tell them to imagine that they lived in a world where there were no plants; no trees, no grass, no flowers. The entire land is barren and there is no shade. The earth is gray and bland. Have the children open their eyes. Poll the children: Would they like to live in a land without any plant life? Then ask the children to describe how they felt while they were thinking about this bleak land.</li> </ol> <p><b><u>Procedure/Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Prior to the children’s arrival, prepare milk jugs by cutting out a hole in the upper quadrant in which potting soil can be placed into jug and put tacky glue into bowls with applicators. Prepare two tables with five chairs around each and covered with a drop-cloth.</li> <li>2. Once children arrive, have them place belongings in adjoining room and tell them to choose any seat but to only seat five children at each of the tables.</li> <li>3. Once the children are seated, explain to them that today we will be talking about plants and their role in the “Green Movement.”</li> </ol>

4. Ask the students what they think the role of a plant is in the "Green Movement." Use prompting and probing where appropriate to get the children to think about the role of plants. Identify that plants are important to the "Green Movement" for several reasons but 3 specifically: they help clean the air by removing carbon dioxide from the air and releasing oxygen, they provide healthy nutrients to both people and animals and they are a natural easily sustainable resource. Write down reasons on dry-erase board.
5. Ask the students if they know the life-cycle of plants. Depending on the amount of knowledge, review the life-cycle of plants as such: seed, bud, sprout, buds, plant. Record process on dry-erase board.
6. Ask the students if they know what plants need to survive. Depending on the amount of knowledge, review the things needed for plants to survive and thrive: food, water, sunlight and clean soil. Write all answers on dry-erase board.
7. Tell the children that today they will be making their own vegetable planters. Explain that they will be using green and blue felt to make the milk jugs look like either: the Earth or land/sky scene. Call on children who are exhibiting proper behavior to help pass out: scissors, milk jugs, felt and glue with applicators.
8. Demonstrate to the children how they can use their scissors to cut out pieces of green or blue felt to represent either land or sky or a view of the Earth from space. Explain that they have free license to decorate the jug in any way that they feel represents either the land/sky or Earth.
9. Walk around the room assisting and encouraging as needed.
10. As children finish, have them put their planter to the side and choose a quiet activity until all the other children have finished. (Read a book, work on homework or sit quietly.)
11. Once all children are finished, explain that the soil we are will be using is new and clean and contains plant food that will feed the plants for up to four months. Have each child take a turn coming up to retrieve soil and seeds. Have each child come up and fill their planter approximately 4 inches deep with soil and choose a packet of seeds. Instruct the children to "bury" their seeds in the soil.
12. Have children line up with their planters.

	<p>13. Lead children to the water fountain and have them take turns “watering” their seeds. Pay attention that children do not “flood” their planters.</p> <p>14. Have children place planters on window sill and then reline up.</p> <p>15. Have children take turns to wash their hands and then return to their seats.</p> <p>16. Explain to the children that we will now play a “Guessing Game.” Explain that each child will have a chance being a “Selector.” The job of the “Selector” is to think of a “Green Concept” and then their peers will ask them a series of “Yes” or “No” to try and guess their idea. Explain that their “Green concept” must be something we have talked about over the last four weeks, such as, recycling, and that whoever guesses correctly first gets to be the next “Selector.” Explain that once they have had a turn being a “Selector” that they could still pose questions to other “Selectors” to help their classmates but could no longer guess on the answer. This will allow each child one opportunity each to be “Selector.”</p> <p>17. Once “Guessing Game” is complete, run “Closure” activities.</p> <p><b><u>Closure:</u></b></p> <ol style="list-style-type: none"> <li>1. Review the importance of plants in the “Green Movement.”</li> <li>2. Review the four things plants need to thrive.</li> <li>3. Review steps to planting vegetables.</li> <li>4. Review plant life cycle.</li> <li>5. Ask children if they have any questions – Answer them.</li> </ol>
<p>Assessment Activities</p>	<p>Use direct questioning on the topics and simple observations to determine the understanding of concepts presented. Classroom discussions will be used to measure individual progress, further explanation will be provided as necessary. Closure activities will assess knowledge of lesson plan objectives. Assessment of students’ grasp of the “Green Movement” concepts, to date, will be done directly, yet inconspicuously, through “Guessing Game.” Creation of vegetable planter will assess their knowledge of how to successfully plant something.</p>
<p>Learner Factors</p>	<p>Prior knowledge of the “Green Movement” from Lessons #1-#3 as well as its concepts will be used to feed classroom discussions and answer questions. The entire class will demonstrate their knowledge of the importance of plants through their creation of a vegetable planter. Prompting and probing questions will be used where applicable. Use of “Guessing Game” will allow for critical thinking and</p>

	<p>engagement learning. Information will be presented both orally and visually.</p> <p>Tactile stimulation and fine-motor skill use through creation of vegetable planters.</p>
<p>Environmental Factors</p>	<p>Students will be arranged in two groups of five. Classroom will be well-lit, all personal belongings placed in adjacent classroom and the doors will be closed all in an effort to create minimal distraction. Materials will be evenly distributed amongst both groups of students. Room will be near to a window sill (for sunlight for the plants) and a water fountain (for watering the plants) to minimize travel for the children to complete the steps of their crafts.</p>
<p>Reflection</p>	<p>Week four at my assigned location. WHAT A GREAT WEEK!!! Finally, I have a completely positive reflection to write!</p> <p>I arrived at the school, unusually, behind schedule. I was not late, but, I have been arriving around 2:35-2:45 and did not arrive today until about 3:00 due to unexpected traffic from a car accident on Rt. 10. I carried my materials into the building and headed for the Teacher's Lounge. When I arrived at the Lounge, I was immediately confused because another colleague of mine was in it setting up a craft. He explained to me that he was given both the Teacher's Lounge and adjoining Resource Room for his class and I was now in the library. I asked him immediately if he was 100% on board with this decision and he indicated that he was indeed. In fact, it worked out nicely for him because he has two completely separate spaces in which to run his class; one for the craft, one for the "jam session" and it would keep the kids from being distracted by seeing the instruments all class. <i>Hurray! I get the big open library and he gets two rooms for himself and we are both happy!</i></p> <p>Since I was running "behind," I hurried over to the library and got it set up for the kids. Luckily I had already prepared the milk jugs at home so all I had to do was fill some bowls with glue and arrange two tables with five chairs each.</p> <p>The kids arrived right at 3:15 in a nice orderly fashion. First thing I noticed was that there were only 9 of them; both I. and L. were missing. I asked the kids where they were and they told me that L. was sick and I. had gone home. <i>I later found out that my friend I. was indeed removed from the class altogether after last week's behavior. I would like to say that I will miss him but...</i> I had the kids place their belongings on the rug to the side of the entry-way and told them that they could choose their own seats but only five kids per each table with drop-cloths. I also informed the kids that while I was letting them choose their own seats today, that if they started to goof-off, I would move their seats. The kids all said, "OK"</p>

and took their seats.

I told the kids that today's lesson was centering on "plants" and their role in the "Green Movement." I asked the kids if they could think of a couple ways in which plants play a role in the "Green Movement." We spent several minutes discussing the various roles that plants can play. Since only the idea that they provide healthy nutrients to people and animals came up naturally, I decided to run a mini-lesson on how plants "breathe" and clean the air. I also discussed how plants, filled with seeds, are a very easy renewable resource to maintain as long as we take the initiative to do so. *While I was discussing how plants "breathe," I noticed that D. was looking sort of "put-out." I made a mental note to myself to check on him later. I didn't want to embarrass him in front of the entire class by asking what was wrong.*

After going over the importance of plants, I decided to review the life-cycle of a plant and what a plant needs to thrive. I made sure that all answers, along with the importance of plants answers, were written on the dry-erase board. While discussing how plants needed food, most of the kids became confused. K. asked, "How do plants even eat and drink? It's not like they have mouths or anything." *Well, she does have a point!* This prompted an unplanned, but, beneficial discussion about roots and how nutrients are "sucked" up through the roots and disbursed throughout the plant. *The kids were very entertained by this idea so I decided to go further with the lesson.*

I happened to see a bunch of drinking straws lying on a shelf. *Perfect!* I grabbed 9 straws and told the kids to follow me. I led them to the sink in the bathroom and filled the sink with water. I had them each slowly lower their straw into the water and asked them what they observed. The kids were mystified at how the water inside the straw was higher than the level in the sink. I explained that root systems were like straws. The roots bring the water up into the plant and bring it to the leaves and other parts of the plant. The kids were really impressed. *Ga me! Hoha.*

We returned to the classroom and I told the kids we were going to start to make our vegetable planters so that they could each grow their own vegetables. I chose a couple helpers to pass out the scissors, milk jugs, glue, glue applicators and felt. *A. the boy who I suspect has some sort of mild Autism Spectrum Disorder, I keep forgetting to ask the principal, was very, VERY, excited to be my glue helper. He repeated over and over again, "Ms. C. M. let me pass out*

*the glue! Ms. C. M. let me pass out the glue!" This made me happy that I had made him so happy. After supplies were passed out, I told the children that they could use the materials to decorate their milk jug. I suggested that they either decorate it like the planet Earth or like land and sky (with the green being the grass and the blue being the sky) but that they had free reign to decorate it in any way they wished. I also let them know that next week I will be bringing in more items in which to decorate their jugs.*

*Some students always seem to finish first, I told my "quick students" that they could either choose a book to read quietly or have a few minutes to do their homework. Ch., M.V., S.R. and S. were all very happy about being able to have some time to start their spelling homework. They all told me that spelling was their "hardest" subject and they appreciated that they could have me there to ask questions if needed. They had a list of words and a list of sentences that they had to match with the right words. For example, one word was "boil" and the sentence was "Something water can do." S. was stumped on this so I told him to go down the word bank and ask if it was something water could do for each word. He went through asking aloud, "Can water have joy? No. Can water smile? No. Can water boil? Oh, yes!" In this way I feel like I did not help them to complete the answer but rather taught them a skill to use in order for them to come to the correct conclusion themselves.*

*Eventually only K. was still doing her project. I gave everybody a warning that they had three more minutes until it would be time to clean up and get ready to plant our seeds. Once the three minutes were up I told the children and they very obediently started to pack up their belongings. After they had picked up their personal belongs, M.V., M.N., M. and Ch. all started to clean up the tables without even being asked. This was a nice unexpected treat as I had expected to pick up the scraps of felt that were strewn all over the room. It was now about 3:45 and I was doing fabulous on time. I had the children collect their milk jugs and line up to receive their packet of seeds and their potting soil. At first, I let the child scoop out the soil and place it inside their jugs but after a bunch of major spills, I decided that it would be better if I filled their jugs with the soil instead.*

*Once the jugs were filled and the seeds were planted, I asked the kids to think about what else our plants still needed to survive and thrive. M. tentatively raised her hand and said, "Well... we have soil and you said the soil has food inside it. WATER!!" I commended M. on her "Smart Thinking," and asked the kids to line*

up with their jugs. I walked the kids back to the bathroom and explained to them that they only needed to add a small amount of water to their jugs. I had them pair up and help each other at the sinks. *In retrospect, I should have prepared pitchers filled with water ahead of time and saved the trip to the bathroom. The kids made a bit of a mess with the water and soil even though they were being well-behaved.*

When we returned to the room, I asked the kids what the last thing the plants needed. A. raised his hand and said, "Sunlight." I thanked him for his "Smart Thinking" and asked the kids where they thought we could put the planters so that they would get sunlight. D. tentatively raised his hand and, barely audible, suggested outside. I said that outside was a great suggestion but the cold air may harm our plants. *D. subsequently pouted and looked like he was near tears! Again, I made a note to check with him later to see why he was down. D. has always been, while soft-spoken, a very smiley child. I do remember last week D. voiced that he was often "frustrated" because he had to do some critical thinking in my class. Is he really this frustrated? After some more suggestions, S. raised his hand and said that he had noticed that the library's back windows provided ample space for our planters. I thought this was a great suggestion and told S. so. S. immediately looked very proud. Surly S. has been much less surly. Hurray. Now, what is going on with D.?*

We placed the jugs on the window sills and I had the children walk back to the bathroom to wash their hands. *The planting had gotten most of their hands rather dirty.* When the kids came back we rolled up the drop-cloths and put them to the side. By this time it was 4:00. I told the kids that we would now play our "Guessing Game." I told the kids that I was thinking of a number between one and ten and whoever could guess the number would be our first "Green Movement Guru." The kids all laughed at this and asked what a "guru" was. I explained that a guru was like an expert at doing something. So, a video game guru would be somebody great at video games, an animal guru would be somebody who is skilled with working with animals, etc. So, our "Green Movement Guru" is the person who gets to first think of a "Green Movement" concept and have the children try and guess what it is.

I thought of the number six and M. was the first person to guess it. I had M. come up to the front of the tables and told her to think of a "Green Movement" concept. I told the children that we would now go around the table in

order and each child could ask a "Yes" or "No" question and then make a guess at the concept that M. was thinking of. Whoever guessed correctly first would be the next "Guru." *The kids laughed every single time I said guru. It was very comical. D. was still looking pouty however. I must check with him after class.*

The kids went around asking "Yes" and "No" questions and I was very impressed with the level of retention that the children seemed to have. They were asking questions about composting, reusing, reduction, the planet Earth, seeds, healthy foods, fats, minerals etc. After several various questions and guesses, and actually going around the table twice, to my great delight, D. guessed M.'s concept! M. had been thinking of "Michael Recycle." *I was very happy that D. guessed M.'s concept because he instantly perked up. He was very excited to be the next "guru" and came barreling up to the front of the room actually knocking over A.'s backpack and sending the contents flying. I did not feel like it would be beneficial to reprimand D. for his behavior since he had finally perked up, I just said, "Oh boy you are so excited! Let's pick up A.'s stuff for him!"*

The children took turns guessing D.'s concept for two trips around the tables but he had stumped them completely! The warning announcement came over the loud speakers just as we finished with second rotation. *For some reason, the warning came at 4:07 rather than 4:05 this week.* Since nobody had guessed correctly after two rotations, I told D. to tell them the answer. *"Planet Earth."* The kids all congratulated D. on being able to stump them. I had D. sit down and explained that since we only had a few minutes left, that we would not be able to continue the game today but that I would be willing to do the game next week if we completed our projects and had enough time left over. The kids were very agreeable to this.

I went through my "Closure" activities to put an official "end" to the lesson and was very happy that all the children remembered the things we had talked about today. The kids wanted to bring their planters home but I explained that we would be leaving them in the library to get the sunlight they needed to grow and that I would leave a note for the librarian indicating that they should not be removed. *In retrospect, I probably should have taken the planters home with me, or, at least asked the librarian ahead of time about the planters. I am worried they will not get watered for a week and dry out completely. I did leave a note on the librarians desk explaining who I am, where and why I left the planters and to contact me if she would like me to remove them. I left my cell-phone number and I*



*have not been contacted so I am hoping she is watering them without me having to ask. Haha.*

I called on K. to be my line leader since she was sitting very nicely with her hands folded on her lap. I called the rest of the children one by one to get their belongings and line up. The kids were all very respectful, I did not have to reprimand any of them and they lined up and waited for me to come to the head of the line. While they were lined up, I glanced at my watch and saw that it was 4:12, we still had a couple minutes before we needed to be up at the dismissal area so I told the kids what my plans were for next week.

I said that I would be bringing in paints, stickers, glitter and magazines and would allow the children to decorate their milk jugs further. I also said that we would be making a "Thanksgiving Turkey" by reusing some materials. I also told them that next week I would be giving them a notice to give to their parents to remind them about "Family Night." The kids wanted to know how we would be making turkeys but I told them it was a surprise. They seemed a little upset that I wouldn't tell them, but excited to have next week's lesson. All but D.

I walked the kids up to the dismissal area and said good-bye. D. was at the end of the line so I asked if he would talk to me for a second. He said sure so I stepped to the side away from the other children. I said to him, "D., I noticed that you seemed to not be enjoying our lesson today. Is there anything you would like to talk about?" D. looked down at his feet and mumbled something that I could not hear. I told him I did not hear him and could he repeat himself. He looked up at me and said, "I didn't want to come to your class today." I asked D. why he didn't want to come to my class and whether it was because he was still frustrated that he had to think in my class. He shook his head no so I asked him why he hadn't wanted to come then. D. looked at me and said, "My fish died." *Awww! ☹️*  
*Paor kid was missing his pet fishy!*

I told D. I was very sorry that his fish had died and asked what his fish's name was. "Fishy-face." I asked D. to tell me about his fish, where had he gotten him, how long had he had him, etc. D. told me that he had won the fish at a fair over the summer and that he was his first and only pet. I said, "Fishy-face must have been very special to you, D. I am sorry that you had to lose him. I am sure that Fishy-face misses you just as much as you miss him though." D. nodded his head yes and smiled. What happened next was somewhat unexpected.

D. threw his arms around me, squeezed me hard and ran away. *I would*

*be lying if I said I did not turn around with the BIGGEST smile on my face. I was so happy with myself for not only remembering to check on D., but, for connecting with him and having him trust me so much that I got a huge unsolicited hug from him. I returned to the library and, because we had been diligent cleaners throughout the lesson, I had very little cleanup. All I had to do was pack up the materials and sweep some dirt off the floor. I was done by 4:20 and would have plenty of time to get to RIC to get my son.*

This week at my school was a breeze! It was the first week that I truly enjoyed myself completely and did not have any problems at all. The only "problem," which really wasn't a problem, was the mess that the kids made with the soil. Other than that, everything went really well. The children were all very engaged in the project, learned something and I made a real connection with D. at the end. I am really looking forward to next week and Family Night! I also think that I will have plenty for Family Night with the bags, planters, turkeys and some kids having the Wind Chimes. Also, since I have done a reflection each week, I think that it might be nice to have the kids do a picture and some writing to show their own thoughts about the program. I will have them do this before Family Night and then have them each help set up the room for the Parents. I can not wait!

**Unit Title: "Don't Be Mean, Go Green!"**

**Lesson Plan #5 – "Trashy Thanksgiving Turkeys!" and "Active Earth Agent!"**

Rationale – Reduce, reuse and recycle are the three essential concepts of the "Green Movement." Turkeys are a traditional symbol of the American holiday Thanksgiving. It is important to have an understanding of how food choices affect our ability to be physically active. It is also important to understand how physical activity can be made to benefit the Earth and ourselves at the same time.

Rhode Island Physical Education Content Standards –

- Standard 3: Understands the implications of and the benefits derived from involvement in physical activity.
- Standard 5: Demonstrates responsible personal and social behaviors in physical activity settings.
- Standard 6: Understands that internal and external environments influence physical activity.

Rhode Island Art Content Standards –

- Standard 1: Creation/Performance – 1a) Apply knowledge of concepts and structures to create original and interpretive works of art; 1b) Apply knowledge of media, tool, techniques and processes to create original and interpretive works of art.
- Standard 2: Perception – 2b) Establish and explain their own criteria for analysis and appreciation of works of art
- Standard 3: Context – 3b) Demonstrate a connection to their personal lives through artistic expression.
- Standard 4: Tools – 4b) Demonstrate the selection of tools appropriate to purpose, message and audience.

Rhode Island Professional Teaching Standards –

- Standard 5: Critical Thinking – Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills and literacy across content areas.
- Standard 6: Learning Environments – Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.
- Standard 8: Communication – Teachers use effective communication as a vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Instructional Goal/

Students will learn about and understand the American Holiday Thanksgiving.

Performance Objectives	<p>They will also further their understanding of the “Green Movement’s” concepts of reduce, reuse and recycle. They will also further their understanding on how personal food choices can affect our ability to be active and how we can be active and benefit the Earth at the same time.</p> <p>At the end of the lesson:</p> <ul style="list-style-type: none"> <li>• Students will be able to identify the origins of Thanksgiving (as discussed in class).</li> <li>• Students will be able to list 3 ways (as discussed in class) physical activity is beneficial or detrimental to our bodies.</li> <li>• Students will be able to list 3 ways (as discussed in class) our internal and/or external environments can influence physical activity.</li> <li>• Students will be able to list 3 ways (as discussed in class) they can be physically active in a way that helps the Earth.</li> <li>• Students will put the “Green Movements” concepts of “reduce, reuse and recycle” into action by creating a “Trashy Thanksgiving Turkey” out of “trash.”</li> <li>• Students will participate in “Green Charades” to showcase their knowledge of “Green” concepts while being physically active.</li> </ul>
Instructional Materials and Resources	<p>Book – “The Pilgrim’s First Thanksgiving” by Ann McGovern</p> <p>Empty soup cans</p> <p>Construction Paper (in various colors)</p> <p>Tacky glue</p> <p>“Googily” Eyes</p> <p>Glue Applicator Sticks/Brushes</p> <p>Glitter Glue</p> <p>Sharpie Marker</p> <p>Scissors</p> <p>Pumpkin bucket</p> <p>Numbered pieces of paper (1-10)</p> <p>Drop-cloths</p> <p>Dry-erase board</p> <p>Dry-erase marker</p>
Instructional Activities and Tasks	<p><b><u>Set:</u></b></p> <ol style="list-style-type: none"> <li>1. Have the children close their eyes. Tell them to imagine that they had to</li> </ol>

leave their homes that they have lived in their whole lives and move to a new land. After a long time of traveling, they find a strange new world. You and your family have to build new houses, schools and grow your own food. Many of the people you made the original voyage with have died for various reasons. The times have been very hard and tough, but you and your family survive. You decide to throw a big feast to celebrate all the things you are "Thankful" for. Have the children open their eyes. Ask the children how they felt during this activity. Ask them if they know what group of people and Holiday this activity relates to?

**Procedure/Activities:**

1. Before the day of the lesson, cut out dark brown construction paper turkey "bodies," light brown turkey "bottoms" and numerous different colored construction paper "feathers." Also have pieces of paper numbered 1-10 ready and inside pumpkin bucket.
2. Before children's arrival, place drop-cloths on two tables and arrange chairs so that five are at each table. Arrange glue, construction paper, tin cans, glue and applicators, scissors and all other supplies on a back table neatly.
3. When the children arrive have them place materials off to the side of the library to minimize distractions and instruct children to take a seat at one of the tables with the drop-cloths on them.
4. Run through set and subsequent discussion. Read book, "The Pilgrim's First Thanksgiving" by Anne McGovern. Have a brief discussion about the book. Ask the kids to reiterate back the origins of the First Thanksgiving. Write all responses on the dry-erase board.
5. Instruct the children that today we will be making Thanksgiving turkeys out of tin cans. Ask children how this relates to the "Green Movement." Discuss; take care to write down all answers on the dry-erase board.
6. Show the children the steps to make the turkey. First, use light brown construction paper to cover the tin can. Use tacky glue to attach then use scissors to trim off the excess paper so that it is level with the can. Next attach the dark brown turkey "bodies" to the tin can. Have children cut out turkey waddles using red construction paper and beaks using yellow construction paper. Have children attach two "Googily" eyes to their

turkey faces. Have children select as many "feathers" as they want and glue that to the turkey "bottoms." Allow children to decorate feathers with glitter glue if they wish. Have children attach turkey "bottom" and feathers to the tin can (on the opposite side that they placed their turkey "bodies.")

7. Once all turkeys are made, have children place them on the windowsill to dry and have children sit back down at the table and reintroduce topic of healthy eating by proposing the following question: Who remembers how the foods we eat can affect our bodies and the Earth's health? Reiterate concepts learned in Lesson #3. Take care to write down all answers on the dry-erase board as well as reiterating verbally.
8. Propose the following question: How does what we eat affect our ability to be active? Discuss. Come up with at least 5-6 answers; make sure that if the children do not introduce it, to include the 3 concepts you want them to take away from the lesson: 1) Healthy eating habits give us energy to do activities, 2) When we constantly make poor choices in our eating habits, our body's immune system becomes weak which leads us to get sick easier and stay sick longer (explain immune system if needed) 3) The way we choose to eat can affect our body weight, which, in turn, can affect our ability to active. Make sure to take care to write down all answers on the dry-erase board.
9. Ask the children what are some ways we can be active while participating in the "Green Movement?" Give children an example to get them started as this will be semi-difficult to conceptualize. Examples you can use: Go out and plant some trees, go to a park and collect all the litter, etc. Use probing and prompting as needed. Take care to write down all answers on the dry-erase board. Make sure to come up with at least 5-6 ways.
10. Ask the children to think about how our internal environment (i.e. our bodies) and our external environment (i.e. our homes, school, playgrounds etc.) influence physical activity. Give children an example to get them started as this will also be a semi-difficult concept to conceptualize. For example, Anne lives in a city where there are no sidewalks, busy traffic and lots of people. She does not have a playground to play on, no yard and lives in a very small apartment. So, instead of being active, she plays a lot of video games, watches a lot of TV and

	<p>snacks often. This will in part be a spin-off on some of the ways in which our eating affects our ability to be active. Use prompting and probing as needed for all questioning sequences in procedure. Take care to write all responses down on the dry-erase board.</p> <ol style="list-style-type: none"> <li>11. Once all questioning sequences are complete, tell the children that we will now be playing a game called "Green Charades." Plan classroom time accordingly to allow a full 15-20 minutes for this activity. (1 minutes for each of the ten children plus 5-10 minutes of "Guessing" time.)</li> <li>12. Have children draw numbers from pumpkin bucket – this will break the class into two teams of five. Odd numbers on one team; evens on the other. Explain that each team will take turns being the actor and the "guesser." They will go in order of lowest to highest number picked. Explain that the actor will think of a "Green" concept, i.e. recycling, gardening, etc., and "act" it out for the other members of their team. They will have 1 full minute in which they can act it out and the other team members can guess. If at the end of 1 minute the team cannot guess the concept, the other team will have 2 chances to guess it. Whoever can guess right first gets a point; the first team to 3 points wins.</li> </ol> <p><b><u>Closure:</u></b></p> <ol style="list-style-type: none"> <li>1. Review the origins of the First Thanksgiving.</li> <li>2. Review 3 ways in which physical activity affects the body.</li> <li>3. Review 3 ways in which our environments (internal/external) affects our physical activity.</li> <li>4. Review 3 ways in which we can be active and help the Earth at the same time.</li> <li>5. Review the ways in which making our "Trashy Thanksgiving Turkeys" related to the "Green Movement."</li> <li>6. Remind the children that next week is our last week of lessons and also "Family Night." Hand out reminder letters for parents.</li> <li>7. Ask children if they have any questions – Answer them.</li> </ol>
<p>Assessment Activities</p>	<p>Use direct questioning on the topics and simple observations to determine the understanding of concepts presented. Classroom discussions will be used to measure individual progress, further explanation will be provided as necessary. Closure activities will assess knowledge of lesson plan objectives. Assessment of</p>

	<p>students' grasp of the "Green Movement" concepts, to date, will be done directly, yet inconspicuously, through "Green Charades." Physical activity will be encouraged through "Green Charades." Creation of "Trashy Thanksgiving Turkeys" will put "Green Movement" concepts into action.</p>
<p>Learner Factors</p>	<p>Prior knowledge of the "Green Movement" from Lessons #1-#4 as well as its concepts will be used to feed classroom discussions and answer questions. The entire class will demonstrate their knowledge of "reduce, reuse and recycle" through the creation of their "Trashy Thanksgiving Turkeys." Prompting and probing questions will be used where applicable. Use of "Green Charades" will allow for critical thinking and engagement learning as well as physical activity. Information will be presented both orally and visually. Tactile stimulation and fine-motor skill use through creation of turkeys.</p>
<p>Environmental Factors</p>	<p>Students will be arranged at tables into two groups of five for majority of class time. Before "Green Charades," children will pick numbers dividing them into two teams of five randomly. Classroom will be well-lit, all personal belongings placed on the opposite side of the classroom and the doors will be closed in an effort to create minimal distraction. Materials will be evenly distributed amongst both groups of students. All other tables and chairs will be moved to the side to allow plenty of open space for "Green Charades."</p>
<p>Reflection</p>	<p>Week five of Working With Children. Another excellent week! I am really happy that I have had two weeks, back-to-back, that have gone so smoothly!</p> <p>As always, I arrived at the school early. I headed down to the library and immediately began to set up my room as described in my procedure. I was done by 3:00 and had a full 15 minutes before my kids were to arrive. I realized I had forgotten my "Family Night" reminders in the car, so I ran out to grab them. On the way back to my car, I met up with another colleague who told me it was, "Time to wake up." <i>He caught me in the middle of an enormous yawn. I will admit that I was, still am in fact, completely exhausted. I have reached that point in the semester where I am running on fumes!</i> I laughed and carried on with my business.</p> <p>When I returned to the school, I was caught in the vestibule for solid few minutes. The kids that were waiting to be dismissed were arranging themselves in front of the entrance doors, I was ringing the buzzer to be allowed in, knocking on the windows and waving, but nobody seemed to see me. <i>This was fine except that</i></p>



*it was a very cold day and I had only intended to be running in and out. I had left my coat in the library and was very cold. The principal finally realized I was waiting to come in, apologized for not having seen me earlier, and I went down to the library. Good thing I had the extra time to "thaw-out" before the kids arrived.*

While I was waiting for the kids, I decided to take a peek at our planters from last week. These had been left on the windowsill of the library. I was very excited when I noticed that several of the planters had sprouts! As I was checking Ch.'s planter which had, no lie, 22 little sprouts popping out of the soil, I heard footsteps behind me. I turned around and saw another colleague and shouted "YAY! We have life!" and sort of shook the planter in her face. She sort of stared at me like I had five heads and said, "Um, ok." and laughed. *And this is why people think I am strange. Haha. I explained my excitement and she seemed happy for me. Or, maybe she just was trying to get away. Haha.*

Right at 3:15, the kids came down to the library, and, without being asked, placed their belongings on the reading rug to the side of the library. *Well it took five weeks but at least I have established a routine!* I noticed that Ch. was absent today. *Tao bad! His planter had a ton of plant life that I am sure he would have been excited to see!* I had the kids take a seat and told them that I had some exciting news – some of the plants had begun to sprout. The kids all immediately jumped out of their seats. I called for their attention and had them sit back down. I then called them up individually to get their planter. I told the kids to look at their plants and observe any changes. Afterwards, they were to go and water their plant and return to their seat. The kids were all comparing their planters when I noticed M.V. start to rip off all the fabric he had glued to his planter.

I immediately asked M.V. why he was doing that, he sort of scowled and said that his plants weren't growing and that it must be due to the fact that he had covered most of his planter in fabric; they weren't getting enough sunlight. *Whether or not this is true is pretty doubtful. Ch.'s planter had just as much fabric on it, I think this was just the luck of the draw but since M.V. was so upset I just said, "Well that is an interesting idea, M.V., maybe you are right."*

Once all the kids returned from watering their plants, I had them put them back on the windowsill. I then went through the "Set" with the kids and read them "The Pilgrim's First Thanksgiving." *We did spend a few minutes discussing Thanksgiving's origins, but, I cut this short fast because I could tell that the kids were not "feeling" it.*

I then told the class that they had a choice of activities today; they could either work some more on their veggie planters (decorating them with the glitter glue, construction paper, etc.) or make a "Trashy Thanksgiving Turkey." L., who was absent last week, immediately shot her hand up and asked, "Why can't we do both?" *I missed my little eager beaver last week!* I told L. that she was more than welcome to do both if she had enough time.

The breakdown of who chose what activity was pretty even; M.V., M., K., A. and M.N. chose to do the turkeys and S., L., D. and S.R. decided to work on their planters some more. I got L. situated with the supplies she needed to make her planter and told the planter group that I was going to have to rely on them to help L. along with her planter. This was because I was going to have to guide the turkey group in their activity. *I wanted them to feel as though they could be self-sufficient and give them an opportunity to show they can work cooperatively and responsibly.* I turned my attention to the turkey group and started to explain to them the steps in making the turkey. M.V. raised his hand and asked, "Since we are the turkey group, can you call us the 'Gobblers?'" This made everybody else in the group laugh. I said sure as long as the whole group agreed, which they did. *M.V. is really cute the way he nicknamed the group. I get the sense that he is a really genuine kid; what you see is what you get.*

Once I got the "Gobblers" going on the activity, I wandered back to the planter table. They were having a BLAST with the glitter glue. *It is so funny how glitter and glitter glue seems to hold such power over these kids. I know we have discussed this in class, but it is so true. Glitter is like an elementary school kid's version of crack!* The kids were using the glue to write their names, make shapes, designs etc. on their bottles and some of them had started to cut out shapes with some of the construction paper. D., in particular, seemed to be having a lot of fun. *He had an enormous smile on his face and was concentrating hard on writing his full name, in cursive, across the side of his planter in gold glitter glue.*

As some of the students finished one activity, I gave them the freedom to decide what to do next. Some of the students worked on the opposite task, others made another turkey. I was really surprised when S.R. and A. both decided that they would rather help out the other students than do another project. They both were walking around the room helping out their classmates and I also noticed they both were picking up the bits of paper off the floor, putting caps on glue etc. *I was really impressed with my class today especially with A.! A. was the student*

*who in my first lesson had a little break-down and started to hit his head on a table. I could not believe that this child voluntarily started to not only interact heavily with his classmates, but to clean-up the mess as well. I was even more shocked to see S.R. and A. working together as a team. I think this is the first time I have seen them interact!*

When it was about 3:40, I told the kids that they would have a couple more minutes to complete their tasks, but then we would have to clean up so we could talk about some new concepts and play a game. *Not one complaint! Sweet!* The kids finished up their work and I asked them all to help me clean up the room. *This task was considerably easier today due to S.R. and A.'s earlier thoughtfulness.*

While the clean-up was going on, I heard crying. I turned around to see M.V. holding the front of his head and crying and S.R. looking rather worried. *Oh, geez. What happened?! I rushed to the side of the library and asked what happened. Apparently S.R. was fooling around with a pencil and went to playfully tap M.V. on the head with the pencil. However, M.V. turned unexpectedly and rather quickly and S.R. inadvertently "stabbed" M.V. in the forehead with the pencil. I asked M.V. to show me where he had gotten hurt and, thankfully, there was no break in the skin or blood. Well at least no blood-shed was going on, but what am I supposed to do? Is this my fault? I turned around for one minute and a kid gets stabbed in the head with a pencil. Ack!*

I decided that M.V. better be looked at by the nurse (just in case) and paged the office. The moderator came down and asked what happened. I explained the situation and the moderator somewhat yelled at S.R. *I understand that S.R. was not doing what he should have been doing, but the kid was feeling awful about it. She did not need to yell at him. I felt really bad so I did tell her that it was a complete accident and that S.R. had been very helpful and well-behaved all afternoon. M.V. reiterated that to the moderator that it was a complete accident and he was not mad at S.R. at all. She did not seem to care and went on scolding S.R.*

The moderator took M.V. to get an icepack for his forehead so I took S.R. to the side since he looked on the verge of tears. I told him that I understood it was an accident but that we must be very careful with how we use our materials. I assured him that he would not get in trouble with the principal and that I would make sure that everybody knew it was just an unfortunate accident. He seemed a bit relieved and thanked me.

I turned my attention back to getting the classroom tidied up. Once the room had been cleaned and the kids were once again seated, I asked them, "Who remembers how the foods we eat can affect our bodies and the Earth's health?" We then went through a brief discussion and, basically, a review of Lesson #3. I made sure to write the concepts down on the dry-erase board as they came up.

I then asked the kids to think hard about the next questions. I asked them, "How does what we eat affect our ability to be active?" *At first blank stares, and then, my little over-achiever's hand shot up.* L. bravely ventured an answer, "Well if you eat crap all the time, you aren't going to be able to, like, run around and stuff because, like, you are going to be all lazy and fat and be all sweaty like a pig and out of breath when you try to, like, even pick up a basketball or something." *This was her answer verbatim. Haha.*

I thanked L. for her answer but gently reminded her that we need to use polite language in the classroom. I told her she was absolutely right though; if we eat junky foods all the time we will absolutely not have the energy to be active. *M.V. returned at this point holding an ice pock on his head.* This concept allowed the other kids to come up with answers of their own and we spent the next couple of minutes talking about all the ways our eating habits could affect our activity levels. *I had to laugh when K. said that when we go through drive-thrus that is lazy and we eat junky food on top of that. I congratulated her on a creative idea!*

I told the kids I was impressed with their "Smart-Thinking" and that I wanted them to think of a way in which they could be active AND help the Earth all at the same time. *I was impressed and happy when almost all of the kids' hands went up immediately.* What followed were several excellent examples: running marathons to raise money for a "Green" charity, planting gardens and, my favorite, jumping up and down on the contents of the trash can to keep the trash compacted to a smaller area. *Haha. I guess that is one way to "reduce."* As always, I made sure to restate what the children were telling me as well as to write it down on the dry-erase board.

I then ran through the "Closure" with the kids. Unfortunately, because we were so into our discussion, the 4:05 warning for the teachers to start wrapping up our lessons came much quicker than anticipated. I told the kids I still wanted to play a game with them but that I wanted them to get ready to go first so that once 4:15 came we would be ready to leave. I had the kids put on their coats and collect their belongings and I passed out the reminder for Family Night.

Once the kids were all settled, we only had a few minutes for our game. I had the kids pick their numbers and divide into teams accordingly. *I was happy when L. picked number 1 because she had not had a chance to play the game last week.* I explained the rules of the game and by the time I was finished, it was already 4:12. *Well, time management was not very good this week, but, honestly I am ok with that. I feel like the discussions that the class had been very valuable and that the children have really learned something today. I would rather not have time to do a game than to do the "lesson."* I had L. choose a concept and start acting it out for her team. This was humorous to say the least. The kids all got a kick out of L.'s antics which included putting her hands around her stomach to make her appear larger than she was and huffing and puffing as she pretended to march around the room. After a minute L.'s group was easily able to identify that L. had been thinking about how if you eat poorly you will become overweight and unable to be too active.

I asked the class if they liked this game and there was a resounding "Yes!" I told them that unfortunately we ran out of time but I promised that next week we would complete our activities very quickly and play more games before Family Night. The kids were cool with this. I reminded them again that next week was the last class and there was resounding displeasure. S. raised his hand and asked, "Can I give you two dollars?" *Huh? Talk about random.* I asked S. why he wanted to give me two dollars. He said, "Cuz you are a great teacher and I should pay you so you can keep coming back here." *Aww!* I smiled ear to ear, thanked S. for his compliment but that he should keep his money, but thank you anyways. All the other kids started to chime in about how they would pay me too. *The highest bid came from S.R. who said he would give me "27 Million dollars and a Bakugan!" Chuckle. I have to say, these kids were so sweet. It was really awesome to hear them trying to figure out a way that they could get me to continue to come back to their school.*

I had the class line up and walked them to dismissal. As they were walking out K., M.N. and M. all stopped to give me a huge hug and tell me that they were going to miss me when I left. I told them I really appreciated that and hugged them back. *The principal was watching all this with a smile on his face. I hope that means I made a good impression!* I said bye to the girls and returned to the library to pack up my things. Despite running out of time this week, and the little debacle with M.V., S.R. and the pencil, I think this was, by far, my best week

at my school. *What can top hugs and bribery after all?*

I have to admit that I am a little sad. I did not think that in only a few short weeks I would get so attached to my students. I really will miss them after the program ends. I am looking forward to meeting their parents and can't wait to see how proud my students are when they showcase all their projects and knowledge.

Despite my excitement, I am a bit worried. I told the children that I will be bringing snacks to Family Night, and my reminder stated we would be having "Earthy" snacks. The principal approved my reminder, but, I never officially asked him if I could bring food. After arranging to get a gift card donation from Stop & Shop (in which to buy the snacks) I called Marieville to get explicit permission from the principal. However, since he was in a meeting, I did not have the chance to talk to him. While leaving the message with the secretary, I stated exactly what I wanted to know, and she seemed skeptical as to whether the principal would allow me to bring in snacks. The principal also did not call me back. I will call him first thing Monday and hopefully have the chance to speak with him. I am hoping that I don't have to disappoint these kids and their families by being a "liar" and not being able to give them any snacks! I think that if for some reason I can't get approval for the snacks, I will see if I can get ten individual gift cards instead of one large gift card and I could attach this to a healthy recipe for homemade apple sauce. This way I can tell the families they can use the card to purchase the items for their "Earthy" snack. I would much rather feed them myself but at least this would be something to give them!

For next week, I plan on doing a couple things. For starters I am going to let the kids finish up any work they are not fully satisfied with. I will also be having the children do a short writing assignment in which they tell: what they have learned in this program, what they liked best and a way in which they will continue to live "Green." I also am planning on preparing "diplomas" for each of my students. I am going to present each child with a "diploma" that states they are "Certified Earth-Smart Agents" by having completed the "Don't Be Mean, Go Green!" program.

While I am looking forward to not having to battle the traffic every Wednesday afternoon, I am truly going to miss going to see these kids every week. I am really grateful that I was given the opportunity to create this after school program. It gave me a chance to get real hands on experience with the

	creation of lesson plans, to practice being a reflective educator and to go through some challenges that I will face as an educator in a "safe" way. <i>Read this as before I am actually held fully responsible! Haha.</i>
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**Unit Title: "Don't Be Mean, Go Green!"**

**Lesson Plan #6 – "Promote Green Practices" and "Go Green Gallery"**

Rationale – It is important for people to promote "Green" practices to others, especially their own families, and to implement in "real-life" the concepts learned in the classroom.

Rhode Island Health Education Content Standards –

- Health Education Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.
- Health Education Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Health Education Content Standard 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health.

Rhode Island Professional Teaching Standards –

- Standard 5: Critical Thinking – Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas
- Standard 7: Collaboration – Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement teaching, learning and student achievement.
- Standard 9: Assessment – Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction

Instructional Goal/  
Performance Objectives

Students will learn and understand the importance of sharing "Green Movement's" concepts and objectives with others as well as applying the concepts in "real-life" as well as the influences of modern society on personal health issues.

At the end of the lesson:

- Students will be able to identify 3 ways they can promote "Green" concepts to others; especially in their own families.
- Students will be able to list 3 ways in which today's culture, media, technology, etc. has an influence on society's health.



	<ul style="list-style-type: none"> <li>• Students will complete a writing assignment listing – a) What they feel is the most important “Green” concept that they have learned in class; b) What they will do to promote “Green” concepts to their community; c) What they will do every day, from this point forward, to be “Green.”</li> <li>• Students will host a “Family Night” celebration and showcase all projects created during the “Don’t Be Mean, Go Green!” program in the “Go Green Gallery.”</li> </ul>
<p>Instructional Materials and Resources</p>	<p>Pencils</p> <p>“Story” paper (open drawing space at top, lines for writing at the bottom)</p> <p>Snacks: Fruit salad, vegetable platter, cracker platter and water</p> <p>Index card listing ingredients of snacks</p> <p>Paper plates</p> <p>Napkins</p> <p>Plastic Forks</p> <p>Earth-Smart Achievement Awards</p> <p>Award Medals</p> <p>Stickers</p> <p>SpongeBob Square Pants Flyer (recipes using Spaghetti Squash and tips for healthy eating habits – provided by Stop &amp; Shop)</p> <p>Dry-erase board</p> <p>Dry-erase markers (variety of colors)</p>
<p>Instructional Activities and Tasks</p>	<p><b><u>Set:</u></b></p> <ol style="list-style-type: none"> <li>1. Have the children close their eyes. Tell them to imagine that it is up to them to spread a VERY important message. They are the only person in the entire world that knows the steps they need to take in order to keep Planet Earth safe, happy and healthy. Tell them to think about how they would get that message out. In what ways would they be able to show and/or tell people about what they need to do to protect the Planet? Give the children a solid two minutes of quiet reflection to absorb this concept.</li> </ol> <p><b><u>Procedure/Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Prior to children’s arrival, prepare the room for “Family Night.” Arrange tables with individual areas for the “Go Green Gallery” and “Earth-Smart Eats Café.” Lay out drinks, snacks and paper goods in an organized and</li> </ol>

logical manner for easy access by all. Tape ingredients place cards in front of the foods. Also line up chairs at front of the room for a "Graduation" space.

2. When the children arrive have them place materials off to the side of the library to minimize distractions and instruct children to take a seat at one of the tables with the "Story Paper" on them.
3. Run through the "Set" with the children. At the end of the "Set," lead a discussion with the children in regards to the ideas that they thought of during the "Set." Use prompting and probing where needed. Take care to list all ideas on the dry-erase board.
4. Propose the following question to the children, "How do you feel that today's culture, media, technology, etc. has an influence on our health?" Run through discussion. Use prompting and probing where needed. Take care to list all answers on the dry-erase board as well.
5. After the above discussions, tell the children that today's main objective is to write up a "Reflection" about what they have learned in the "Don't Be Mean, Go Green!" program. Explain that each reflection should contain 3 things: A) what the most important thing they learned was? B) What they will do to promote "Green" concepts in their communities? C) What they will do from this moment forward to live a "Green" lifestyle? Encourage the children to also add a picture at the top of the "Story Paper" that illustrates one of the points that they discuss in their reflections.
6. While children are doing their reflections, walk around and observe the writing. Make sure that the children are all on-task and answering the proper questions. If children have questions, assist where necessary, but do not answer for them! Use encouragement and praise along with prompting and probing to get them to do their own "Smart-Thinking."
7. Also while assignments are being completed, set up dry-erase board facing out towards the entrance door. Write "Welcome Marieville Families!" on it.
8. Once children have finished their reflection, check the work and make sure they have completed each portion of the assignment. If assignment is not completed to satisfaction, have the children revise. Encourage them kindly. If child has completed the assignment, have him or her place

their reflection next to their personal "exhibit." Allow them to select a dry-erase marker of their choice from the bin. Explain that they may use it to write their names and some sort of decoration on the dry-erase board welcoming the families. Explain that the drawing must be appropriate and that they must leave space for their fellow classmates.

9. Once all the children have completed the reflections and decorated the board, give them the option to finish up any previous projects or to quietly read a book.
10. Once all children are done, explain to the children the procedure for "Family Night": All children will line up alongside the entrance door and act as "Ushers." Each child will "usher" their family members to a seat and then take their own in the "Graduation" area and wait for all family members to arrive.
11. Run through "Closure" with students using prompting and probing where needed. Make sure to allow ample room for questions as this will be the last day of lessons.
12. At the start of "Family Night," welcome parents into the room and allow children to act as "Ushers." Once all children and family members are settled, welcome the family members and briefly introduce yourself. Explain the "gist" of "Don't Be Mean, Go Green!" and what the children have done in accordance with the program.
13. Open up the "Go Green Gallery" officially. Walk around the room interacting with each student and their families on an individual basis.
14. Call the room back to order and have the children sit in the designated "Graduation" area. Call each child up individually to collect their "Earth-Smart Achievement Award," a "gold" medal, a SpongeBob recipe sheet and some stickers.
15. Once each child has "graduated," thank the family members AND the students for their participation in both the program and Family Night. Invite everybody to visit our "Earth-Smart Eats Café." As students and families leave, thank them again for their participation.

**Closure:**

1. Review all the "Green" vocabulary/concepts we have discussed in "Don't Be Mean, Go Green!" (Reduce, reuse, recycle etc.)

	<ol style="list-style-type: none"> <li>2. Review healthy eating versus unhealthy eating.</li> <li>3. Review how eating affects health and our activity.</li> <li>4. Review ways in which the children can promote the "Green" movement.</li> <li>5. Review ways in which health can be affected by media, culture, etc.</li> <li>6. Ask the children if they have any final questions. Answer them.</li> </ol>
<p>Assessment Activities</p>	<p>Use direct questioning on the topics and simple observations to determine the understanding of concepts presented. Classroom discussions will be used to measure individual progress, further explanation will be provided as necessary. Closure activities will assess knowledge of all unit plan objectives. Assessment of students' grasp of concepts will also be done through the creation of their "Reflections." "Earth-Smart Eats Café" will put healthy eating into action.</p>
<p>Learner Factors</p>	<p>Prior knowledge of the "Green Movement" from Lessons #1-#5 as well as its concepts will be used to feed classroom discussions and answer questions. The entire class will demonstrate their knowledge of "Green Concepts" through the creation of their personal "Reflections." In addition, reflections will call for critical thinking as well as the use of fine-motor skills. Prompting and probing questions will be used where applicable. Information will be presented both orally and visually.</p>
<p>Environmental Factors</p>	<p>Room will be arranged for "Family Night" with designated areas for "Go Green Gallery," "Earth-Smart Eats Café," "Graduation" and for the children to work. Classroom will be well-lit, all personal belongings placed on the opposite side of the classroom and the doors will be closed in an effort to create minimal distraction. Materials for project touch ups will be provided as necessary. Food will be placed off to the side of the main class to also minimize distractions.</p>
<p>Reflection</p>	<p>My final week of Working With Children. This week I wanted to make sure that I arrived at Marieville with a minimum of 30 minutes to spare. I got there right around 2:30 feeling pretty anxious. This was the first time I was truly nervous about coming to the school. <i>It is one thing being in front of a bunch of children, but being in front of their families too? That made my heart race!</i></p> <p>I had a lot of things to carry inside so I had to make a few trips. After my first trip inside, I came across one of my colleagues and asked if she minded helping me out. <i>This is the very first time I have asked for help, and the only time I have received it; ask and ye shall receive I suppose.</i> As we were walking back into the building, carrying the foods I had prepared, two of my other colleagues were</p>

walking out. One made a comment about me "showing him up" and scowled at me. I denied this fact stating that I simply was putting into action something we had talked about in my program. I went down to the library and set it up according to the procedure. While I was doing this, the rest of my colleagues were sitting around talking.

Once the room was set up, I took some time to organize my thoughts. I wanted to make sure I knew exactly what I wanted to do and when. The kids arrived a couple minutes early and were extremely energetic but immediately put their belongings to the side of the room and took a seat. I asked them all how they were doing and the kids all expressed similar sentiments: "Good but going to miss you!" "I don't want this to be the last week!" etc. *This made me all warm and fuzzy. It is so rewarding to know that you have done a "good" job with something even if your colleagues are annoyed with you for it.*

The kids and I spent a few minutes talking about their day, I asked them to close their eyes and imagine that they are "Secret Earth Agents." They have been given a mission to spread the concepts of the "Green Movement" to all the people on Earth. I told them that if they failed, the world would die. I asked them to ponder how they would get the message out? How would they assure that people understood the importance of being "Green?" I gave the kids two full minutes to reflect.

I asked the children to open their eyes. I prompted the group into the discussion by asking, "What are some ideas you thought to promote 'Green' concepts to others?" As the children shared, I wrote the answers down on the dry-erase board. The ideas varied in thoughtfulness; some were rather basic, "Talk about things that help the planet to our families.", while others were more creative, "You can make posters about 'Green' ideas and hang them around your school and have contests and prizes for the class that is most 'Green.'" *Since one of my objectives was to have each child be able to identify at least three ways that they can promote "Green" concepts to others, I am happy to report that each one of the children gave a minimum of three ideas during this discussion. I feel that the set I used was key to facilitating this and it worked perfectly!*

Once I felt that the topic had been discussed thoroughly, I proposed a new question to the group, "What are some ways that our culture, the media and technology have influenced people's health?" At first, nobody wanted to raise their hand and venture a guess. I asked the kids if they wanted a clue; they said

they did. I told them to think about this question in relation to how our health is affected by what we eat; how does culture, media, technology effect THAT in particular and, as such, affect our health? Once I posed the question in this manner, a couple hands went up and I received many thoughtful answers.

S.R. talked about how "ever since he was little kid" he has watched television and seen commercials for McDonald's, Burger King, Wendy's, Taco Bell, etc. but no commercials for fruits and vegetables. *I loved the "ever since he was little kid" part of the comment. He is 8! Haha.* Another negative example came from the collaboration of ideas between K. and M.N. These girls discussed, together, how it is more expensive to buy fresh healthy foods and the economy right now sometimes makes us need to buy cheaper foods even though they are not as healthy for us. Ch. and M.V. both mentioned how their family goes to the farmer's market to buy fruits and vegetables. These boys discussed how doing so has helped them realize the importance of supporting local farmers and eating healthy. By the end of the discussion, each child was easily able to identify how they have been influenced, either positively or negatively, by media, culture or technology. *I was really pleased with the quality of answers in this second discussion. I was also happy that the kids were able to come up with some positive ways they have been influenced rather than just negative.* I wrote all the ideas on the dry-erase board; I separated them according to whether or not the influence was positive or negative.

After this discussion I was feeling pretty good about the way the flow of the lesson was going but was disappointed that it was already 3:35. I wanted the children to have the opportunity to complete their writing assignments without feeling rushed, but, with only 15 minutes left before the parents started to arrive, I had forfeited that opportunity. I told the children that I wanted them to complete a short writing assignment that they could display with their projects. I explained that the purpose of this was to give their family members concrete evidence that they had "learned something during this program." *I feel that many people don't appreciate the learning that goes along with creating works of art. I wanted to have something that looked more "academic" to show the family members.*

I told the kids that I wanted them to answer three important questions:  
a) What they feel is the most important "Green" concept that they have learned in class; b) What they will do to promote "Green" concepts to their community; c)

What they will do every day, from this point forward, to be "Green." I told them that they should write one sentence to answer each question and then use the top of the "Story Paper" to draw a picture that goes along with one of the points that they wrote about.

As kids finished, I checked their paper for completeness and to see that they had wrote "enough." *I wanted to make sure that they did not have one word answers and had given thought to what they were writing. I also wanted to make sure that the picture they drew went along with what they were writing.* If the assignment was "complete," I let them choose a dry-erase marker and told them they could put their name on the dry-erase board. I also told them they could draw a small picture or design.

Once children had finished both the assignment and their name/design on the dry-erase board, I asked them individually if there was any work that they wanted to do on their previous projects before their families came. L. and M. decided to pair up and help L. finish last week's "Trashy Thanksgiving Turkey," S. decided to water his planter and the rest of the group decided that they would rather sit quietly and read a book for the remaining few minutes.

I called the children to attention and had them all help clean up the room. Thankfully there wasn't much to clean up since only L. had used any of the project materials. While we were cleaning up, a woman walked into the room. I told her that I was happy she was here, but that we weren't ready just yet and would she mind waiting outside for just a moment. The lady obliged. Once the room was cleaned up, I went over, quickly, the procedure for Family Night.

Around 3:55, or so, I welcomed the parents into the room. I was happy that each child remembered to usher his or her family members to a seat. As family members were being seated, I noticed that M.V. looked very upset. I approached him and asked him what was wrong and M.V. burst into tears. He explained that his mother had promised to be there and was not there yet, and he didn't want me to start without her. M.V. then asked if he could go to the nurse's office and use the phone to try and call her. I let him. *I wasn't sure about this at first. Are the kids even allowed to use the phone? However, under the circumstances, I went with it. M.V. was the only child whose family member was not present and, having been "that" kid growing up with my own mother, I knew how M.V. felt.* After all of the family members, that had already arrived, were seated, I told the family members that I wanted to wait a couple minutes to arrive.

After waiting for several minutes, I apologized to M.V. and explained that I would have to start because we only had a few minutes until dismissal. M.V. was sad but agreed. I welcomed the parents to the "Don't Be Mean, Go Green!" program's Family Night and introduced who I was. I thanked them for allowing their children to be a part of my program and explained to them that they would now be able to visit our "Go Green Gallery."

As the families were viewing the gallery, I walked around and made sure to interact with each child and their family at least once. I talked briefly with some about my course of study at RIC, about "Green" concepts with others and just general chit-chat with most. However, I did have some lengthier conversations with two parents.

S.'s mom wanted a full report on his behavior throughout the program, so we spent a couple minutes talking about that. His mom was happy when I reported that S. was a well-mannered and polite boy and that he just needed "gentle nudges" sometimes when he was feeling bored. *I did not mention how for the first couple weeks I had referred to S. in my head as "Surlly."* I also spoke for a while with L.'s mom; Mrs. L. told me how much L. has enjoyed the program. She also reported that ever since L. was a toddler, she would create art projects from scraps in the recycling bin and last year made the whole household switch to reusable lunch bags and water bottles. *This explains so much about L.'s "eager beaver" behavior during the program. I had stereotyped L. as a classic "over-achiever" but I am now wondering if it was merely the program content that made L. so enthusiastic. Either way, L. was definitely a joy to have in class.*

At 4:10, I called the room to order so that I could start the "Graduation." I had the children sit in the row of chairs at the front of the room. I thanked the family members again for showing Marieville and their children support by coming to Family Night. I explained that I wanted to give the children a "little something" and then we could all eat. I called the children up individually and announced them as "Earth-Smart Agents." I placed a gold-medal around each of their necks, handed them their "diploma" and allowed them to pick out two sheets of stickers each. After all of the students had graduated, I asked the family members to join me in a round of applause. I then invited everybody to dig into the snacks.

As the "Earth-Smart Eats Café" was opened, M.V.'s mom finally showed up. M.V. ran to his mother, hugged her, and, once again, the flood gates opened. *I was hesitant to interrupt this interaction, but, I felt it was important to ease both*



*M.V. and his mother's minds at the moment. I did not want M.V.'s mom to feel guilty nor M.V. to feel sad anymore. I approached Mrs. M.V. and said, "Great! You are just in time for the best part; eating!" The goal here was not to down-play M.V.'s feelings about his mother being late, but, rather, to ease the tension. I introduced myself and then turned to M.V. himself. I said, "Hey, M.V. why don't you show Mom your projects? I am sure she would love to see them!" M.V. stopped crying and took his mom to the "Gallery." Seeing as how I was still trying to smooth out the situation, I accompanied them and talked to Mrs. M.V. about his role in my classroom. I feel that I did a wonderful job here. I was able to get M.V. to stop crying and make it seem like it was not a big deal that she was late. I also made sure that I stressed how important M.V. was to my class to reassure him even further.*

As family members were eating, several of my colleagues started to filter in and out of my room, along with several other students from the other programs. I invited everybody to have some food but only one of them did. *Interestingly enough, he wasn't complaining about my "over-achieving" as he stuffed his face with delicious fruit salad! ☺* At 4:15 I still had a full classroom. Normally, this would not bother me, but, seeing as I still had to clean the room and pick up my son by 4:45 at RIC, I decided that I needed to wrap things up. I called the room to order, thanked them again and explained, politely, that Family Night was over, to make sure that the students brought home their projects and to not forget to grab a recipe flyer on the way out.

As they were leaving, I thanked my students and their family members once again and had various different interactions depending on the child. All of the girls (L., K., M. and M.N.) gave me hugs and thanked me for being their teacher. L. and K. went so far as to start crying when they were saying good-bye. The boys had varying extremes. When S.R. and his father were leaving, Mr. S.R. wished me the best of luck in my program and said that he thought I was one of the best "amateur teacher" he had ever seen and S.R. gave me a thumbs up and nodded his head. *Not really sure what he meant here... but, I am going to take it as a compliment. Haha.* Ch., D. and S. simply told me "Thank you, Ms. C. M." and said good-bye. While I was saying good-bye to Ch. and his mother, A. and his mother snuck-out without even saying good-bye. *I was disappointed I did not get to say good-bye to A. because of what he wrote as the thing he thought was most important about the whole "Go Green" program: "My teacher. She helped me to*

*stay the whole time and not be afraid." @A. is the child I suspect has some kind of Autism Spectrum disorder or the like. M.V. was the only boy that gave me a hug when he was leaving. M.V. also said that he was going to miss me more than "any other teacher I have had my entire life." Man, it was hard keeping it together for this; especially since M.V. had just been crying a few minutes earlier! Once the families had all left, I turned my attention back to the room and began to clean it up. I cleaned up the room, put the furniture back the way it had been when I arrived and left the school for, seemingly, the last time. *Hasta la vista, Baby!**

I think that the last day of my Working With Children program and Family Night went really well. I had a lot of positive feed-back, the kids seemed to really enjoy themselves and I got to interact and connect with my students' family members one-on-one. This is something that I will feel is so important and I will be diligent about in my own classroom.

In regards to my hypothetically future classroom, I have several ideas for connecting with family members. The first thing that I would do is to send home a letter before the school year that introduces myself, lists the best ways and times to contact me and a brief rundown of the major themes for the year's curriculum. I would also attach to this letter a "Student Inventory" that the parent or legal guardian would be asked to complete. The Student Inventory would be just that; an inventory of the student. I would ask the parent to explain the child's strengths and weaknesses, their likes and dislikes, their fears, what motivates them and "anything else" they think I should know. I think this would be a great tool to learn about the child from the person that, assumingly, should know them best. Also, seeing as I plan to work in the younger grades, primarily 1<sup>st</sup> thru 3<sup>rd</sup>, it would let me know certain things that the child may not be able to articulate themselves.

The other main thing that I would like to do in my classroom is to create a "Family Communications" binder. I would create one binder for each of my students that would include three different sections: behavior, academic and news. In the behavior section, I would have their weekly "behavior chart." The behavior chart is something I plan to use in my room. The idea is that there are four colors on the chart: green, yellow, orange and red. The color that the child is "on" for the day depends on the behavior in the classroom. If a child had an excellent day with no infractions, the child would remain on green. However, if the child acts out, doesn't do their work, etc. they will have to change their color each time I ask them to. If a color is changed for a reason that I feel the parent

should know, I can indicate it on the chart. The children will fill in their own behavior chart at the end of every day and, on Fridays, will take it home in the Family Communications binder for their parents review. The parents will have to sign the chart to show that they have seen it.

The second section of the binder would be "Academics." This is where I would list the scores for all major assessments as well as make notations if needed; for example, if Charlie was not handing in homework, I could write it here. This section would allow a parent to easily review an approximate overview of how their child is doing in a particular subject at any point in the semester.

The last section would be the news section. Here I would include any communications that are not related to behavior or academics. For instance, I could send home a flyer for the school's Winter Festival, a reminder that book club money is due on a certain date or a warning about strep throat having made an appearance in the classroom. This would also have a pocket folder at the end of the section. The pocket folder would be labeled "Notes" and would be a place where parents who wanted to speak to me could leave a note.

The last major idea that I would want to incorporate into my classroom is the idea of a Family Night. I would want to invite my students and their families to come to get to meet one another approximately once every grading period. I would want to make it a pot-luck and maybe also incorporate some sort of activity along with it. Perhaps it could be much like Marieville where it is used to showcase a project that the students had worked on that quarter.

The Working With Children experience was one of a kind. I am really grateful that I was able to do this project as part of the course. I feel that I have learned so much about who I am as a teacher as well as gotten some real valuable hands on experience. I think that I adapted well to all the situations thrown at me, made some genuine personal connections with some sweet kids and learned that I can be quite "snarky" at times. I think that the most beneficial aspect of the project was the fact that it got me to do some critical thinking and reflection on how I would approach situations in my own classroom; after all, the goal of this program is to become a teacher, right?

I am surprised at how sad I am though. Honestly, walking into this assignment, I never imagined that I would, or even could for that matter, get attached to a group of kids after only six one-hour visits with them, but I did. I am truly going to miss all of these children. Each of the kids had their own unique

personality and it was so rewarding to see the progression of ideas and confidences throughout the six-week process.

I am most proud of the connections I was able to make to M.V., D. and A. While the girls were the ones that all hugged me good-bye, I don't feel as though I made any lasting connection to them. However, I feel fairly certain that the three boys I mentioned could possibly remember me for life. A. listed me as the most important part of the program and credited me for helping him, basically, feel safe. How amazing is that? I was able to help D. with his feelings over his pet fish and with M.V. over the sadness with his Mom being late. Maybe I am wrong and these boys will not remember me; hell, maybe I am already forgotten. One thing is certain however, I will remember them for as long as I live.