

*Good work!  
See comments inside.*

June 25, 2008  
Dr. Ying Hui

<p><b>Lesson Overview</b> (Topic, Content Area and related GLE/GSE's and WIDA ELP Standards)</p>	<ul style="list-style-type: none"> <li>• The candidate demonstrates some awareness of the topic(s) and content area(s) involved in their lesson.</li> <li>• The candidate lists some of the GLE/GSE's and ELP standards that would be relevant for the proposed lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates satisfactory awareness of the topic(s) and content area(s) involved in their lesson.</li> <li>• The candidate lists relevant GLE/GSE's and ELP standards for the proposed lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates superior awareness of the topic(s) and content areas involved in their lesson.</li> <li>• The candidate provides a comprehensive listing of GLE/GSE's and ELP standards for the proposed lesson.</li> </ul>
<p><b>Lesson Objectives, Lesson Activities and Materials (Cross-referenced to the Selected Curriculum Approaches)</b></p>	<ul style="list-style-type: none"> <li>• The candidate demonstrates some ability to write language and content lesson objectives.</li> <li>• The candidate plans activities but the activities are either not well-described or not well-aligned with the curriculum approaches selected.</li> <li>• Some materials are well selected.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates satisfactory ability to write multifaceted lesson objectives.</li> <li>• The candidate plans and describes effective activities and they are well aligned with the curriculum approaches selected.</li> <li>• All materials are well selected for the curricular approaches named.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates superior ability to write multifaceted lesson objectives.</li> <li>• The candidate plans a range of activities that are highly representative of the curriculum approaches selected.</li> <li>• All materials are very well selected for the curricular approaches named.</li> </ul>
<p><b>Assessment Strategies and Sample Progress Indicators</b></p>	<ul style="list-style-type: none"> <li>• The candidate demonstrates some ability to assess learners' attainment of lesson objectives.</li> <li>• The candidate demonstrates some ability write sample performance indicators but they either do not represent all proficiency levels or they do not cover all lesson domains.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates satisfactory ability to assess learners' attainment of lesson objectives.</li> <li>• The candidate demonstrates satisfactory ability to write sample performance indicators for all proficiency levels and all lesson domains.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates superior ability to assess learners' attainment of lesson objectives.</li> <li>• The candidate demonstrates superior ability write sample performance indicators for their learners and lesson domains.</li> </ul>

Name Goethe Pestlows Score 1 34/35 Date 6/28/08 Score 2 \_\_\_\_\_ Date \_\_\_\_\_

## Philosophy and Beliefs

I believe that each and every one of my students is an asset in my classroom. Each individual brings in prior knowledge, experiences, challenges, learning styles, and preferences. The United States is comprised of a multitude of ethnicities, therefore; in our school classrooms teachers must value the students' culture, native language, and learning styles. Each person in the United States has been raised with values and beliefs that relate to their ethnic backgrounds or environment. ✓

The Contributions Approach, by J. A. Banks, is the least involved approach to multicultural education. An example of this approach is to spend some time in February reading about Rosa Parks or Martin Luther King Jr. Numerous untrained teachers in the area of multicultural education implement this approach. Also, in learning about various cultures, it does not imply that you simply hold an international luncheon and call multicultural learning. Experimenting with foods or reading about someone's life is one layer of cultural learning and understanding. Culture is language, art, characteristics, and beliefs and values shared by a particular society or group of people. |

Teachers are responsible to getting to know their students, to include being knowledgeable in the families' culture, values, and beliefs. In attaining a strong knowledge of the student's culture, the teacher will be able to implement strategies in her daily teaching to assist in using the student's individual learning styles, knowledge, and experiences into learning in the classroom environment. Good!

I agree with Jim Cummings beliefs in regards to bi-lingual education. In the Lincoln school district, the majority of the 15 English Language Learners fall into WIDA level 3 or higher. These fifteen students vary in grade levels and receive services within ✓

**SPED 554 Rubric for the Curriculum Design Prospectus [35 Points]**

[Outcomes 1, 3, 9];

**CEC Standard 5, 6, 7 & 8; Knowledge: Domain-Specific Knowledge Practice: Professional Practice; Diversity: Individual Differences & Cultural Diversity; TESOL**

*Standards 1a, 1b, 2a, 2b, 3 a, 3 b, 3c, 4b, 4c*

Standard/Performance Indicator(s)	Approaches Standard	Meets Standard	Exceeds Standard
<p><b>Curriculum Prospectus Overview (Well-Articulated Beliefs and Curricular Ideologies, Teaching Context, Learner Description)</b></p>	<ul style="list-style-type: none"> <li>The candidate demonstrates some understanding of current curriculum ideologies.</li> <li>The candidate demonstrates some ability to articulate their beliefs about teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate satisfactorily accurately defines and describes current curriculum ideologies.</li> <li>The candidate demonstrates a satisfactory ability to articulate their beliefs about teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate demonstrates superior understanding of and ability to describe current curriculum ideologies.</li> <li>The candidate demonstrates superior ability to articulate their beliefs about teaching and learning.</li> </ul>
<p><b>Curriculum Prospectus Introduction (Description of Teaching Context, Learners)</b></p>	<ul style="list-style-type: none"> <li>The candidate demonstrates some ability to describe their teaching context using some key information requested.</li> <li>The candidate provides some information about their learners, however not all of the information requested is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate demonstrates satisfactory ability to describe their teaching context using most of the key information.</li> <li>The candidate provides all of the required information about their learners.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate demonstrates superior ability to describe their teaching context.</li> <li>The candidate goes beyond the basic information requested about their learners, to provide other useful information that will aid in the construction of a highly responsive curriculum.</li> </ul>
<p><b>Identification and Description of Specific Curricular Approaches</b></p>	<ul style="list-style-type: none"> <li>The candidate attempts to identify at least 3 curricular approaches, however the approaches are not well labeled or described.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate identifies at least 3 curricular approaches and all approaches selected are well described and labeled.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate identifies more than 3 curricular approaches and all approaches are extremely well labeled and described.</li> </ul>
<p><b>Justification of Specific Curricular Approaches</b></p>	<ul style="list-style-type: none"> <li>The candidate attempts to justify the selected curricular approaches for their ELL learners, but the justification is lacking in some way.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate satisfactorily justifies the selected curricular approaches for their ELL learners with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate provides a rich and well-argued justification for the selected curricular approaches for their ELL learners with disabilities.</li> </ul>

an inclusion setting. However, I do believe that throughout the years, there will be an increasing demand for bi-lingual education in my district as Lincoln becomes more diverse.

Language plays an important role in society as a means of communicating among others and learning about oneself in the form of expression. Language consists of oral or spoken language, body language, sign language, pictures, and written expression and or through the use of Braille. Learning and using various forms of communication will assist students in understanding various methods to share and convey their ideas to others by using other functions of language other than oral language. Various projects such as advertising a product may assist in using various communication methods to convey an idea to a majority of people.

Learning is a never-ending journey. A person learns from him/herself, others, society, and through global awareness and occurrences. It is developed through life experiences, critical thinking, instruction, and through one's cultural knowledge. Individuals can follow or create a path to their own learning. Understanding oneself as a whole is crucial in being able to attain and gather knowledge in a variety of forms for various purposes.

Learning should be at a developmental and individualized level that relates to the learner. A learner's experience, skills, language, culture, values, and beliefs should be valued as an educational resource in the classroom and school setting. Paralleling intrinsic and extrinsic motivators will assist the learner in developing self-worth and knowledge to move them toward becoming a self-directed learner.

In teaching, teachers guide students toward obtaining knowledge and skills to survive in society. Teachers should create a welcoming classroom environment for all learners which includes valuing each individuals' learning style, language, culture, preferences, strengths, and most importantly their thoughts and ideas. Teachers should provide students the opportunity to learn from each other and become the educator's inspiration for units that coincide with the curriculum they are expected to teach. Information being transmitted to the students and back toward the teacher is derived from history, literacy, experiences, and real-life situations that occur.

I feel that the characteristics and dynamics of the group of students impacts the teaching style of the educator and his/her approaches to learning the students. At times, teachers must take on a more assertive role due to the composition of the students. However, teacher's who take the time to research his/her students' behaviors, beliefs, attitudes, and learning styles will be able to use this knowledge in her teaching style to assist the students in actively learning. The teacher is consistently keeping in the best interest of the students.

### Curriculum

*I agree!*

Curriculum should express both societal and individual needs. Students should learn various skills and be provided with tools to survive in society. In the United States, and throughout the world, society is consistently changing, adapting, and molding into a new culture. Teachers should reflect current real-life situations and scenarios if relatable to her students.

History is also very important. Learning about the history of a nation is essential in learning how a society can avoid making similar errors and make improvements. All

subject matters should be treated equally, in that the teacher should demonstrate passion in teaching each content area to be trickled down to her students. Learning is not only for survival it is also for enjoyment and pleasure.

As an educator, teachers must use their roles, style of teaching, and the school environment and resources to design a curriculum that has the student's best interests in mind. A teacher must connect her teaching to the Grade Level Expectations (GLEs), Standards, WIDA English Language Proficiency standards, and student's interests.

*I think we are responsible to do it. I don't think all educators be it.*

It is important that students become exposed to a broad range of reading materials. Students in the classroom should be exposed to various books, subject matters, and genres. To support this, parents should be reading with their child at home even if it is recognizing print or symbols in their community or reading in their native language.

In designing curriculum, take into account the subject, setting, necessary information, materials, organization of lessons, and the purpose of teaching the material prior to implementing it in your classroom.

The Parent Teacher Organization (PTO) is an asset to the school. They organize various community fundraisers for families throughout the district. For example, they organized a fundraiser for a family in desperate need of a wheelchair accessible van for one of the fourth grade students this year. They also raised funds to assist a family whose 10-year-old son has a traumatic brain injury due to a rupture of an aneurism in his brain. The PTO also funded an after school student project that allowed students from grades 2-5 to paint a mural that symbolized what peace meant to them and aligned a vast number of flags around the mural to symbolize the various ethnic representations we have in our school community.



Teachers are able to access a school-developed library for teachers to use as resources in their classrooms. The reading specialists comprised their reading office into a teacher focused reference and materials library. The books are organized by reading levels and other books are organized by reading strategies such as visualizing and inferring. The school district provides teachers with opportunities for professional development by making teachers aware of the numerous opportunities utilizing their e-mail system and recommendations by principals.

In one of the three fifth grade classrooms at Saylesville Elementary School in the suburban town of Lincoln, I will be working with a total of 25 students. Four of these 25 students are self-contained placement students, two of which are labeled learning disabled, one has behavior disability, while the other is diagnosed as MR. The classroom teacher is provided with a reading specialist twice a week for one period, resource teacher 1 period a day, and a teacher assistant during social studies and science.

Within this large number of students, are 5 students with Personal Literacy Plans (PLP's), one level 4 ELL student, 13 females, 12 males, and a variety of cultures. These 24 students' ethnic backgrounds and cultures include African American, Portuguese, Spanish, Japanese, French, English Italian, Syrian, and German.

In planning to work in this classroom, I took into consideration the various skills and knowledge the students have in order to meet their individual educational needs. I felt that with the diverse population of needs and skills in this classroom developing and fostering *emotional intelligence* is necessary in this classroom. In society, one must be aware of one's own and other's emotions so that ideas and communication will come across accurately. Understanding and being aware of other's emotions is just as



important to ELL as learning the language. If they have strong emotional intelligence skills, they will be able to understand and interpret the person's body language to get a sense of what is being conveyed.

A *life skill*, such as money exchange, is crucial in survival throughout out the world. Incorporating lessons around a life skill is essential in fostering strong competent citizens in society. Being able to properly pay bills by writing up checks or properly filling out job applications are helpful for ELLs as well.

*Cooperative grouping* and learning is also important in surviving in society. A person must be able to ask questions to obtain information; be able internalize the information and determine if further information is needed; be able to communicate ideas or knowledge to others; and be able to have and utilize proper communication skills that will foster a positive social interaction with others. With ELL students, oral communication among cooperative group learning activities will allow them the opportunity to hear proper language usage and have the opportunity to practice using their second language skills in the context of a small peer group.

*Kinesthetic learning* through movement may be a method students may feel works best for them. In knowing this, choosing a career path that works to this learning style will assist them in enjoying their career. Teachers may assist the students in discussing and introducing various employment opportunities that work best for kinesthetic learners. Kinesthetic learning involves body movement, which allows ELL students the opportunity to learn without an abundance of oral or written language input or output.

Another type of learning style is learning through *music* and rhythm. Students may find it easier to learn and concentrate while listening to music or learning new material to a rhythmic beat. Creating songs to extend lessons and core content will assist a variety of students. It not only will be entertaining, but an opportunity for students to work and learn in their preferred manner. ELL may enjoy this type of learning because they can learn through short meaningful phrases put together in a rhythmic fashion.

In using these various strategies and theories, a teacher taps into her students learning preferences, core skills to survive in society, and creates a welcoming environment that accepts every learner in their classroom. I feel using these strategies as well as others will assist the all learners in meeting their individual academic goals while incorporating strong social and emotional skills.

### **References**

Banks, J. A. (1999). *An Introduction to Multicultural Education* (2<sup>nd</sup> Edition).  
Boston:Allyn and Bacon Publishing Company.

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<http://www.merriam-webster.com/dictionary/culture>

## Lesson Plan Grade 5

Discipline: Math  
MONOPOLY GAME



### Rationale:

As a member of society, a person must become familiar with using money as a means of survival to purchase goods as well as to sell them to provide essentials needed for themselves or their families.

### Mathematics Standards:

*Number & operations:* 4.2 comparing whole numbers; develop fluency in adding, subtracting, multiplying, and dividing whole numbers ✓

*Data, statistics, and probability:* 4.1 interprets a given representation; and 4.4 uses counting techniques to solve problems

### Grade Level Expectations:

M(N&O)–5–6 Mentally calculates change back from \$1.00, \$5.00, and \$10.00;

M(CCR)–5–1 Students will communicate their understanding of mathematics and be able to: Use a variety of technologies (e.g., computers, calculators, video, probes) to represent and communicate mathematical ideas. ✓


### WIDA:

Standard 3 Math (Listening and Speaking) English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics. ✓

ie. Apply and use place value or large whole numbers presented orally or from models, match patterns and relations of numbers

## Language Objectives:


### *Communicative*

- Students will use English Language skills to participate in small group game of Monopoly
  - Discuss purchases and selling of property with others in the group
  - Students will change groups after one game to have the opportunity to work with other peers
  - Students will discuss strategies to win the game
  - Students will follow oral and written directions, implicit and explicitly.
  - Students will listen to the subject matter information.
- 

### *Linguistic*

Students will be able to use learned language skills to properly communicate ideas with others.

## Mathematics Objective:

- Students will gather role die, count the die dots to move across the game board
  - Students will use money in order to purchase or sell property
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## Cross-Cultural Objectives:

Students will learn similarities and differences of money preferences (ATM card or cash).

Students will develop an appreciation of money.

## Learning Strategies:

- Students will activate their prior knowledge when using money to purchase property similar to what they will encounter in their environment as adults.
- Students will learn how to count money and keep track of money as a life skill.
- Students will monitor production of speech to allow for audience comprehension.

- Students will work cooperatively in small group situations.
- Students will move to another group allowing for kinesthetic movement.
- Students will listen to a CD with the song “I’m in the Money”
- Students will learn and witness emotions of others (who may be feeling frustrated because they don’t have as much money, or are confused to buy certain property, etc.)

### **Home School Connection:**

Parents can ask their child to count their change up for them. They may also roll coins together and bring them to the bank to be exchanged for dollar bills. Parents may also allow their child to pay for an item such as a juice at a bakery to allow them to utilize money and communicate with others in the community.

### **Accommodations:**

Using verbal communication and whole class discussion will assist learners who require verbal discussion to attain understanding. This is to also include modeling of the game using the teacher and student. Also, writing simple phrases as rules on the board to assist with student understanding of expectations. Working as a group will provide ELL (English Language Learners) the opportunity to practice the English Language. Students will use prior knowledge about games, reading die, working with others, and counting to assist with moving along the game board. Whole and small group instruction will occur during the lesson especially for groups who are unfamiliar with the game. Students will move from their groups to another group after the first game to allow for time to move, stretch, and most importantly variation of group members.

**Modifications:**

Whole group modeling and comprising of group game rules will occur during the introduction and conclusion of the lesson as well as an interactive set induction. During the body of the lesson, students will be split into four to five groups pre-allocated by the teacher. For the two or more students who require further/in-depth explanation of activities, I will conference with each one individually and re-explain the assignment and modify accordingly. For the lower level learners, the Monopoly game that works with the credit card versus paper money will be used to eliminate having to count to such a high number and be distracted with a large amount of paper.

**Materials:**

Two to three regular versions of Monopoly, two New Banking Editions of Monopoly, allocated desk areas where students can sit as a group, calculators on hand if needed, dry erase board or chart paper, dry-erase markers or regular markers, tape if using chart paper, CD player, CD with the song "I'm in the Money" and other fun money songs to be played while student are working in a group. Prior research on a typical rent amount in Lincoln, an average car cost, and an average home in the area of Lincoln. *Note:* there is also a Spanish version of Monopoly available. America in a box version is also available for a social studies unit.

**Set Induction:**

After taking the progress test of Unit 1 or 2 of the Everyday Mathematics program reviewing place whole number place value and money. Inform the students that today they are going to become adults. They are going to have the responsibility to make

decisions on buying or selling property with a goal of reaching the finish line using the Monopoly game. Take an inventory of how many students have played Monopoly.

1. Ask the students to estimate how much they think rent would be in an apartment in Lincoln and write the student's answers on the board next to \$rent and a sketch of a house pointing across the second floor?
2. Then ask them to think about and come up with an amount of money for a car (Honda Civic could be used as an example) write their responses on the board \$car and drawing?
3. Ask them to then think about how much a house would go for in Lincoln write their responses on the board next to \$ house and sketch of a house?
4. Then ask them how much a bicycle would be or a scooter? (This is taking into account that the majority of students have one and may have gone with their parents to purchase it, therefore; getting a closer actual estimate.)
5. Tell the students that you have done some research on how much parents/adults have to spend to have these necessary items (house, car, and apartment).
6. Write your researched amounts in a different color on the board.
7. Tell the students that today, they are going to be responsible to make enough money to purchase a house and survive using the Monopoly game. *Life skills*
8. Students who have played before will be asked to provide simple phrases as "How to Play Monopoly" as a reference for the class. This will be posted during the activity.
9. The whole class will come up with rules to work as a group. This will also be posted.



10. Then, ask the students to make suggestions as to how to help someone who does not like to loose, particpate, or take turns so that they whole group can work smoothly. Suggestions will be written as well as pictorial facial representations for the moods.
11. The students will then be divided up into five groups of five. Students who will be using the Electronic game board will be paired with peers. When it is time to move to another group, they will move to another area that has the electronic game board. All students will have the opportunity to work with the electronic version of Monopoly.
12. The teacher assistant, special educator, and teacher will be working beside 1-2 groups to assist them in working together cooperatively, counting correctly from the die, moving and correctly matching 1:1 their game piece to the board, and discussing various emotions amongst the group and encourage the students to do the same with one another. (Ex. Wow, Samantha is excited that she just earned \$200 when she moved two spaces.) *Emotional Intelligence and cooperative learning/grouping*
13. Students will work together for about 15 minutes or until their game is over while the music "I'm in the Money" is being played. Then the teachers will switch groups. *Kinesthetic Movement and Music integration*

**Conclusion:**

Once the whole class has played two rounds, the class will return to whole group. They will discuss their triumphs and difficulties they encountered while playing the



game. How did it feel to win or loose? Did you think you were asked to pay too much for things? Give us some examples?

As a whole class they will devise a plan to improve and strategize to reach their goal. The teacher will also ask the students about what they have learned about working with others today and how they can improve? These will be listed as “How we can do better” to be used again when cooperative group lessons are being used. Teacher may also decide to now incorporate these two game versions into their indoor recess options to continue to promote positive cooperative group interactions, work on life skills by reviewing counting whole dollar amounts, adding and subtracting dollar amounts, 1:1 counting of spaces, and learning how to use an electronic devise to keep track of your money.

**Assessment:**

Students will be assessed informally throughout the lesson by referencing a student checklist. Check list columns will reference: worked well within the group; counted whole dollar bills accurately; subtracted whole dollar amounts accurately; used the electronic devise; followed game directions; followed class derived rules; helped a friend; had self-control; and participated.

