

MODELS OF TEACHING PORTFOLIO

Submitted by

Heather V. Blackwell

to

Dr. Dawn Wilson

In partial fulfillment of the requirements for

EDUC 6330:  
Teaching Methodology for the Professional

July 26, 2015

## Table of Contents

<b>Purpose and Objective</b>	3
<b>Math</b>	
<hr/>	
<b>Model 1: Concept Attainment</b>	
Perimeter of 32	4
<b>Model 2: Group Investigation</b>	
A Picture is Worth a Thousand Words – STAAR Picture Prompts	8
<b>Model 3: Direct Instruction</b>	
The Forms of Numbers	13
<b>Science</b>	
<hr/>	
<b>Model 4: Inductive Model</b>	
States of Matter	18
<b>Model 5: Inquiry Training Model</b>	
Science is All about Asking Questions	22
<b>Model 6: Memorization</b>	
Our Planets	25
<b>English Language Arts</b>	
<hr/>	
<b>Model 7: Synectics</b>	
My Life as a Raindrop	28
<b>Model 8: Advance Organizer</b>	
The “Meat” of a Paragraph	32
<b>Social Studies</b>	
<hr/>	
<b>Model 9: Picture Word Inductive Model (PWIM)</b>	
Public vs. Private Services	36
<b>Model 10: Role Playing</b>	
The Life of an Immigrant	41

## **Purpose and Objective of Portfolio**

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

#### **Purpose:**

The purpose of this portfolio is to demonstrate my understanding of various teaching models that can be used effectively in a classroom setting.

#### **Objective:**

The specific objective of this portfolio is to demonstrate the use of these teaching models through specific lesson plans. The following lesson plans were designed for use in a 3<sup>rd</sup> grade self-contained classroom, though adaptations could be made to suit other grade levels. In each lesson plan, I have used the syntax model presented in *Models of Teaching* (Joyce, Weil, Calhoun, 2015) for each particular teaching model.

## Model 1: Concept Attainment

**Lesson Title:** Perimeter of 32

**Grade Level:** Third Grade

**Subject:** Math – Area/Perimeter Unit

**Lesson Goals:** The learner will determine the perimeter of a polygon (Math TEKS 3.7B). This goal will be facilitated through understanding examples and non-examples using the concept attainment model.

**Lesson Objectives:**

- The learner will use critical thinking skills to determine the concept that is shown by the examples.
- The learner will find the perimeters of a variety of polygons.

**Materials/Resources Needed:**

- Various shapes with length markings that allow for solvable perimeters. Many shapes should have the perimeter of 32 (examples).
- Handout of a number of other polygons that have perimeters of 32 and other measurements. There should be a copy for each student.

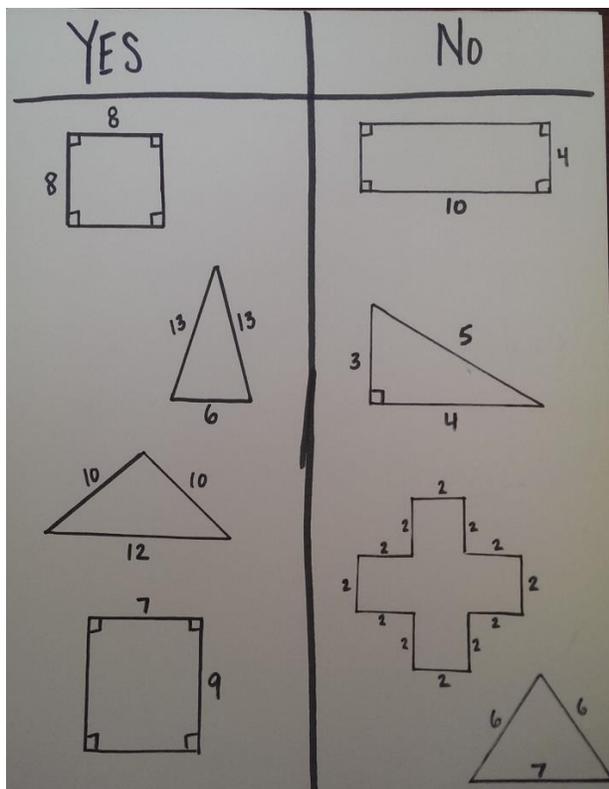
**Lesson Components:**

**Focusing Event:**

Draw a t-chart on the board. Label the columns as YES and NO. Explain to students that you will place a number of shapes in the t-chart. Their job is to solve the mystery of why all the shapes in the YES column of the t-chart are examples. Anything that has been placed in the NO column is a non-example.

### Phase One: Presentation of Data and Identification of Concept

Begin to place shapes with identifying measurements onto the correct side of the t-chart. All the YES examples should be shapes that have a perimeter of 32 units. All the NO examples should have a perimeter that would equal anything but 32 units. Make sure to not place the easiest and most obvious examples on the board first. Please see below for examples:

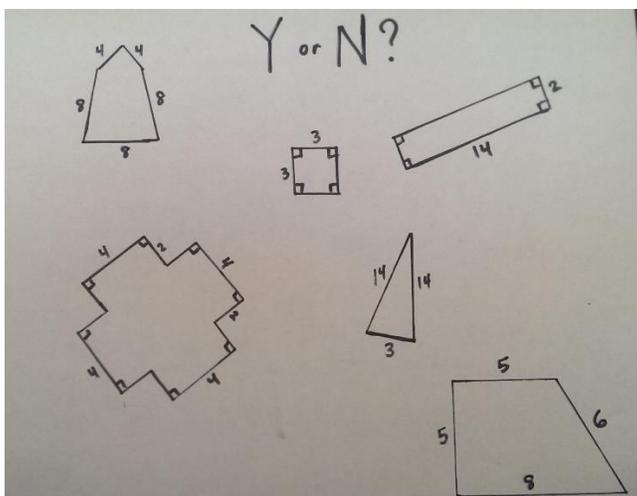


Ask students to come up with a hypothesis of what the “mystery idea” might be.

### Phase Two: Testing Attainment of the Concept

Give students polygon handout with solvable perimeters and ask them to place a Y or N on each shape if they believe it should go in the YES column or NO column on your chart (**formative assessment**).

Examples that could be included on your handout:



Ask students to share their ideas of what the “mystery idea” might be. Confirm their hypotheses if correct.

### Phase Three: Analysis of Thinking Strategies

Lead discussion of how students knew that the “mystery idea” was shapes that have a perimeter of 32 units. Ask for their thinking strategies and discuss. How did they solve some of the problems that had a missing length? Discuss their thinking. Ask if anyone else come up with a hypothesis that could be proven by all the examples and non-examples that were given.

### Lesson Extension:

Ask students to create their own YES or NO set of columns with examples on a piece of construction paper. Place the “mystery idea” on the back and share with a friend to see if they can solve their mystery (**summative assessment**).

**Modifications Suggested for English Language Learners:**

Remind ELL students to go back through their math journal notes, key words, and key ideas to help them find the concepts that they want to name when they are formulating their hypothesis.

## **Model 2: Group Investigation**

**Lesson Title:** A Picture is Worth a Thousand Words

**Grade Level:** Third Grade

**Subject:** Math (STAAR Prep)

**Lesson Goals:** The learner will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution (Math TEKS 3.1B).

### **Lesson Objectives:**

- The learner will write observations about picture prompts from STAAR tests.
- The learner will create problems that could be solved using the picture prompt from a STAAR test.

### **Materials/Resources Needed:**

- Picture prompts from mock or released STAAR tests (please see attached for some options)
- Chart paper
- Different colored marker for each group

### **Lesson Components:**

#### **Phase One: Encounter Puzzling Situation**

Tell students how important every aspect of reading a STAAR problem is including the picture prompt. Tell students that we have covered all the curriculum there is to know for the STAAR test and that we are going to continue working on our problem-solving skills. We are

going to practice being excellent detectives today. We are going to use our observation skills combined with what we already know to make observations and create our own STAAR problems.

### **Phase Two: Explore Reactions**

Ask students what they think about this process. Who normally studies the picture and makes observations before they jump to reading the words in the problem?

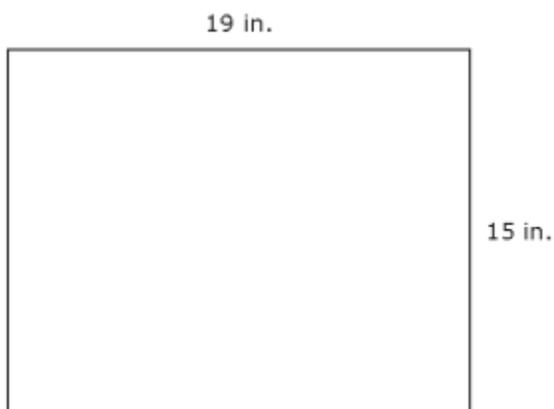
### **Phase Three: Formulate Study Task**

Divide the students into groups of four and give each group a different colored marker. Ask them to study and investigate the picture prompt and write their observations on the chart paper at the table. After 5 minutes, have students rotate to a new picture prompt paying attention to what the group/s ahead of them has already written. Make additional observations.

### **Phase Four: Independent and Group Study**

Students make observations of the picture prompts and write them on the chart paper.

Example of student observations with given picture prompt:



- This is a rectangle.
- This rectangle is measured in inches.
- The top and bottom each measure 19 inches.
- The right and left sides each measure 15 inches.
- Rectangles have four square corners and two sets of parallel sides.
- The perimeter of this shape is 68 inches.
- The area of this shape is 285 square inches.

If students have questions over something that is written, the color marker that the work was written in will allow students to go question that group as each group has a specific marker color. This also allows the teacher to check for understanding and find a group that has misconceptions that need to be addressed.

### **Phase Five: Analyze Progress and Process**

Once students rotate through all the picture prompts, each group returns to their original picture prompt and reads through all the observations. The groups should analyze and evaluate each observation and make sure it is true of the picture prompt. Discuss issues through whole class feedback.

### **Phase Six: Recycle Activity**

Student groups then rotate again instead writing STAAR type questions that could go along with the picture prompt that is given. Once they have cycled through all the picture prompts, return to their original picture and analyze and evaluate all the questions that were created.

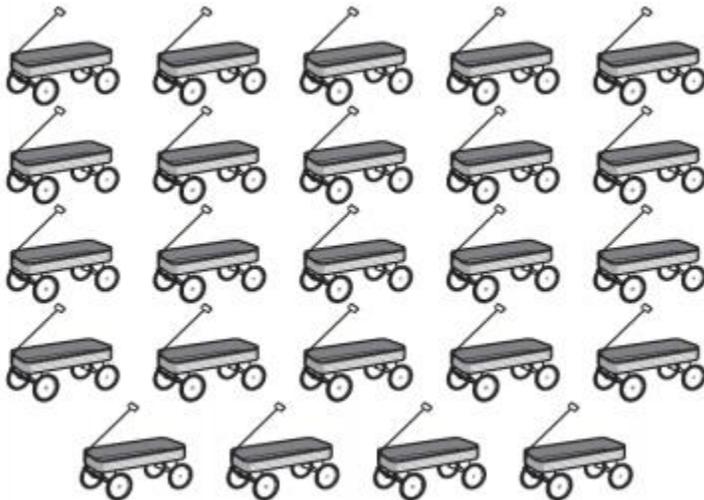
### Modifications Suggested for English Language Learners:

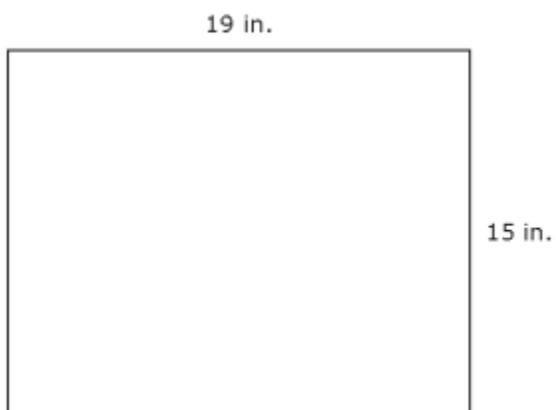
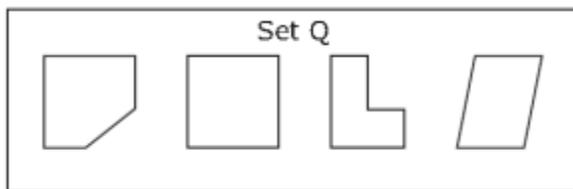
Remind ELL students to go back through their math journal notes, key words, and key ideas to help them with their observation notes and question writing.

### Examples of STAAR Picture Prompts:

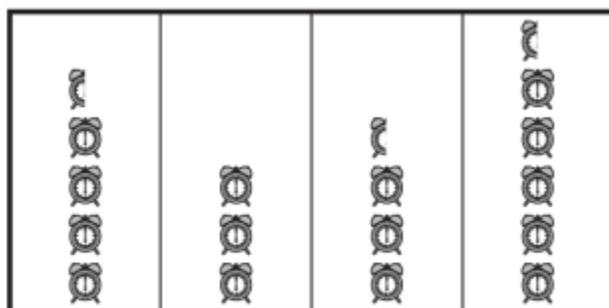
Car Dealership

Number of Trucks	Number of Cars
78	110
95	127
83	115
72	104
91	123





### Homework Time



Monday

Tuesday

Wednesday

Thursday

Each  means 10 minutes.

### **Model 3: Direct Instruction**

**Lesson Title:** The Forms of Numbers

**Grade Level:** Third Grade

**Subject:** Math

**Lesson Goals:** The learner will compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate (Math TEKS 3.2A).

**Lesson Objectives:**

- The learner will identify the standard form, word form, picture form, and expanded form of a number.
- The learner will read and write numbers in standard form, word form, picture form and expanded form.

**Materials/Resources Needed:**

- Base-10 blocks
- White board marker for each student
- Number tile bag for each table group
- Math curriculum workbook

**Lesson Components:**

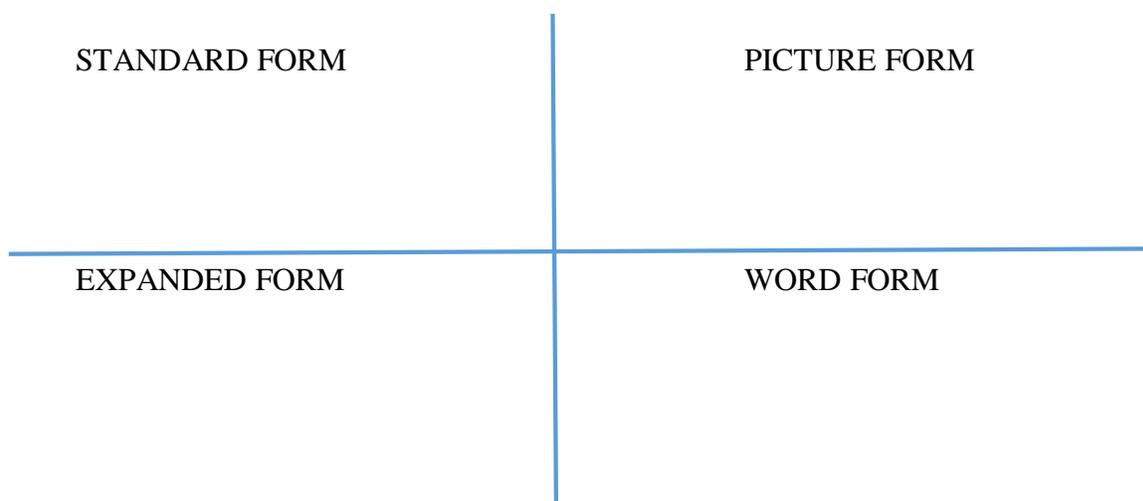
**Phase One: Orientation**

Ask students to read the objective together: I can read and write numbers through ten thousands in standard form, word form, picture form, and expanded form.

The tallest mountain in Texas is called Guadalupe Peak. It is 8,749 feet tall. We are going to work together today to represent this number and other numbers in four different forms. First, I will show you, then we will practice together, and, finally you will practice on your own.

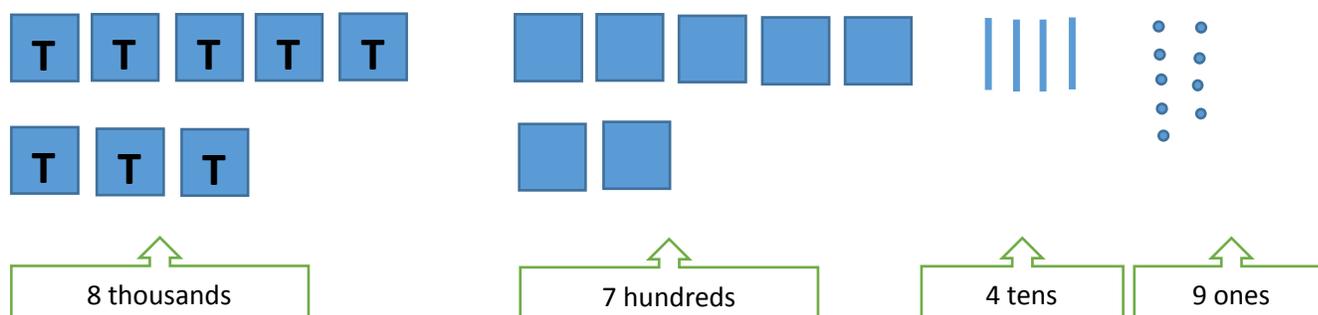
### Phase Two: Presentation

Draw quadrant chart on the board. Label each section – standard form, picture form, word form, and expanded form.



Tell students that when you see a number written with digits it is called **standard form**. Write 8,749 in the quadrant labeled standard form. Draw a place value chart under it to show what each digit is worth.

Remind students that we can look at the value of each digit based on what place it is in. In 8,749, we see 8 thousands, 7 hundreds, 4 tens, and 9 ones. We can model this with our base-10 blocks and put that in the quadrant labeled **picture form**. Or we can draw the model of the picture. Draw the following picture in the picture form quadrant:



We can also write with numbers what this picture represents. How many thousand cubes are there? 8, so we write 8,000. We continue with the hundreds. There are 7, so we write 700...and so on. We are breaking apart or expanding what each digit in standard form looks like, so we write  $8,000 + 700 + 40 + 9$  in the **expanded form** quadrant.

Lastly, we think about how we would read the standard form number out loud and write it in words as the **word form** of the number – eight thousand, seven hundred forty-nine.

### Phase Three: Structured Practice

Tell students that you will walk through one of these together. Casa Grande Peak in Big Bend National Park is 7,326 feet tall. Ask students to draw and label a quadrant chart. Walk students through the steps of this problem asking for answers from the class and filling in the quadrant chart as you go.

- When we look at this number what form is this? Standard form.
- How do we know what to draw for the picture form? We have to look at the place value of each digit.
- How many thousands cubes should we draw? 7
- How many hundreds flats? 3
- What should we use to represent the 2 here in the tens place? 2 rods

- How about the 6? 6 unit cubes
- Let's use what we found for the picture form to write the expanded form. How many thousands? 7. Write it as 7,000.
- What will we write for the hundreds place? 300
- And for the rest of the number?  $20 + 6$ . Make sure the expanded form quadrant looks like  $7,000 + 300 + 20 + 6$
- Finally, how do we say the number that's in standard form? How would we write it in words? Seven thousand, three hundred twenty-six.

Ask students to check what they wrote in their quadrant chart with the chart that has been filled in on the board.

\*This step can be repeated a few times, if needed, until students seem to be comfortable with the various number forms.

#### **Phase Four: Guided Practice**

Tell students to draw another quadrant chart on the desk and label each quadrant standard form, expanded form, word form, and picture form. Give each table group a bag of number tiles. Have students form a number with four number tiles (ex: 6,132). Ask students to write the various forms of the number in each section of the quadrant chart. Check for understanding as you walk around and observe and correct misconceptions. Part way through this time ask students to create five or six digit numbers, but allow them to skip the picture form as they move away from that concept. Students should be able to focus on the expanded form for larger numbers.

**Phase Five: Independent Practice**

Tell students to open their math curriculum workbook and work on the corresponding lesson on their own. Check a chosen problem as a check for understanding and ask for any questions at the end of the independent practice.

**Modifications Suggested for English Language Learners:**

Have ELL students make a place value chart in their math journal with the place values written in English and their L1 if they wish.

### **Model 4: Inductive Model**

**Lesson Title:** States of Matter

**Grade Level:** Third Grade

**Subject:** Science

**Lesson Goals:** The learner will describe and classify pictures and samples of matter as solids, liquids, and gases (Science TEKS 3.5B). This goal will be facilitated through classifying based upon the physical properties of the various states of matter.

**Lesson Objectives:**

- The learner will recognize the defining properties of each picture or sample.
- The learner will group matter into categories according to the attributes of solid, liquid, or gas.
- The learner will test their hypotheses regarding solids, liquids, and gases.

**Materials/Resources Needed:**

Each group of 4 students will need the following materials:

- A baggy filled with 20+ pictures of a variety of objects. There should be samples of solids (e.g., table), liquids (e.g., cup of soda), and gasses (e.g., wind).
- A bucket filled with several real life objects for classifying, such as pencil, block, marble, water bottle full of water, juice box, blown up balloon. It should be noted that other solids such as a plastic bag or a rubber glove that could have a gas blown into them would be good choices.
- Chart paper and markers
- Paper and pencils

**Lesson Components:****Phase One: Identify the Domain**

Remind students that we learned about identifying physical properties of objects last week when we studied their magnetism, mass, temperature, and ability to sink or float. Today we are going to continue to look at physical properties of matter.

**Phase Two: Collect and Enumerate Data**

Divide students into groups of three or four and give each group a baggy of matter pictures and a bucket of the matter items and ask the students to go through the group of pictures and objects to make sure they understand what each picture represents. Ask students to label each picture.

**Phase Three: Examine the Data**

Ask students to examine each picture and real life object and make observations about its physical properties. Students can record their observations on paper.

**Phase Four: Form Concepts by Classifying**

After students record their observations, ask them if they can group any of the pictures or items in certain ways. Students may begin to group items in a variety of ways. After sufficient time has been given for grouping, ask students to share a way that they have grouped the items. Write the various groupings on the board as students give feedback.

At this point the teacher may ask students to regroup a different way (if time allows) or give them the explicit suggestion regarding solids, liquids, and gasses if they haven't arrived at

this way of classifying yet. Ask students to sort their pictures and real life objects into the solid, liquid, and gas categories.

### **Phase Five: Generate and Test Hypotheses**

Ask students to define the reason each object belongs in the category. Allow them to “test” their hypotheses by using the bucket – filling it with solids, pouring liquids, etc. At this point some students may also be trying to blow up the rubber glove or plastic bag as a gas test. Ask students to share what they discovered about the categories of solids, liquids, and gasses. Lead the group in a discussion regarding how each category acts differently if you place an item from that category in the bucket (i.e., water takes the shape of the bucket).

### **Phase Six: Consolidate and Transfer**

Ask students to draw their solid, liquid, gas classifications onto the chart paper. Students may then glue, draw, or name each object that they sorted. Alternatively, students may test other objects around the classroom.

For a **summative evaluation**, the teacher can ask students to create an exit ticket where they provide at least one more example of each type of matter that they could see in the classroom or elsewhere in the school (e.g., The milk that we get in the cafeteria is a liquid).

### **Modifications Suggested for English Language Learners:**

This lesson is highly focused on pictures and actual objects which should lend to a higher comfort level for most ELLs. However, for beginner or intermediate ELLs, allow them the opportunity to label pictures in their L1 as well as in English. At the end of the lesson, give them

index cards to create flashcards for **solid**, **liquid**, and **gas** and allow them to draw or write a few of the examples that they identified with their group during the lesson.

### **Model 5: Inquiry Training Model**

**Lesson Title:** Science is All about Asking Questions (Beginning of Year – Introduction to Science Lesson)

**Grade Level:** Third Grade

**Subject:** Science

**Lesson Goals:** The learner will use scientific inquiry methods (Science TEKS 3.2).

**Lesson Objectives:**

- The learner will ask questions to discover what is in the mystery box.
- The learner will use critical thinking and inferencing skills to draw conclusions.
- The learner will discuss how asking questions and using prior knowledge will help them in their science work.

**Materials/Resources Needed:**

- A box filled with 10 classroom items (eraser, whiteboard marker, tissue, clothespin, pencil, etc.)
- An index card and pencil for each student

**Lesson Components:**

**Focusing Event:**

Discuss how scientists use inquiry and questioning skills to find the answers to problems. Science is all about asking questions and then testing out the questions we are asking. Inquiry, or asking questions, is an essential skill that we all have to learn if we are going to be good scientists.

### **Phase One: Confrontation with the Problem**

The teacher will ask students if they know how to play “20 questions” and then show students the mystery box. The box is filled with random classroom supplies as noted above. Tell students their job is to figure out what items are in the box. Explain that they can only ask yes or no questions, but cannot ask directly if an item is in the box (e.g., They may not ask "Is there an eraser in the box?", but "Is there an item in the box you can use when you make mistakes?")

### **Phases Two and Three: Data Gathering – Verification and Experimentation**

Students ask teacher various questions about what might be in the box. The teacher must remember to only answer “yes” or “no” to the questions redirecting students as needed to remind them of this.

Examples of possible questions students may ask:

- Is there something in the box that can write? Does the thing that writes have colored ink? Do you usually use this to write on paper?
- Is there something in the box that is square? Does the square think have a sticky edge? Is the square yellow?

### **Phase Four: Organizing, Formulating an Explanation**

While all students are asking questions each should be formulating ideas of what objects are in the mystery box. On their index card, have students number the card 1-10 and record their thoughts about the ten different objects that are in the box. The teacher can ask students to now guess what items are in the box. If a student guesses an item the teacher can ask students if anyone else has more information that they gleaned about that item (e.g., Some students may

have figured out that there was a marker in the box. Did anyone discover that there was a green whiteboard marker in the box?)

### **Phase Five: Analysis of the Inquiry Process**

Lead a discussion with the students about what they did to make their discoveries. Discuss how important asking questions is to the field of science. All good scientists ask questions and then test out their hypotheses.

In addition, ask students how they knew which questions they should be asking. Remind students that using their own prior knowledge when they are exploring the world through science is very important. They are connecting new knowledge to things that they already know.

### **Modifications Suggested for English Language Learners:**

For beginner or intermediate listening and speaking ELL students, in particular, give them a chart of adjectives and verbs that will help them in formulating ideas. The chart could include pictures and labels of various colors, descriptive words, and action words that may be used in this inquiry lesson.

## Model 6: Memorization

**Lesson Title:** Our Planets

**Grade Level:** Third Grade

**Subject:** Science

**Lesson Goals:** The learner will identify the planets in Earth's solar system and their position in relation to the sun (Science TEKS 3.D). This goal will be facilitated through the use of a mnemonic device and ridiculous association.

**Lesson Objectives:**

- The learner will memorize the eight planets in order from the sun using a mnemonic device and ridiculous association illustration.

**Materials/Resources Needed:**

- Construction paper
- Markers
- Labeled picture of the solar system with planets in order from the sun
- Teacher's ridiculous association illustration

**Lesson Components:**

**Phase One: Attending to the Material**

Display a picture of the solar system that shows the sun and eight planets in order. Tell students that we will be working to memorize these planets in order from how far they are away from the sun with the closest being listed first. Underline the first letter of each planet name (e.g., Mercury).

## Phase Two: Developing Connections

Explain to students that there are several ways to go about trying to memorize lists like the planets. Today we will use a mnemonic device and ridiculous association to help our brains remember the list of planets in order. Begin with pointing out the underlined beginning letters in the planet names. The mnemonic we will use is to make a silly sentence using the first letter in each planet name. Write this on the board showing the comparison.

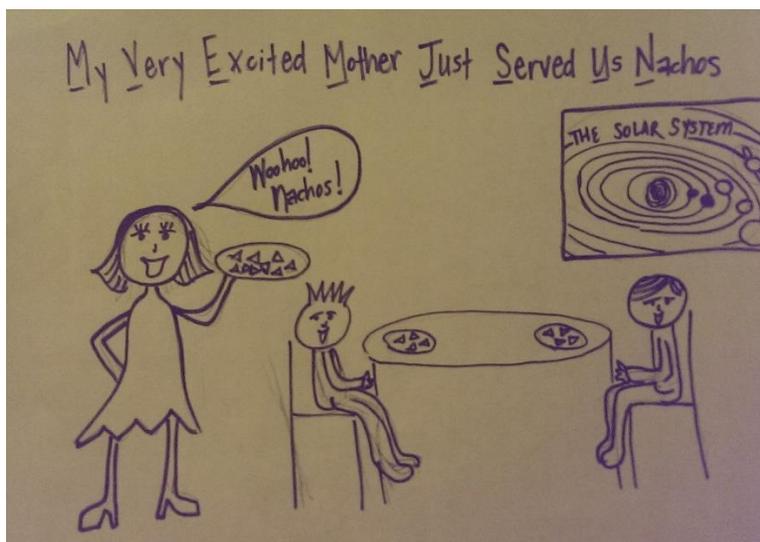
Example:

<u>M</u> ercury	<u>V</u> enus	<u>E</u> arth	<u>M</u> ars	<u>J</u> upiter	<u>S</u> aturn	<u>U</u> ranus	<u>N</u> eptune
<u>M</u> y	<u>V</u> ery	<u>E</u> xcited	<u>M</u> other	<u>J</u> ust	<u>S</u> erved	<u>U</u> s	<u>N</u> achos

## Phase Three: Expanding Sensory Images

Tell students that memorizing this sentence will help them to remember the planets in order a little easier. Besides remembering words, our brains also like to see and remember pictures. Show the illustration of your silly sentence.

Example:



**Phase Four: Practicing Recall**

Ask students to make their own silly sentence to fit the chart and illustrate their sentence. Tell them that the more ridiculous they make it, the more likely they will be to remember it.

After students complete their sentences and illustrations, have them share with a partner and practice saying the planet names in order.

**Modifications Suggested for English Language Learners:**

Allow ELL students to use bilingual dictionary if needed to find appropriate words when they are creating their own sentence.

## Model 7: Synectics

**Lesson Title:** My Life as a Raindrop

**Grade Level:** Third Grade

**Subject:** ELA – Writing [Cross-curricular with Science – Water Cycle unit]

**Lesson Goals:** The learner will write a literary text to express their ideas and feelings about an imagined idea (Writing TEKS 3.18). This goal will be facilitated through making direct and personal analogies using the synectics model.

**Lesson Objectives:**

- The learner will make direct analogies.
- The learner will make a personal analogy of a water molecule going through the water cycle.
- The learner will write a paragraph about their experience as a water molecule in the water cycle.

**Materials/Resources Needed:**

- Writing journal and pencil

**Lesson Components:**

**Phase One: Description of Present Condition**

Ask students what they already know about the water cycle. Tell students you are going to take them on a creative thinking tour called “synectics” that will help them to possibly see or experience the water cycle from a different point of view. This will be a pre-writing exercise for a paragraph assignment.

### **Phase Two: Direct Analogy**

Ask students to discuss their ideas regarding the following direct analogies. What do the following things have in common? How are they alike? Ask students some random direct analogies to get their thinking flowing.

Some examples:

- How is the sun like hair?
- How is a tree like a lunch kit?
- How is a puddle like a blanket?
- How is grass like a shirt?
- How is a water molecule like a student?

### **Phase Three: Personal Analogy**

Ask students to continue to respond to these whole group questions as they become a water molecule in the water cycle. Students may share with the group when called on. Allow several students to answer each question as students usually formulate some of their own thinking when they can hear the thoughts of their classmates. There are no truly right or wrong answers here. Remember to focus on thoughts and feelings, though you may press students for justifications.

- You are a water molecule in a puddle on the playground. How do you feel?
- You feel the sun's rays shining down on you. How do you feel now?
- You start to warm up so much that you begin to rise into the air. What are you thinking?
- You are rising up into the sky so high above the ground. How do you feel now?
- You settle in with other water molecules that have cooled off a bit and start to form a cloud. How do you feel about that?

- You are now falling back to the earth. How does that feel?
- What do you think about all the other water molecules around you?
- How do you feel when you arrive back to earth?

#### **Phase Four: Compressed Conflict**

Listen carefully to the student's thoughts and feeling in Phase Three. Use some of the conflicting (oxymoronic) descriptions (e.g., dried up water) that they use and explore these ideas.

- Give an example of ...
- How is a water molecule like...
- What part of the water cycle is like...

#### **Phase Five: Direct Analogy**

Return to direct analogies to get their thoughts flowing again. Ask a number of these that relate back to the personal analogy story or the compressed conflicts that were given in the previous phases.

#### **Phase Six: Reexamination of the Original Task**

Now ask students to think about their experience as a water molecule and write a paragraph about their journey through the water cycle.

#### **Modifications Suggested for English Language Learners:**

Provide a picture model for the different analogy words that are used in Phase Two. Also provide a picture of the water cycle with given keywords (e.g., evaporation, condensation,

precipitation) for ELL students to refer to as they are thinking about the personal analogy questions.

### **Model 8: Advance Organizer**

**Lesson Title:** The “Meat” of a Paragraph

**Grade Level:** Third Grade

**Subject:** ELA - Writing

**Lesson Goals:** The learner will create a brief compositions that establishes a central idea in a topic sentence, include supporting sentences with simple facts details and explanations, and contains a concluding statement (Writing TEKS 3.20A). This goal will be facilitated through the use of a graphic organizer – the hamburger paragraph model.

**Lesson Objectives:**

- The learner will utilize the hamburger paragraph model to organize their paragraph elements.
- The learner will write a paragraph with a topic sentence, three detail sentences, and a concluding sentence.

**Materials/Resources Needed:**

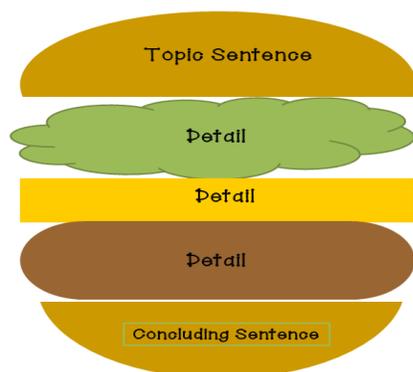
- Writing journal and pencil
- Handout of hamburger graphic organizer. There should be a copy for each student.

**Lesson Components:**

**Phase One: Presentation of Advance Organizer**

Tell students that you are going to work on writing a proper paragraph with essential elements. Explain that to do this task, the class will be using a graphic organizer that will help them build their paragraph. Show the example of the graphic organizer:

### Hamburger Paragraph Model



Created by: MrsAmyM

Tell students that when they are writing a paragraph we want 3 “meaty” details. When we think of the hamburger and all the good stuff inside we have to hold it together with the bun. What we hold these details together with is a main idea (topic) sentence and a concluding sentence.

### Phase Two: Presentation of Learning Task

Tell students that we are going to write a paragraph about having a dog for a pet. As the teacher you can make a connection to your own dog if you have one, but it’s important to get ideas from students that are dog owners or pet owners that can imagine what a dog/pet needs. Possible answers here may include feeding, walking, and bathing. When you have come up with three details about having a dog as a pet, start to put your paragraph together using the hamburger model. Either project an outline of the hamburger on the whiteboard to write/type on or draw one on the whiteboard or an anchor chart.

What is the topic sentence or main idea? The important things you need to do when you own a pet. Come up with a workable topic sentence together as a class and record it on the top bun of the hamburger.

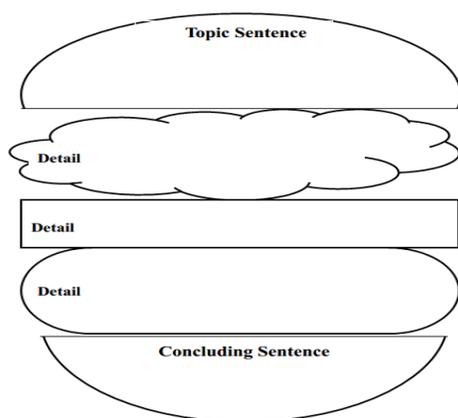
What are the details that are important about having a dog? Feeding, walking, and bathing. Come up with detail sentences and record on the lettuce, cheese, and meat portions of the hamburger.

With what do we have to wrap up our paragraph? A concluding sentence to hold it all together. Work together as a group to make a concluding sentence and record it on the bottom bun of the hamburger.

Example paragraph:

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

#### Hamburger Paragraph Outline



Created by: MrsAmyM

Topic: Having a dog as a pet is a lot of work.

Detail #1: You have to feed your dog every day and usually give it medicine once a month.

Detail #2: It is also important to walk your dog around the block or to the park for exercise.

Detail #3: When your dog gets dirty you have to give it a bath with dog shampoo.

Conclusion: Taking care of a dog is hard work, but having a furry friend is worth it!

### Phase Three: Strengthening Cognitive Organization

Ask students to write another paragraph using the graphic organizer page on a topic of their own choosing. Remind students to make sure they begin with a topic (main idea) sentence, continue with three detail sentences, and then wrap it up with a concluding sentence.

**Modifications Suggested for English Language Learners:**

Allow ELL students to use their bilingual dictionary if needed for their writing. For beginner students, allow use of their L1 in their own writing work in Phase Three.

### **Model 9: Picture Word Inductive Model (PWIM)**

**Lesson Title:** Public vs. Private Services

**Grade Level:** Third Grade

**Subject:** Social Studies

**Lesson Goals:** The learner will identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (Social Studies TEKS 3.2B). The learner will also identify services commonly provided by local, state, and national governments (Social Studies TEKS 3.9C) and explain how local, state, and national government services are financed (Social Studies TEKS 3.9D). This goal will be facilitated through the Picture Word Inductive Model. (This is an extended lesson that should be taught over a number of Social Studies periods for this unit.)

**Lesson Objectives:**

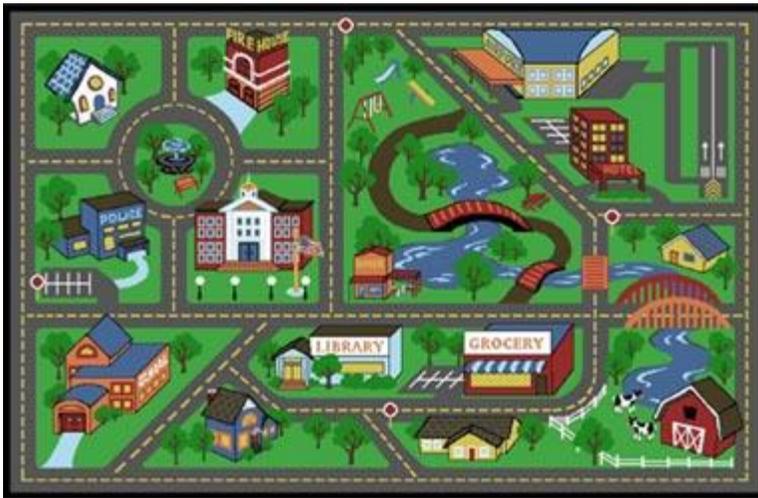
- The learner will identify and categorize words from the picture.
- The learner will identify public and private services.
- The learner will create a paragraph on a public or private service.

**Materials/Resources Needed:**

- Large picture of town with public service buildings such as school, police station, fire station, library, etc.
- Index cards
- Sentence strips
- Chart paper and markers

**Lesson Components:****Phase One: Studying the Photograph and Shaking out the Words**

Display a large picture of a town that contains several public service buildings similar to the one below:



Ask students to “shake out” words from the picture. Possible students answers:

- road
- house
- store
- school
- fire station
- library

Ask students to record these words in their planner or homework folder as these will be the words for their weekly spelling/vocabulary test.

## **Phase Two: Analyzing Word Attributes, Building Categories, and Developing Word**

### **Solving Strategies**

Ask students to work in groups of four and write the words that the class has “shaken out” of the picture on index cards. Tell students to sort the words into groups or categories. How are they alike? Ask students for feedback.

Tell students that other categories that some of these words could be placed in are **public services** and **private services**. Explain that public services are places that are usually run by the government and paid for through taxes. These places offer services for free or at a low cost to the community (e.g., The fire station is a public service because firemen will come put out a fire for us at any time. We don’t have to pay any fee to them to give us this service). They are different from private services that provide us a service or provide us with goods when we pay for them (e.g., A person that goes to the barber to get their hair cut receives a service, but pays for the service of getting their hair cut). Ask students to look at the words on their index cards and determine if they can place them in a category of public service or private service. Get feedback from students and correct misconceptions, if needed.

### **Phase Three: Creating Sentences**

Ask students to write sentences on sentence strips about each public or private service. What do these places do for people? How do they help the community? Do you think specific services should be made public if they are private?

**Phase Four: Making Titles**

Ask student groups to make a title to capture what is in the picture. Have groups give feedback and then vote on one that they would like to use. Ask students to make more sentences that explain the title that was chosen and add those to sentence strips as well. This phase could be repeated with another title that was chosen and more sentences could be written depending on how many available sentences you want for the following phases.

**Phase Five: Classifying Sentences**

(\*Before this phase begins, the teacher will need to type up all the sentences that student groups have generated and cut them into strips.)

Ask students to classify the sentences into groups that have something to do with public or private services (e.g., sentences that are all about the police station).

**Phase Six: Composing – From Sentences to Paragraphs**

Ask students to take the sentences from one group that they have sorted (e.g., all the strips that are sentences about the police station) and arrange them into a workable paragraph. Tell them to edit and add transition words to make them into a proper paragraph about their category's topic. Ask students to record their paragraph about a public or private service onto the chart paper. Then ask student groups to present their paragraph to the rest of the class.

Example student paragraph:

*Our school is a public service for the members of our community. All students in the neighborhood are welcome and we don't have to pay to come to school each day. The*

*government uses taxes from the community to help build the school building and pay our teachers to work. If we didn't have a public school it would be difficult to learn.*

**Modifications Suggested for English Language Learners:**

This lesson is highly focused on pictures which should lend to a higher comfort level for most ELLs. However, for beginner or intermediate ELLs, allow them the opportunity to write their words in their L1 as well as in English.

## Model 10: Role Playing

**Lesson Title:** The Life of an Immigrant

**Grade Level:** Third Grade

**Subject:** Social Studies

**Lesson Goals:** The learner will identify reasons people have immigrated to the United States and formed communities, including a need for security, religious freedom, law, and material well-being (Social Studies TEKS 3.2A). This goal will be facilitated through the use of role play.

**Lesson Objectives:**

- The learner will identify reasons that immigrants left their home to come to the United States.
- The learner will describe feelings and thoughts immigrants had when moving to the United States.

**Materials/Resources Needed:**

- Scenario cards – Each card should have an immigrant’s picture, name, situation in home country, with whom they are traveling/immigrating, and purpose for immigrating. The situations in home country and purposes for immigrating should include:
  - Famine or lack of food
  - Lack of work
  - War
  - Unfair Laws
  - Overcrowding
  - No opportunity for land ownership

**Lesson Components:****Phase One: Warm Up the Group**

Tell students that in the continuation of the Social Studies' unit on immigrants, you are going to take explore the issues though a role playing activity. This will allow the class to consider the feelings and thoughts of different immigrants that left their home country and are moving to the United States. Some of the situations they were facing were difficult. They were usually filled with hope as they were coming to a land where they believed they would have a much better life.

**Phase Two: Select Participants**

Present four different scenario cards to the class with the information on each one. Read the information and ask for any clarification on the scenarios that students may not understand. Ask for volunteers to fill the roles needed.

**Phase Three: Set the Stage**

Tell students that take on a role that they will be immigrants standing in line at Ellis Island discussing their homeland, their journey, and their hope for the future. If they were standing in line to enter a brand new country that they believed was an opportunity for a better life, what would they be thinking about? How would they be feeling? Would they be worried about family or friends that they left back in their homeland? Would they be excited or scared or nervous about what to do once they arrived in this new land? Remind students to reread the scenario card so that they can act out the best representation of what this person may be thinking and feeling.

**Phase Four: Prepare the Observers**

Divide the rest of the class into 4 groups. Ask each group to be responsible for considering one of the following topics:

- Feelings: Do you think the immigrants' feelings matched the situation in which they found themselves?
- Thoughts: Do you think the thoughts of the immigrants made sense?
- Behavior: Do you think the immigrants acted appropriately?

Possibly suggest that each person in the group focus on this area for one particular immigrant.

**Phase Five: Enact**

Students now act their roles for the setting of standing in line at Ellis Island. What might they say to those standing in line around them? What would they talk about?

**Phase Six: Discuss and Evaluate**

Allow for discussion from the observers on their topics and also from those role playing on how they thought the role playing went.

**Phase Seven: Reenact**

Ask if any of the students that are role playing would like to switch to an observer and let someone else have an opportunity. Remind the role players of their roles and allow the acting to continue. Add some additional considerations, if needed. These may include questions about how they think people already living in the United States will treat them, what kind of job they think they will be able to find, how they are going to learn to speak English, etc.

(\*This phase can be repeated as many times as you want. However, make sure to discuss and evaluate after each time.)

### **Phase Eight: Discuss and Evaluate**

Discuss and evaluate the reenactment. Draw student observers' attention to their topic if they are forgetting on what they should be giving feedback.

### **Phase Nine: Share Experience and Generalize**

Ask students what we can conclude about immigrants that left their homeland and came to the United States? Do you think their lives changed for the better? What kinds of hardships (if any) do you think they have left to face?

### **Modifications Suggested for English Language Learners:**

This lesson may lend to great prior knowledge about being in a situation as an immigrant. Allow ELL students to share their thoughts and feelings in a comfortable way when they are role playing or discussing and evaluating as an observer.