

Designing for Understanding
For Goethe Institut
Transatlantic Outreach Program

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UNIT TITLE: Understanding Culture

Grade 3-5 Subject: Social Studies

Stage One: Essential Understandings
The Unit Focus: Students will learn to recognize similarities and differences among peoples of the world that reflect their unique culture.
Big Concepts: Students will recognize that the food people eat, the transportation they use, and the homes they live in all represent societal elements of their culture
An Essential Understanding: Students will understand that countries and communities within countries have their own unique culture but that every culture is similar as well as different.
Essential Questions: How do German students traditionally get to school? What foods do German students traditionally eat for breakfast? In what types of houses do German students traditionally live? What is culture?
<p>State Content Standards and Performance Indicators: Tennessee Content Standard: 1.0 Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.</p> <p>Third Grade Benchmark: Performance Indicators 3.1 spi.1. Level 1: the student is able to recognize some of the major components of a culture (i.e., language, clothing, food, art, music) 3.1.spi. 2 Level 2: the student is able to determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures)</p>

Stage Two: Individual Summative Assessment

Assessment Type: Project—Group Designed Storybook

Short Scenario for the Individual Summative Assessment: Completion of a Group Designed Storybook featuring how a German student gets to school, what food he/she eats for breakfast, and his/her house.

Directions/Criteria: The book will have a front page with title and picture; a first page listing each student's name, page completed, and job title in the cooperative group; and the date the book is produced. The book must have a minimum of three pages following the first page: (1) featuring how the student gets to school, (2) what food he/she eats for breakfast, and (3) his/her house. The book must have a last page giving the group's definition of culture. The book can have 6 pages following the first page. These additional two pages can feature other components of a German student's culture such as sports they play, other foods they eat, scenic landscapes, maps of Germany, language, etc. Each page should have some text and a minimum of one picture. All words should be spelled correctly, pictures glued neatly, or drawings be clear enough to tell what they represent. Each individual student's page will be graded separately from the book. Each book will be graded as a group grade based on rubric.

Directions for the "Go Beyond": Additional pages in the book beyond the required 3 that feature other elements of society that define a culture. Production of a presentation on computer that parallels the book or extends beyond the book.

Standards-Based Rubric:

**Grading Rubric for Summative Assessment
Project--Book**

	0	1	2	3	4
Required Number of Pages	No book is turned into teacher	Book has 1-2 pages	Book has 3-5 pages	Book has all required pages	Book has all required pages with extra content pages beyond the required 3
Required Content	Content on all pages is incorrect.	Most content pages are incorrect and one or more of the title page, first page and definition page are incorrect	Book has 1-2 incorrect content pages and one or more of the title page, first page and definition page are incorrect	All content pages are correct but one or more of the title page, first page or definition page are incorrect	All content pages, the title page, first page and definition are correct.
Required Elements	No text, no pictures, no drawings	Either no pictures/drawings are included on most pages or no text is included on most pages	Some pages have both text and drawings/pictures; some don't	Most pages have pictures/drawings and text	All pages have pictures/drawings and text
Quality of Format	Text is unreadable and/or drawing and pictures aren't understandable	Most text is unreadable and/or most drawings/pictures aren't understandable	Some text is unreadable and/or some drawings/pictures aren't understandable	All text is readable and/or drawings/pictures are understandable	Design and placement of text and/or drawing/pictures exceeds expectations.
Quality of Content	No content included meets requirements	Most text is wrong and/or most pictures/drawings are incorrect representations of German culture	Some text is wrong and/or some pictures/drawings are incorrect representations of German culture	Most text is correct and/or most pictures/drawings are correct representations of German culture	All text is correct and all pictures/drawings are correct representations of German culture
Construction Quality	Book is not assembled	Book is assembled but most individual pages are not well done	Book is assembled but some individual pages are not well done	Book is assembled and most individual pages are well done	Book is assembled and all individual pages are well done
Definition of Culture	No definition is included in book	The definition is completely wrong	Definition shows attempt at understanding elements of culture	Definition shows that students understand that transportation, housing, and food are elements of culture.	The definition illustrates that students understand many of the elements of society that make up a culture.

STAGE THREE: "FLESHING OUT" THE UNIT OF LEARNING

See Attached Lesson Plans and Handouts

Lesson 1: Foods of a Different Culture (Germany)

- Breakfast Foods Pictures for wall posters

Lesson 2: Types of Transportation in a Different Culture (Germany)

- Transportation pictures for cards and poster
- Venn diagram

Lesson 3: Homes in a Different Culture (Germany)

- Types of Houses Presentation

Lesson 4: What is Culture

Lesson 5: Culminating Event

Goethe Institut
Transatlantic Outreach Program
Lesson Plan 2007
Lesson 1: Foods of a Different Culture (Germany)

Grade: 3rd **Subject: Social Studies**

I. Unit Title and Unit Objective(s):

Understanding Culture

Students will learn to recognize similarities and differences among peoples of the world that reflect their unique culture.

II. State Standards:

Tennessee Content Standard: 1.0

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Third Grade Benchmark:

3.1 spi.1. Level 1: the student is able to recognize some of the major components of a culture (i.e., language, clothing, food, art, music)

3.1 spi. 2 Level 2: the student is able to determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures)

III. Instructional Objectives:

Students will compare foods eaten in their household for breakfast to that of commonly eaten foods in a German household for breakfast.

IV. Prior Knowledge:

Students will be able to recognize and name foods that are commonly consumed in their household.

Vocabulary: breakfast, traditional, culture

V. Media and Materials:

Plain paper for drawing

Crayons

Pictures of food reflecting the traditional breakfast foods of students in the classroom

Transparency 21 and 21A from "A Kid like me across the Sea: The Life of a German Child"

Pictures of food traditionally consumed in Germany for breakfast

Folders: My Culture and My German Culture

VI. Instructional Procedures, Sequence, and Strategies:

A. Set

Ask each student to go stand in front of a picture of a food that they would eat for breakfast.

B. Key Questions/Essential Questions:

What is your favorite food for breakfast?

What do you think a child your age in Germany would be eating for breakfast?

C. Classroom Sequence and Strategies:

1. Pictures of foods commonly consumed by students at breakfast will be posted around the classroom.

2. The teacher will ask students to quietly go stand in front of a picture of food that is their favorite for breakfast.

3. Students will stand in front of a picture.
 4. The teacher will point out that each student in front of the same picture have a common tradition of eating the same food.
 5. The teacher will ask each student to return to his/her seat and write the word “breakfast” on a piece of paper and list or draw any foods that his/her family would traditionally eat for breakfast.
 6. The teacher and students will discuss which foods they eat are considered “traditional” foods for their culture.
 7. Students will be asked to circle foods on their drawings/lists that are traditional.
 8. The teacher will ask students if they know what a German child might eat for breakfast.
 9. The teacher will then show students pictures of “traditional” German breakfast food.
 10. The teacher will ask students to write the names of the foods and draw the foods on another piece of paper.
 11. The teacher will explain that foods commonly eaten by people are a part of their culture.
 11. The students will be instructed to put the papers with the names of foods they eat and German’s eat in their respective folders: My Culture and My German Culture
- D. Practice and Review:** Students will be asked to write sentences to explain which “traditional” German foods they would or would not eat for breakfast..
- E. Learner Involvement:** Students will be getting exercise by walking to the food poster. They will work individually at their desks while drawing and writing.
- F. Learner Environment:** Students will have practiced walking quietly to different areas in the room during previous activities so they will know that “quiet” walking is appropriate. Students will also have practiced working quietly at their desks during previous activities so they will know how to work alone. Students will also have practiced how to raise their hands to be called on during open discussion. The teacher will have also practiced calling on non-responders so that students know “incorrect” answers are ok because the teacher wants to be able to help the student learn correctly. Students will know where to find folders, how to put papers in folders, and where to store them from practice in previous assignments.
- G. Closure:** Each student will be asked: When I call your name, tell me one traditional German breakfast food and one traditional breakfast food for your culture.
- H. Modifications:** ELL and ESL students will be allowed to write the name of traditional foods in their native language beside their drawings. They will be partnered with English speaking students who will be asked to write and speak the English word for the food.
- I. Method of Assessment:**
Informal assessment: The teacher will walk around the room as the students draw and list their traditional foods and correct them if they make mistakes.
Formal assessment: Completed food page in a book made from the coloring pages at the end of the unit comparing and contrasting German and the student’s culture.
- J. Lesson Extension:** Students will be asked to talk with an elderly person about what they “traditionally” ate for breakfast when they were their age.

Goethe Institut
Transatlantic Outreach Program
Lesson Plan 2007
Lesson 2: Types of Transportation in a Different Culture (Germany)

Grade: 3rd **Subject:** Social Studies

I. Unit Title and Unit Objective(s):

Understanding Culture

Students will learn to recognize similarities and differences among peoples of the world that reflect their unique culture.

II. State Standards:

Tennessee Content Standard: 1.0

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

3.1.tpi.10. compare a different community in the world with their own by examining generalizations, subcultures, similarities and differences by labeling sheets of butcher paper (poster) with words or symbols.

III. Instructional Objectives:

Students will list types of transportation used in their household or culture and compare to types of transportation used in Germany.

IV. Prior Knowledge:

Students will be able to recognize and types of transportation that are commonly used today throughout the world.

Vocabulary: traditional, culture, train, plane, bicycle, bus, car, truck, Venn diagram

V. Media and Materials:

Large Index Cards

Velcro, Glue, Markers

Poster

Venn diagram

Ziploc bags with pictures of cars, bicycles, trucks, planes, trains, buses, trolley cars, shoes

Pictures of types of transportation

Transparency 8, 12 and 12A from "A Kid like me across the Sea: The Life of a German Child"

Folders: My Culture and My German Culture

VI. Instructional Procedures, Sequence, and Strategies:

A. Set

The teacher asks: How did you get to school this morning? What other ways could you come to school?

B. Key Questions/Essential Questions:

What does transportation mean?

What type of transportation does your family use to get to work and/or school?

C. Classroom Sequence and Strategies:

1. Students will be given pictures of cars, bicycles, motorcycles, buses, trains, trolley

cars, planes, and shoes and a set of cards with the words written on them.

2. Students will be asked to match pictures of the types of transportation to the names written on cards and attach to correct card with Velcro. Students will place completed cards in the My Culture folder at the end of class.

3. The teacher will show students transparencies of types of transportation available in Germany.

4. Students will be asked to name the type of transportation as it appears on the transparency and to hold up a corresponding card.

5. The teacher will point out which types of transportation German students “traditionally” use to get to school.

6. The teacher will explain that types of transportation people “traditionally” use are a part of their culture.

7. The teacher will ask students to arrange their desks in cooperative groups.

8. Students will be given cards with their individual and group role assignments in the group as predetermined by the teacher: poster manager, writer, glue contractor, designer.

The teacher will explain the roles:

Poster manager: gets poster and picture packages from teacher, keeps poster still while the writer and glue director put information on the poster and places completed poster on the wall

Writer: Gets markers, puts up markers, and writes down words on poster

Glue Contractor: Gets glue, puts up glue, and glues down pictures

Designer: Tells writer and glue contractor where to put information on the poster, puts up unused pictures.

Each group member will discuss what goes on the poster and what does not.

9. Some groups of students will be assigned to create a poster demonstrating how they get to school showing transportation type, etc.

10. Some groups of students will be assigned to create a poster demonstrating how German students get to school.

11. Students will be asked to return desks and selves to individual work stations.

12. Students will be asked which posters represent their community and which ones present Germany.

13. Students will be asked how they can tell the difference

14. Students will be asked to explain why they come to school like they do and why German students travel to school like they do.

Practice and Review: Students will be asked to complete a Venn diagram showing similarities and differences in transportation in Germany and their community then turn it into the teacher. The teacher will remind students to look at the posters on the wall and on their cards for assistance in completing the chart. The cards should be put in their “My Culture” folder at the end of class.

D. Learner Involvement: Students will be getting exercise by getting into and out of cooperative groups. They will work cooperatively. They will work at their desks while working with cards, pictures, and Venn diagram. They will study the posters and give reasons for their choices.

E. Learner Environment: Students will have practiced walking quietly to different areas in the room during previous activities so they will know that “quiet” walking is appropriate. Students will also have practiced working quietly at their desks during previous activities so they will know how to work alone. Students will also have practiced how to raise their hands to be called on during open discussion. The teacher will have also practiced calling on non-responders so that students know “incorrect” answers are ok because the teacher wants to be able to help the student learn correctly.

F. Closure: The teacher will remind students again that how students “traditionally” travel to school is a part of the culture.

- G. Modifications:** ELL and ESL students will be allowed to write the name of transportation modes in their native language on the cards, Venn diagram and posters. Student English-speaking helpers will assist the ELL and ESL students in writing the English word beside their native language words.
- H. Method of Assessment:**
Informal assessment: The teacher will observe whether the student posters are correct as they are placed up on the wall.
Formal assessment: Checking Venn Diagrams for correct similarities and differences.
- J. Lesson Extension:** Students will be asked to talk with an elderly person about how they “traditionally” got to school when they were the students’ ages.

Goethe Institut
Transatlantic Outreach Program
Lesson Plan 2007
Lesson 3: Homes in a Different Culture (Germany)

Grade: 3rd

Subject: Social Studies

I. Unit Title and Unit Objective(s):

Understanding Culture

Students will learn to recognize similarities and differences among peoples of the world that reflect their unique culture.

II. State Standards:

Tennessee Content Standard: 1.0

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

III. Instructional Objectives:

Students will compare the different types of housing available in their community and in Germany.

IV. Prior Knowledge:

Students will be able to recognize the different types of housing in their community

Vocabulary: traditional, apartment, trailer, house, condominium, duplex

V. Media and Materials:

Computer Stations

Journals

Powerpoint Software

Transparency 10, 10A and 10B, 11 from "A Kid like me across the Sea: The Life of a German Child"

Folders: My Culture and My German Culture

VI. Instructional Procedures, Sequence, and Strategies:

A. Set

The teacher will have a presentation of pictures of different types of housing in the community. She will ask students to write down what type of housing each slide represents.

B. Key Questions/Essential Questions:

What type of housing is available in your community?

What type of housing is available in Germany?

C. Classroom Sequence and Strategies:

1. Students will be asked to keep the list they wrote down out on their desks.

2. The teacher will ask what is the difference between houses, condos, trailers, etc.

3. The teacher will show the pictures in the presentation to illustrate the different types of housing as she writes the words on the board.

4. The teacher will ask students to arrange their desks in cooperative groups.

5. The teacher will ask students to sit quietly in their groups as they first look at the transparencies.

6. The teacher will ask each group to then discuss what are these types of houses and will ask the poster manager of each group to list this on a sheet of paper with the corresponding slide number.

7. The teacher will ask the glue contractor to write down what is different from the houses in the community.

8. The teacher will ask the designer to write down what is the same as houses in the community.
 9. The teacher will ask the writer to ask each group member when they are finished and notify the teacher when the group is ready for the next slide.
 10. When all slides have been reviewed, the teacher will ask that all glue contractors get into a group and compare answers; all designers in one group; and all poster managers. Each group must come to a consensus on answers. The writers will go to an assigned group and write down the answers on one sheet.
 11. The writers will bring the completed sheet to the teacher with all the group members names recorded on the sheet.
 12. Students will be asked to quietly return to their individual work stations.
- D. Practice and Review:** Students will be asked to write a journal entry describing a type of German housing in which they would like to live and why they would like to live there and place it in the My German Culture Folder
- E. Learner Involvement:** Students will be getting exercise by getting into and out of cooperative groups. They will work cooperatively. They will work at their desks while writing in the journal. They will study the slides and give reasons for their choices.
- F. Learner Environment:** Students will have practiced walking quietly to different areas in the room during previous activities so they will know that “quiet” walking is appropriate. Students will also have practiced working quietly at their desks during previous activities so they will know how to work alone. Students will also have practiced how to raise their hands to be called on during open discussion. The teacher will have also practiced calling on non-responders so that students know “incorrect” answers are ok because the teacher wants to be able to help the student learn correctly. Students will know how to write in a journal from a previous assignment.
- G. Closure:** Students will be asked what they can guess about a family based on the house where they live.
- H. Modifications:** ELL and ESL students will be allowed to write the name of housing in their native language on the lists. They will be allowed to review the slides at computer stations as needed.
- I. Method of Assessment:**
Informal assessment: The teacher will listen as groups discuss the types of housing, the similarities and the differences.
Formal assessment: Read journal entry and assess individual students based on correct description of German housing. Check group lists for correct information and assess with group grade.
- J. Lesson Extension:** Students will be asked to talk with an elderly person about the house they lived in when they were their age.

**Goethe Institut
Transatlantic Outreach Program
Lesson Plan 2007
Lesson 4: What is Culture**

Grade: 3rd **Subject: Social Studies**

I. Unit Title and Unit Objective(s):

Understanding Culture

Students will learn to recognize similarities and differences among peoples of the world that reflect their unique culture.

II. State Standards:

Tennessee Content Standard: 1.0

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Third Grade Benchmark:

3.1 spi.1. Level 1: the student is able to recognize some of the major components of a culture (i.e., language, clothing, food, art, music)

3.1 spi. 2 Level 2: the student is able to determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures)

III. Instructional Objectives:

Students will evaluate what they have learned in the Transportation lesson, the Food lesson and the Housing lesson to develop a definition of culture.

IV. Prior Knowledge:

Students will know that how people live, eat, and travel reflect their culture.

V. Media and Materials:

Posters on Transportation

Papers in Folders on Foods

Venn Diagram on Transportation

Journal entry on Housing

8 ½ x 11 poster paper

Markers

Transparencies 2, 2A and 2B, 2C, 3A, 3B, 4, 5A, 8, 9A, 14, 16A from "A Kid like me across the Sea: The Life of a German Child"

Beach Ball

Folders: My Culture and My German Culture

VI. Instructional Procedures, Sequence, and Strategies:

A. Set

What Have We Learned About Germany in the past 3 lessons?

Write down 3 things you have learned and 3 things you would like to learn.

B. Key Questions/Essential Questions:

What determines the culture of a community or country?

C. Classroom Sequence and Strategies:

1. The teacher will ask students to come to the front of the room and stand in a semi-circle.
2. The teacher will ask students to call out what they have learned as they catch the ball or would like to learn about Germany.
3. The teacher and students will throw the ball back and forth until every student has had an opportunity to answer
4. The teacher will ask students to return to their desks.
5. The teacher will ask students to sit quietly as they first look at the transparencies.
6. The teacher will ask students what each slide illustrates about German culture.
7. The teacher will ask students to write down a key word from the responses.
8. The teacher will write the key word on the board also.
9. When all slides have been reviewed, the teacher will ask students to go to the cooperative group stations.
10. Each group will be asked to review the key word list and discuss how to use these words to come up with a definition for culture.
11. The writer will be asked to write down the definition. The poster manager will be asked to check the definition for correctly spelled words and grammar. The designer will be asked to read the definition aloud when called on by the teacher. The glue contractor will be asked to post the definition on the bulletin board.
12. Students will be asked to quietly return to their individual work stations.

D. Practice and Review: Students will be asked to draw a poster (8 ½ x 11) that illustrates what determines culture for a community or country and place it in their My Culture Folder

E. Learner Involvement: Students will be getting exercise by getting into and out of cooperative groups. They will work cooperatively. They will work at their desks while creating the poster. They will study the transparencies and lists and give reasons for their choices.

F. Learner Environment: Students will have practiced walking quietly to different areas in the room during previous activities so they will know that “quiet” walking is appropriate. Students will also have practiced working quietly at their desks during previous activities so they will know how to work alone. Students will also have practiced how to raise their hands to be called on during open discussion. The teacher will have also practiced calling on non-responders so that students know “incorrect” answers are ok because the teacher wants to be able to help the student learn correctly. Students will know how to write in a journal from a previous assignment.

G. Closure: Students will be asked what they have learned about German culture that helps them to understand why differences are good.

H. Modifications: ELL and ESL students will be paired with native English speaking helpers to complete the keyword list.

I. Method of Assessment:

Informal assessment: The teacher will review the lists as they are being developed.

Formal assessment: The teacher will evaluate posters for correct illustration of components of culture.

J. Possible Lesson Extension: Students could create a presentation on the computer about what determines culture if computer stations are available.

Goethe Institut
Transatlantic Outreach Program
Lesson Plan 2007
Lesson 5: Culminating Event

Grade: 3rd

Subject: Social Studies

I. Unit Title and Unit Objective(s):

Understanding Culture

Students will learn to recognize similarities and differences among peoples of the world that reflect their unique culture.

II. State Standards:

Tennessee Content Standard: 1.0

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Third Grade Benchmark:

3.1 spi.1. Level 1: the student is able to recognize some of the major components of a culture (i.e., language, clothing, food, art, music)

3.1 spi. 2 Level 2: the student is able to determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures)

III. Instructional Objectives:

Students will simulate living in Germany by walking to school and eating a traditional German breakfast.

IV. Prior Knowledge:

Food in Germany

Transportation in Germany

Houses in Germany

V. Media and Materials:

Cheese, German Bread, German Sausage, Apple Juice, Bottled Water, Apples and Strawberries

Napkins, Cups, Plates

Construction Paper

Markers

Glue

Binder Clips

Unitedstreaming Video: TOP! Episode 2: (German Series) Channel 4 (1997). Retrieved from unitedstreaming October 13, 2007. <http://streaming.discoveryeducation.com/>

Transparency 6-7 from "A Kid like me across the Sea: The Life of a German Child"

VI. Instructional Procedures, Sequence, and Strategies:

A. Set

Everyone straighten up your desks and put away your supplies, and put on your backpacks--we are going to go to school in Germany today.

B. Key Questions/Essential Questions:

How do German students traditionally get to school? What do they traditionally eat for breakfast? In what type of houses do they live?

C. Classroom Sequence and Strategies:

1. The teacher will ask students to form a line (get coats if necessary).
2. The teacher will lead and an adult volunteer will follow at the end of the line.
3. The teacher, adult volunteer and students will take a walk for several blocks away from the school and then back to the school.
4. Another adult volunteer will be putting out cheese, bread and drinks in the classroom awaiting the students return.
5. Students will be asked to return quietly to their desks.
6. Then students will be directed to go to the bathroom quietly to wash their hands
7. When all students have returned from bathroom, they will allowed to line up and get cheese, bread, sausage, fruit and drinks to take to their seats to eat. An adult volunteer will take pictures for display on the bulletin board and the school website (with permission from all parents)
8. The teacher will show the video clips Segment 2 and 4 from the TOP! Gameshow (in German) while students are eating. (Alternate resource: Transparencies 6-7)
9. When the video is finished, the teacher will direct the students in a discussion of what they saw on the video and if they recognized any words.
10. The teacher will ask what did they see that defines the German culture.
10. The teacher will ask that all teachers clean their desks and go to cooperative groups.
11. The teacher will direct groups to create a story with construction paper, markers, and pictures (provided by teacher) or drawings featuring a girl or boy living in Germany with the information they have learned during this unit. See rubric for what the book must include.
Student roles: Poster manager: assembles completed book, turns into teacher, and helps with decisions on what to include in book and completes the culture definition page after group decides on that definition; Glue Contractor: distributes glue, completes transportation page, helps with decisions on what to include in the book and cleans up workstation when finished; Writer: completes first page, completes house page, and helps with decisions on what to include in the book; Designer: picks out construction paper, completes food page, designs front cover, and helps with decisions on what to include in the book.
12. Students will be asked to quietly return to their individual work stations.

D. Practice and Review: One student chosen by the group will read and show their group's story to the class.

E. Learner Involvement: Students will be getting exercise by getting into and out of cooperative groups and going for a walk. They will work cooperatively. They will work at their desks while creating the book. They will give a presentation. They will eat a healthy breakfast.

F. Learner Environment: Students will have practiced walking quietly to different areas in the room during previous activities so they will know that "quiet" walking is appropriate. Students will also have practiced working quietly at their desks during previous activities so they will know how to work alone. Students will also have practiced how to raise their hands to be called on during open discussion. The teacher will have also practiced calling on non-responders so that students know "incorrect" answers are ok because the teacher wants to be able to help the student learn correctly. Students will know how to write in a journal from a previous assignment. Students will be outside (weather permitting).

G. Closure: Students will place books on bulletin board in the hall for display.

H. Modifications: ELL and ESL students will be paired with native English speaking helpers to complete the book. Physically impaired students will be paired with an adult volunteer who will walk only part of the way or the physically impaired student will be pushed in a wheel chair. Any student with specific food allergies will be given appropriate food substitutes. Any student with religious convictions preventing the student from eating certain food groups will be given appropriate food substitutes.

I. Method of Assessment:

Informal assessment: Questioning students during discussion

Formal assessment: Individual Grade based on independent work—Evaluate individually assigned pages for individual grade. Individual Grade based on group product: Evaluate books using unit rubric

J. Possible Lesson Extension: Students could create a presentation on the computer paralleling the book content that could be shown at a School Board meeting or Parent-Teacher Open House