Conceptual Framework

A theme entitled "Education for Transformation" provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to meet the needs of the Commonwealth today and into the future by supporting the development of sustainable technologies and communities through its teaching, research, scholarship and engagement. The Graduate School of Education (GSE) contributes to this mission by educating new teachers and enhancing the professional development of those already in the field so that they may assume leadership roles focused on transforming the lives of children and the vitality of the region. The GSE's commitment to "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges.

The fundamental tenets of the school are excellence, equity, collaboration and inquiry.

In this course, students are expected to demonstrate these qualities through their use of pedagogical knowledge and skills to plan instruction that is adapted to meet the needs of diverse students in their classrooms. Students will extend their engagement with the concepts of the English Language Arts by planning, conducting and reflecting upon reading and writing processes that will help all students develop literacy skills such as reading, writing, speaking, listening, viewing, and critical thinking.
**Course Overview**

All graduate students in the initial certification program who intend to be certified in elementary education are required to take this course. During the course, we will explore and analyze approaches to the teaching and the assessment of language arts in the elementary school. In addition, we will study various genres of children’s literature and develop a plan for a multicultural literature program in elementary classrooms.

**Course Purposes**

This course is designed to:
- develop students’ understanding of the knowledge base and of the current literature that informs the teaching of the language arts in the elementary school. Assorted genres of literature and the development of literature programs for children in multi-cultural environments will be studied.

**Specific Objectives**

- Students will gain skill in organizing language arts curricula, to maximize the effectiveness of instruction in elementary classrooms.
- Students will become familiar with children’s literature as an organizing element in the elementary curriculum.
- Students will become knowledgeable about the state and national standards for the language arts and about the implications for instruction based on these standards.
- Students will apply this knowledge base and these competencies in the elementary teaching practicum.

**Intended Learning Outcomes**

Upon completion of this course, a successful student should be able to:

**Knowledge Objectives:**
- Articulate a sound philosophy of language arts instruction based on research findings, learning theory, and child development;
- Describe effective teaching strategies for each of the components of the language arts (reading, writing, speaking, listening, viewing, and visually representing);
- Describe the reading and writing process and explain the implications of this knowledge for teaching children to read and write effectively;
- Describe the characteristics of various genres of children’s literature and be able to list at least three notable authors who are representative of each genre;
- Describe appropriate assessments for various language arts experiences;
Skill Objectives:
• Demonstrate knowledge of the Massachusetts English Language Arts Curriculum Framework by using the general standards and the learning standards in all assignments such as: reflections, lesson plans, and the final project
• Include a variety of pertinent resources in instructional plans
• Create plans for using various children’s literature genres in languages arts instruction as well as in the other content area instruction;
• Demonstrate the ability to adapt instructional plans to meet the needs of diverse learners in the elementary classroom
• Reflect on the responsibility of the language arts teacher for modeling and for demonstrating effective use of the language arts.

Course Requirements

• **Class Attendance and Participation:** Scheduled class sessions are considered to be an integral part of the course; therefore attendance is expected at all classes. Excused absences for family deaths, illness confirmed by medical personnel, or university service confirmed by university officials are sometimes unavoidable, but please try to have no more than one of these during the semester. Professional ethics require that you inform the instructor if you must miss class. If you miss more than one class, you will not have been involved in sufficient class discussions about ideas, concepts and attitudes to meet the requirements of this course. Therefore, after each class missed, on the 2nd absence, your end of the semester grade will be lowered by one letter grade. On-time attendance is a requisite of professional behavior. Students must be on time, stay for the entire class session, and participate actively in class discussion and other activities. Two tardies are equivalent to one absence. You are considered tardy once roll call has begun. Records of attendance and participation will be maintained.

• **Assignments** are to be completed and handed in on due dates. Assignments should be read prior to the scheduled class date. In class we apply the information. Late assignments will not be accepted. Due to sickness, request for extension of the time for submitting assignments will be considered if it is made at least 24 hours in advance. Being absent is not an excuse for not submitting assignments on time. If you must miss class for a legitimate reason, then you should make arrangements with another student to pick up any handouts or relay any messages concerning the class. Not knowing about assignments or expectations because you were absent will not be an acceptable excuse. The highest quality of written communication is expected in all assignments. Excessive spelling or grammatical errors will result in a lowered grade. All assignments are computer generated and professionally prepared and edited in accordance with the *Publication Manual of the American Psychological Association*, (APA) 6th edition; (typed, double-spaced, size 12 font, Times New Roman, free of grammatical errors, etc).

• **Professionalism** is a requirement for this class. Professionalism includes such factors as speech, respect for instructor and peers and other school personnel, attitude, attentiveness in class, no sleeping during class time, no use of cell phones, awareness of other teachers and their students, being prepared for class and, willingness to accept various
responsibilities. Other professional behaviors include listening and participating actively without dominating the conversation, and disagreeing respectfully when necessary.

- **Cell phone** use is prohibited during class. Please notify the instructor if you are expecting an emergency call in order to make arrangements to take the call.

- **Academic Dishonesty:** All assignments should be students’ original work for this course. Use of published material (i.e. material that has been submitted in other courses by you or/and by other students) will not be acceptable. Plagiarism or cheating of any kind will not be tolerated. Academic dishonesty will result in an F in this course. Additionally, action will be taken for dismissal from the program.

**Assessment of Learning Outcomes**

1. **Learning Log/Discussion Questions:** Each week your group will write at learning log containing at least 10 main ideas from assigned readings. Learning Logs should summarize the main ideas in the reading selection. You will also generate at least one question for each reading selection. Questions must be informed, insightful, well written and capable of generating interactive discussions that examine a variety of concepts in children’s literature and Language Arts learning. Learning Logs and discussion questions will be discussed in class and some collected by the instructor, for a grade. **Learning Logs and discussion questions count for 20% of your course grade.**

2. **Book Share:** Each class, students will share a favorite book. Explain why you chose the book, what makes it worth reading and explain teaching ideas related to the book. Teaching ideas should be thoughtful, well researched and useful in enhancing Language Arts learning. **Book Shares are not graded but improve the overall quality of the course, so each student should be prepared to share his/her favorite book. As a reading professional, examine how the book could be used to help students love reading and become more proficient at it!**

3. **Book Reviews:** You will choose books to read from the assigned genres, and in some instances prepare a review of the books to share with classmates. Your reviews should include bibliographic information, a brief summary, the qualities of the book that make it outstanding for classroom use, the genre to which the book belongs, key words related to the book, and a brief description of at least two activities that would be appropriate as follow-up activities for teaching the book. Please bring the book that you have reviewed, a copy of each of your book reviews for me, and one for each of your classmates. A brief model of a book review is included at the end of this syllabus. **Book reviews count for 20% of course grade. Alternatively, you may a do a different project with the genre that we examine for the week.**

4. **Lesson Plans:** You will write two lesson plans during this course. One lesson plan will address a **response to reading** and should include bibliographic information for the book on which the lesson was developed. The other lesson plan will be for a **Writing Workshop mini-lesson.** You will need to explain how you would have determined that
the class needed this instruction by describing the assessments you would have completed. Writing workshop mini-lessons are usually not any longer than 15 minutes. These lesson plans should follow the format included in this syllabus and will be graded on the evaluation criteria provided. **Lesson plans count for 20% of your course grade.**

5. **Poetry Café:** For the poetry café, you will prepare and give a short talk about a poetry book (or anthology) that you choose to read. The purpose of the talk is to provide information to the class that they may use in selecting a poetry book for various purposes in the classrooms. Write a short report (one page) of your poetry anthology for submission to the instructor. Your paper should include: the title and the author/illustrator of the book; a brief synopsis of the book that mentions some of the main character(s) and the problem/plot of the poems; your response to the book; and connections between the book and the students’ lives, or between the poetry book and other books. Include some teaching ideas. Your talk may proceed as follows; reading aloud a short stanza, passage, an entire poem, or/and using a prop; involving the class in your reading/activity, showing some illustrations and explaining how they enhance the plot; and sharing other creative ideas that may help students enjoy poetry. A rubric for book talk evaluations is included at the end of this syllabus. **Poetry Café counts for 5%.**

6. **Book Bistro/Book Talk:** You will prepare and give a short talk about a multicultural book. The purpose of the book talk is to provide information to the class about multicultural children’s literature that can be used to enrich classroom libraries. During your book talk, explain to the class why you think this book is appropriate and show the purposes for which the book can be used in the classroom. Write a report of your book talk for submission to the instructor. Your paper should include: the title and the author/illustrator of the book; a brief synopsis of the book that mentions the main character(s) and the problem/plot; your response to the book; and connections between the book and the students’ lives, or between the book and other books, and some teaching ideas. During the book bistro, you may read the whole book aloud (or parts of it if it is too long), show some illustrations and explain how they enhance the plot; or/and use a prop. **Book talk counts for 5%.**

7. **Final Project:** You will choose a final project to complete and present during the last class. The books selected for your project must meet the standards for high quality children’s literature. If you are not sure about the quality of a book, check if it is recommended by the authors of *Living Literature* or *Children’s Books in Children’s Hand,* or if it has been selected for one of the lists of outstanding books. If the book is not recommended by any the recommended textbooks for this course, then include the source that you used to determine its suitability. You will designate the grade level for which the project is intended.

For each of these projects you will submit: a bibliography of the books you used; at least two framework standards that you could meet using these books. Provide a brief summary of each book or description of artifacts used, and a description of activities/plans for using these books in the grade you have selected. These activities must include all of the language arts areas: reading, writing, listening, speaking, viewing, and visually

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representing. Think of integrating your activities across the curriculum (i.e. social studies, math, science, etc.). Make sure that all the resources you include in the project are used in your teaching plan. A checklist for the final project is included in this syllabus. There are TEN (10) topics for the final project! Each student will choose ONE (1) topic. I encourage students to spread their choices across topics. This will provide variety and increase learning opportunities for all students during presentations.

Choose one of the following final projects:

A. Collect a mini-literature cluster on a topic that interests you. This project must be for grades 3-6. You will need two novels, one piece of poetry, one nonfiction book, and two picture books for a total of six books in this cluster. This cluster is more than simply a collection of books on a topic. It should be designed to help children develop a specific concept. For example, immigration books could be selected that are all devoted to the immigration of Russians, which may help children understand why people leave their homelands or what it is like to live in the United States as a new immigrant. The purpose is to help children think more deeply about a topic rather than just introduce them to a topic at a superficial level. Write a paper to explain how you would use your mini-literature cluster in the selected grade.

B. Prepare a content topic bulletin board and the books you would choose to support this topic. You will need at least six books for this topic. You must include at least one piece of poetry. This poetry can be mounted on your bulletin board. Example of topics include: houses (shelter), folk tales from a given country or region, insects, trees, whale, etc. In your write-up, explain how the books you choose would be used to enhance literacy across the curriculum.

C. Prepare a multi-media mini unit. Choose a content topic and explore that topic through several different media. You must include four nonfiction books, some sort of poetry, and some form of art. If possible you should find music that would enhance your topic.

OR

Develop a Literature—based Web Quest. Provide a Web Quest Title. (A short list of tasks is probably needed here. Provide graphic organizers or data charts as scaffolds to help students begin brainstorming ways to identify the information that they will need to solve the problem) Question and Task: (The formulation of good questions is critical. These tasks must be aligned to the Massachusetts English Language Arts Curriculum Framework.) Define the problem to be solved or the task to be completed. This problem or task needs to be open—ended enough that students can have some choice in how the final product is developed or presented. Provide the Grade level, and Introduction,(a short narrative to explain what the web quest is about and to get students engaged in the work) provide a picture(s). The Process and Resources: Create a numbered list of tasks for students to follow in completing the assignment. These procedures need to be clearly written for the student. For example, you might ask students to create a rubric to evaluate the information found on several links and then to compare the information by applying the rubric. They would then use this information to go on to the next step of the project.
This section should end with a description of whatever the final product will be and how it will be evaluated. **Constructing Background Knowledge:** Assign whatever reading of print or online materials is needed to help students complete the tasks or create the products. **Evaluation:** Create the rubric by which the final project or product will be evaluated

D. Prepare a **curiosity kit.** This is a kit designed to interest readers (especially boys) of about age 9 – 11. This kit is to be produced so that it could be taken home. Write a letter to parents explaining the rationale for the kit that you send home, and how it is to be used. The purposes of the kit are to encourage boys to read, to encourage the male members of their families to be engaged in reading with the boys, and to help boys connect their reading to topics that interest them outside school. You must collect at least two nonfiction books, two narrative texts, a magazine, an object or two, a design or decoration task to complete, and one more activity that would be interesting to a boy. You will also need to find at least three stories (novels or picture books) that you could use to encourage a child to read more about the topic when the kit is completed. Write a paper explaining how you would use your curiosity kit.

E. Develop an **author, author-illustrator, or illustrator study.** The children’s author or illustrator must have a body of work (about 10) that can be studied. Develop a theme from the literature, and teaching points relevant to an elementary classroom. Find information about the author/illustrator that you could share with the class. Select the grade level and describe at least six activities that would help children explore the writing or the illustrations of the selected person. The work in author studies is not to be an activity for one book, but activities that would cross over several of the books. If you develop a study for younger readers, the teaching can be done by the teacher (read aloud), but children should be engaged in the activities.

F. Collect a set (at least six) of **variants or versions of a folktale** and develop a unit of instruction based on these tales. Select the grade level for your unit and describe at least six activities that would encourage the students to think about the significance of the folktale. You could also choose folktales from a specific country and plan a study that would help children understand the culture of that country better. Write a paper to explain your unit.

G. Create a **genre study.** Select at least six novels or ten picture books or a combination of novels and pictures books (at least 8 books) that you would use to help students learn to recognize the parameters of a specific genre. The point is not to learn to classify the books (as a library classification), but to understand the properties of different genres so that you can read and write in the genre more effectively. Write a paper explaining your genre study.

H. Plan a **play performance.** Research and find a historical, multicultural, or other educational-themed play that you can revise or use as is with a class of students. You may also write your own play. Think about how you would decide which students would get what parts. Plan how you would involve students in the process of creating scenery,
costumes, and props for the play. Identify administrative details such as principal support, booking space, and coordination volunteers that you would need to attend to in order to produce a play. Plan how you would conduct rehearsals. Finally, suggest ways students might advertise the play and invite an audience to the performance.

I. Anthology: Construct a 4-point rubric to be used to evaluate children’s books. Read 25+ children’s books, magazines and/or websites. Evaluate the works on your self-developed 4 point rubric (A sample Rubric will be provided for you if you choose this topic). Write an annotated bibliography for each entry with title, author, illustrator, (or web address), publishing date, publisher, genre, category or theme, summary (1-2 sentences) and suggested curriculum connections for each entry. (If you choose this topic, a rough draft of your rubric with one sample entry should be submitted to me for discussion and approval no later than November 4th before being used for the final project.

J. Plan an alternative project. If you have an idea for a project that you would like to do, please discuss it with the instructor.

Note: All final projects are to be accompanied by a 3-6 page paper; typed, written in language that is legible and grammatically correct, and formatted according to the current American Psychological Association, (APA), Publication Manual, 6th edition. (Title page and reference list are not counted as numbered pages). Please retain a copy of your paper.

Required Texts


- The Massachusetts English Language Arts Curriculum Framework (available online)

- Children’s books as specified on Course Schedule, Content Outline and assignment requirements.
- These include:
  1. The Hundred Dresses by Eleanor Estes
  2. Roll of Thunder Hear my Cry by Mildred Taylor
  3. The Devil’s Arithmetic by Jane Yolen

Recommended Readings


TENTATIVE Course Schedule and Content Outline
(Subject to change according to instructor discretion or other factors such as inclement weather conditions)

Date /Class Activities/Topics Readings and Assignments

January 27th
Discussion Topics:
Introduction: Syllabus

Assignment:
Buy Required Text Books and 3 Novels and a (2-3 inches) 3 Ring Binder for Notebook.
- Read Ch. 1 of Kasten, Kristo, and McClure and write Learning Log
- Read Tompkins Ch. 1. For each chapter of Tompkins that you read, jot down four (4) new main ideas that you learned and one question that remains after reading the chapter.
  - Book Share- Instructor

February 3rd
Discussion Topics:
- Book Share- Student (Sign-Up :Books are shared at the beginning of each class-10 mins.)
  - What is Children’s Literature?
  - Why Children’s Literature?
  - The six Language Arts: Responding to Literature through Reading & Writing

Assignment:
- Read chapter 2 of Kasten, Kristo, and McClure and write Learning Log
- Begin Reading:
  - The Hundred Dresses by Eleanor Estes
  - Roll of Thunder Hear My Cry, by Mildred Taylor
  - The Devil’s Arithmetic by Jane Yolen

February 10th
Discussion Topics:
- Book Share- Student
- The Six language Arts cont; Listening & Talking
- Introduction to Visual Thinking Strategies: See www.vtshome.org
- Culturally Responsive Teaching

Assignment:
- Learning Log: Kasten, et al. ch. 3.
- Read one Newberry Award or Honor Book of your choice and write Book Review. Bring review and book to class to share with peers.

February 17th: President’s Day, NO SCHOOL
February 24th:
**Discussion Topics:**
- Book Share: Student
- Reading Comprehension
- Introduction to Literature Circles Part 1 (Form pairs or groups of three, Select Book for Literature Circle activity, Plan for presentation of your skit/play/or other activity)
- Book Reviews

**Assignment:**
- **Learning log**: Kasten, et al. ch. 4
  *Find 1-2 interesting children’s books to share with LCCPS students*

March 3rd
**Discussion Topics:**
- **READ ACROSS AMERICA** at Lowell Community Charter Public School (LCCPS)

**Assignment:**
- **Key Understandings** : Kasten, et al. ch 13
- Finish Reading books for literature circles and come prepared to participate in Book Club activities.

March 10th
- Book Share-Student
- Literature Circles Part 1 & 11; Discussion :*The Hundred Dresses* and other novels
- Lesson Planning (B-D-A instructional framework)

**Assignment:**
- Finish writing Reading Lesson plan (**Due, next class**).
- Read Tompkins ch. 9: Written language: Comprehending and Composing Stories

March 17th : **Spring Break-----NO SCHOOL**

March 24th
**Discussion Topics**
- Book Share-Student
- Reading Lesson plan & Presentations of Plans

**Assignment**
- Learning Log : Kasten et al. Ch. 5, Poetry.
- Read Tompkins ch. 11: Exploring Poetry
- Read a poetry anthology/book of your choice and prepare a talk/activities for Poetry Café next class

March 31st
- Book Share-Student
- Poetry
- Poetry Café as described in Ch. 5
Assignment:
- **Learning Log**: Kasten, et al. ch., 7
- **Read Tompkins ch. 7**.
- Read one Caldecott Medal or Honor Book, and write a Book Review. Your Caldecott book review should highlight the quality of the pictures and the type of art used, and how all these elements combine to tell the story. Think Visual Literacy! See [www.vtshome.org/pages/a-vts-discussion](http://www.vtshome.org/pages/a-vts-discussion) **(Due next Class)**

You may bring other picture books to share in the next class

April 7th
**Discussion Topics:**
- Book Share-Student
- Picture Books
- Caldecott Medal/Honor Book Reviews: Share Picture books, highlighting elements, forms and other qualities of picture books that make them important in the elementary classroom.

Assignment:
- **Read Chs. 6 & 8 of Kasten et al. write Log on one of the chs.**

April 14th
- Book Share-Student
- Fiction & Traditional Literature
- The Writing Process
- Introducing Writer’s Workshop

Assignment:
- **Learning Log**: Kasten et al. 14
- Read Tompkins ch. 6: Written language: Reading and writing
- Write Mini-Writing Lesson plan: **Due next class**. Please consult Tompkins, on how to write a mini-lesson.

April 21st Patriots Day: **NO SCHOOL**

April 21st
- **Discussion Topics:**
- Book Share-Student
- Non-Fiction
- Inquiry and Research;
- Information Books; Biographies
- **Reminder: Writing Lesson Plan due today.**

Assignment:
- **Key Understandings** on Kasten et al.ch.9
- **Read Tompkins**: Ch. 10.
• Read one biography of your choice and one information book of your choice, and write a book review for each. (May not be shared, but Due next class)

April 28th
• Book Share-Student
• Final Projects Presentation
• Independent Reading
• Book Bistro
• Final Project DUE.

Evaluation

Your course grade will be based on the following percentages:

- Class Attendance/ Participation                  5%
- Professionalism                                  5%
- Key Understandings/Discussion Questions          20%
- Book Reviews                                     20%
- Lesson Plans: (2 @ 10% each)                     20%
- Book Talk/ Poetry Cafe                             5%
- Book Bistro                                       5%
- Final Project (Written paper 10%/ Project & Presentation 10%) 20%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Point Structure</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>99-100</td>
<td>Work for the highest professional standard demonstrating Independent and exemplary performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-98</td>
<td>Excellent work demonstrating independent and high quality Performance.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>91-95</td>
<td>Very good work independent consistent and careful though and attention to the task, but requiring some areas of improvement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-90</td>
<td>Good work, carefully executed for the most part, yet requiring Several areas of improvement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-85</td>
<td>Work of graduates standard, but omissions exist or careful Analysis is not in evidence.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>76-79</td>
<td>Effort is evident, but work indicates lack of understanding of the demands of the task</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>70-75</td>
<td>Poor quality work with little attention to detail and the demands of the task.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>65-69</td>
<td>Work of very poor quality, indication no understanding of the depth of analysis required</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65</td>
<td>Serious neglect or evidence of cheating.</td>
</tr>
</tbody>
</table>

Below Graduate Standard
### Weekly Key Understandings Rubric

<table>
<thead>
<tr>
<th>Quality</th>
<th>Full Credit</th>
<th>Half Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>All APA</td>
<td>Mostly APA</td>
<td>Not APA</td>
</tr>
<tr>
<td>Spelling</td>
<td>0 Errors/Page</td>
<td>1 – 2 Errors/Page</td>
<td>3+ Errors/Page</td>
</tr>
<tr>
<td>Sentences</td>
<td>0 Errors in Grammar/Page and Varies in Form</td>
<td>1 – 2 Errors in Grammar/Page and/or Repeats Form</td>
<td>3+ Errors in Grammar/Page and/or Not Interesting</td>
</tr>
<tr>
<td>Diction</td>
<td>Accurate Terms Varied Words</td>
<td>1 – 2 Errors/Page</td>
<td>3+ Errors/Page</td>
</tr>
<tr>
<td>Information</td>
<td>Accurate Adequate</td>
<td>Vague References Or Not Enough</td>
<td>Wrong Data And Not Enough</td>
</tr>
<tr>
<td>Focus</td>
<td>Includes Several Main Ideas Across Breadth of the Reading</td>
<td>Includes Few Main ideas</td>
<td>Very Few Main ideas (2-3)</td>
</tr>
<tr>
<td>Order</td>
<td>Ideas are Logically Presented Same as Lead Related Ideas in Same Paragraph</td>
<td>Not Same as Lead or Chronological Order</td>
<td>Not Same as Lead and Not Logical</td>
</tr>
<tr>
<td>Development</td>
<td>Analysis of Important Ideas. Has Reasons for Opinions. Gives Examples</td>
<td>Summary Only or Obvious</td>
<td>Summary Only and Obvious or Too Long</td>
</tr>
<tr>
<td>Questions Difficulty</td>
<td>Questions are Insightful Show Deep Analysis of Points Raised in Reading. Capable of Generating Thoughtful Discussion</td>
<td>Questions are Insightful but not Analytical</td>
<td>Questions are Obvious and Simplistic. Answers are Obvious</td>
</tr>
</tbody>
</table>

### Lesson Plan and Reflection Rubric

Student’s Name: ________________________________

<p>| A(4) | B(3) | C(2) | D (1) | F |</p>
<table>
<thead>
<tr>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaching Expectation</th>
<th>Does not Meet Expectation</th>
<th>Assignment not handed-in/Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Major goals and important points of lesson clearly expressed</td>
<td>✓ Major goals and important points of lesson clearly expressed</td>
<td>✓ Goals and important points of lesson are expressed</td>
<td>✓ Lesson does not have clear goals and objectives</td>
<td></td>
</tr>
<tr>
<td>✓ Objectives, activities and assessments are aligned. Activities are creative and fresh</td>
<td>✓ Most objectives, activities and assessments are aligned. Activities are creative and fresh</td>
<td>✓ Objectives, activities and assessments are aligned but not creative enough</td>
<td>✓ Objectives, activities and assessments are not aligned</td>
<td></td>
</tr>
<tr>
<td>✓ Procedures promote the development of higher level thinking skills rather than rote recall</td>
<td>✓ Procedures promote the development of higher level thinking skills rather than rote recall</td>
<td>✓ Procedures promote students’ engagement and promote thinking skills rather than rote recall</td>
<td>✓ Procedures help students recall information</td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrates knowledge of subject matter and curriculum by thoroughly responding to the following questions:</td>
<td>✓ Demonstrates effective knowledge of subject matter and curriculum by responding to the following questions:</td>
<td>✓ Demonstrates knowledge of subject matter and curriculum by responding to the following questions:</td>
<td>✓ Connection between subject matter and curriculum is infrequent.</td>
<td></td>
</tr>
<tr>
<td>✓ What types of activities were used?</td>
<td>✓ What types of activities were used?</td>
<td>✓ What types of activities were used?</td>
<td>✓ Does not respond to the following questions:</td>
<td></td>
</tr>
<tr>
<td>✓ What purposes were they used to accomplish?</td>
<td>✓ What purposes were they used to accomplish?</td>
<td>✓ What purposes were they used to accomplish?</td>
<td>✓ What types of activities were used?</td>
<td></td>
</tr>
<tr>
<td>✓ What did you learn about children and teaching?</td>
<td>✓ What did you learn about children and teaching?</td>
<td>✓ What did you learn about children and teaching?</td>
<td>✓ What did you like? Dislike? Why?</td>
<td></td>
</tr>
<tr>
<td>✓ Other insight: Makes insightful connections between standards and curriculum.</td>
<td>✓ Other insight: Makes some connections between standards and curriculum</td>
<td>✓ Other insight: Makes some connections between standards and curriculum</td>
<td>✓ Other insight: Makes a few connections between standards and curriculum</td>
<td></td>
</tr>
<tr>
<td>✓ Identifies or uses a wide variety of resources, strategies, &amp; materials.</td>
<td>✓ Identifies or uses a variety of resources, strategies, &amp; materials.</td>
<td>✓ Identifies or uses a variety of resources, strategies, &amp; materials.</td>
<td>✓ Identifies or uses a variety of resources, strategies, &amp; materials.</td>
<td></td>
</tr>
</tbody>
</table>
and appropriate modifications for diverse learners | modification for diverse learners | ✓ Makes limited modification for diverse learners | needs of diverse learners

### Book Talk/Poetry Café Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Full Credit</th>
<th>Half Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Choice</td>
<td>Meets all the criteria for good books according to Award Winning Criteria or other Reputable Source.</td>
<td>Meets some of the criteria for good books according to a reputable source.</td>
<td>Does not meet any of the criteria for good books according to a reputable source.</td>
</tr>
<tr>
<td>Book Content</td>
<td>Briefly describes main character(s), problem/plot/idea and other story/poetic elements</td>
<td>Discusses main character(s) problem/plot in great detail – too long.</td>
<td>Does not describe main character(s) and problem/plot.</td>
</tr>
<tr>
<td>Teaching Ideas</td>
<td>Discusses how poem/ or book can be used effectively in the L.Arts classroom. Makes connections across the curriculum</td>
<td>Discusses how book/poems can be used in the classroom adequately. Makes some connections across the curriculum.</td>
<td>Does not show adequate insight on how book/poem can be used in the classroom.</td>
</tr>
<tr>
<td>Reader Response</td>
<td>Includes personal response or reaction to book/poem</td>
<td>Personal response or reaction to book/poem is vague</td>
<td>Does not include personal response or reaction to book.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Professional presentation AND makes connections between the book and the audience</td>
<td>Professional presentation OR makes connections between the book and the audience</td>
<td>Unprofessional presentation and does not make connections between the book and the audience</td>
</tr>
</tbody>
</table>

### Book Talk/Poetry Café Guidelines

Book talks are similar to the mini-presentation you did on the book(s) you reviewed. The intention is to get your audience interested in reading that specific book/poetry anthology, or any other piece of writing. The main goal of the book talk is to WHET the appetite of the audience so
that they would want to read the book for themselves. It should therefore be engaging, clever and brief. (Consider it a 3 minute commercial!)

For this book talk on poetry, just as in your review. You should:

1. State the title of the poem, the author and illustrator if any. (show us the book or poem)
3. Leave a little suspense…make it enticing (for book reviews you may decide not to tell the audience the end of the story. For our poetry café, you may want to share the poem with the class chorally or use any other format. Look for a fun, creative way to do that!) You may want to start with a catchy phrase that embellishes your selection. Be creative!
4. You may read aloud a whole poem from an anthology or have the entire class do that with you.
   o You may choose to show some illustrations and use a prop for effect. (Be creative)
   Practice it at home, and if you want us to dramatize it in class, we are game!
5. What is your response to the book/poem?
6. Any themes, teaching points that you may want to mention?
7. What connections can be made between the book/anthology/poem and student’s lives?

Note:
   o *A poetry café as you can see from Kasten et al. ch 5 is a relaxed setting for reading, snacking, and just enjoying poetry. Feel free to bring the snacks!! ☺*

A Book Review Model

**Why Mosquitoes Buzz in People’s Ears**


**Summary:** This story is a retelling of a West African folktale or myth that explains why mosquitoes buzz in people’s ears. There was a misunderstanding of the actions of first one character and then another, and another, etc. The animal council decided that the mosquito was responsible for the trouble in the jungle, but he could not be found, and the council was unable to punish him. Mosquito still feels guilty and thus buzzes in people’s ears. The story is structured as a cumulative tale.

**Qualities that make the book outstanding for classroom use:** There is a great deal of onomatopoeia in this story, which enriches the West African tale. The illustrations are done with air brushed water colors, pastels, India ink, cutting paper, and frisket masks. Leo and Diane Dillon won the Caldecott Medal (1976) for these illustrations.

**Genre:** Traditional Literature, African stories

**Key Words:** Cumulative stories, African stories (*Add other keywords that describe themes*)
Teaching Ideas:
1. Read the story aloud and discuss the repetition of the words. Some African languages use repetition to indicate a comparative form.
2. Create puppets for the characters (perhaps stick puppets), and act out the story.
3. Read the story as a reader’s theatre production.
4. Read several other West African folk tales, and compare them to *Why Mosquitoes Buzz in People’s Ears*.
5. Discuss the moral of the story and connect it to children’s lives and other topics across the curriculum.

Final Project Checklist

- Bibliography is complete
- Books chosen for the project meet the criteria for high quality children’s literature
- Clear connections are made to the Massachusetts English Language Arts Curriculum Framework and other subject areas in the curriculum.
- At least six appropriate activities are described in enough detail that it is clear what will be done
- Visuals and other resources are prepared professionally
- Presentation is well organized and is of high professional quality
- Presentation is completed within the ten minute time limit
- Written paper meets criteria described in syllabus.

Lesson Plan Format and Evaluation Criteria

Lesson Plan Title:

Subject/Content: _________________ Grade Level:_____

Goals: (Massachusetts English Language Arts Curriculum Framework - General Standards)

Enduring Understandings: (for this lesson and for any related unit)

Essential Question:
**Desired Results:** (what students should know and be able to do, Massachusetts English Language Arts Curriculum Framework – Learning Standards **and** how you will know that your students are successful)

<table>
<thead>
<tr>
<th>Content Knowledge Objectives</th>
<th>Skills Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>(Ex. Main topic that students would learn)</em></td>
<td>1. <em>(Ex. Specific learning activities employed by students to master the topic. How would you modify and accommodate diverse learners?)</em></td>
</tr>
<tr>
<td>a. assessment <em>(Ex. How do you assess comprehension?)</em></td>
<td>a. assessment <em>(Ex. What specific things students do to demonstrate comprehension? How would you modify/accommodate diverse learners?)</em></td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>a. assessment</td>
<td>a. assessment</td>
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<td>3.</td>
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<tr>
<td>a. assessment</td>
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</tr>
</tbody>
</table>

**Resources and Materials:** Do not limit resources only to textbooks/books. Be creative. Use multiple visual aids, hands-on, tactile resources, manipulatives, internet sources, etc.

**Opening:** (lesson activator, narrative form)

**Learning Plan:** (Explicit directions describing what teachers and student will do. This part of your lesson should be scripted. Write out what you would say, and the expected students’ responses)
1.  
2.  
3.  
Etc., Etc.

**Closing:** (lesson summarizer, narrative form)

**Follow-up Assignment:** (if applicable)

**Modifications for Diverse Learners:** (Provide specific modification for a hypothetical student with a disability or an English language Learner. Show how you would modify and accommodate the student in specific lesson components and activities presented in your lesson, such as vocabulary, comprehension, assessments, etc.)
REFERENCES


International Reading Association and National Council of Teachers of English (1994). *Standards for the assessment of reading and writing.* The International Reading Association and the National Council of Teachers of English.

International Reading Association and National Council of Teachers of English (1996). *Standards for the English Language Arts.* The International Reading Association and the National Council of Teachers of English.


Massachusetts Department of Education. Retrieved from http://www.doe.mass.edu


Portsmouth, NH: Heinemann.


**Professional Associations**
The International Reading Association, Newark, DE 19714-8139, [http://www.reading.org](http://www.reading.org)
The National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801-1096 [http://www.ncte.org](http://www.ncte.org)
Children's literature or juvenile literature includes stories, books, magazines, and poems that are enjoyed by children. Modern children's literature is classified in two different ways: genre or the intended age of the reader. Children's literature can be traced to stories and songs, part of a wider oral tradition, that adults shared with children before publishing existed. The development of early children's literature, before printing was invented, is difficult to trace. Even after printing became