

Fun=Learning: Teaching Strategies for the Early Elementary Curriculum

Honors Project

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ABSTRACT

FUN=LEARNING: TEACHING STRATEGIES FOR THE EARLY ELEMENTARY CURRICULUM

by Alyssa Johnson

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5/2/09

This thesis will focus on the creation of a thematic unit to teach during an internship at the elementary school level. The thematic unit includes a pre and post assessment, unit goals and objectives, general pre unit materials, lesson plans, data analysis and reflections. The purpose of creating a unit was to implement different fun techniques and strategies and to analyze assessment data from the unit to see if the strategies produced successful results.

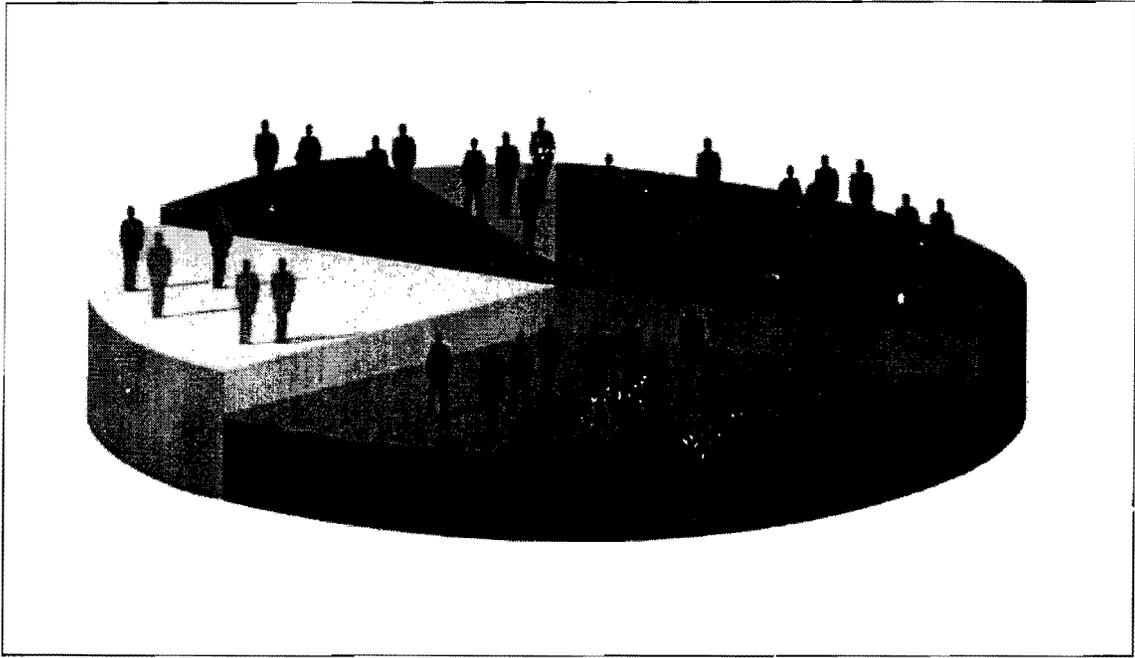
INTRODUCTION

The thesis is centered around a thematic unit of Japan. This unit is being taught in order to analyze and interpret the data of the pre and post assessments in accordance with fun and interactive lesson plans. The following pages will explain/provide a philosophy of education, mission statement, demographic profile of the classroom, the unit, assessments, lesson plans, and any other materials that were used in the making of the unit.

Philosophy of Education:

Teaching is all about having an open mind. Personally, learning is too. Piaget once stated "Play is the work of the child." I like to make learning fun and engaging for my students. After all, if children are not having fun while they are learning then the knowledge can be susceptible to loss. I treat all students in my classroom with an equitable attitude. All lessons are taught in a manner that appeals to all learning styles (visual, auditory, and kinesthetic). I have high expectations for all of my children. I set the bar high so that the children will push themselves to do their best. My classroom is like a family. We communicate, support, and love each other in our learning journeys and also outside the classroom. It is imperative that teacher-parent communication be open and often. If the teacher and parent are willing to work with each other then a child's progress will soar. I teach my students the value and importance of working with the community by giving back. We often volunteer and help others in the community such as community cleanup and food drives. It is my goal at the end of each day to teach my students to be helpful, bright, self-driven individuals who have a love for learning.

MISSION STATEMENT: "To further the development of young minds in a fun, healthy, and successful learning environment."



Demographic Profile

During the intern semester of Spring 2009, I will student teaching at Union Chapel Elementary School in Robeson County, North Carolina. I will be under the direction of Clinical Teacher Mrs. Genemma Lowery. Mrs. Lowery is in the second grade. The profile will highlight a variety of statistics in the community, the school, the school system, and the classroom.

The Community

Union Chapel is a very small community. It is located in Robeson County, North Carolina. It is considered to be a part of the town of Pembroke, North Carolina because it shares the same zip code. Union Chapel community is located approximately five miles away from the campus of The University of North Carolina at Pembroke. Robeson County is located in southeastern, North Carolina and is a mostly rural setting. As of 2004, the county had a population of 126,469 -- an increase of 2.54% from the 2000 census. Robeson County was incorporated in 1787 from Bladen County, and was named in honor of Col. Thomas Robeson of Tar Heel, North Carolina for his Revolutionary War service.

Here is an overview of the county. The total population for Robeson County is significantly lower than that of the state total. Robeson county only makes up for less than two percent of the state population total but is a larger county size. This may be credited to the location and deprivation of attractions to the county. The average income for the county is \$28,849 which is above the poverty level but also not a very high income. The percent of people holding a college degree over the age of 25 is 17%. This is relatively close to the state level of 24%. This may be attributed to the fact that an affordable four year University is available in the county and is open to the public.

Graph A: Robeson County Overview

About This County (Robeson)

	Robeson County Statistics	(NC) State Statistics
Population	129,448 people	7,780,958 people
% (age 25+) w/College Degree	17%	24%
Population Average Age	33 years old	35 years old
Average Household size	2.5 persons	2.4 persons
Median Household Income (Average)	\$28,489	39726

(publicschoolreview.com)

The largest ethnicity groups in the county (by percentage) as follows: Native American, Caucasian, African American, and Asian/Pacific Islanders. The percentage for Native Americans is 38% which will greatly affect how I will teach my classes. I will be sure to bring in many ties to the Native American community in order to connect with my students on a greater level. Also, the need for exposure of different cultures for my students is imperative since my classroom will most likely contain a very high percentage of Native Americans.

Graph B: Population Break Down By Race/Ethnicity

RACE	NUMBER	PERCENTAGE OF TOTAL
One race	121,597	98.6
White	40,460	32.8
Black or African American	30,973	25.1
American Indian and Alaska	46,896	38.0

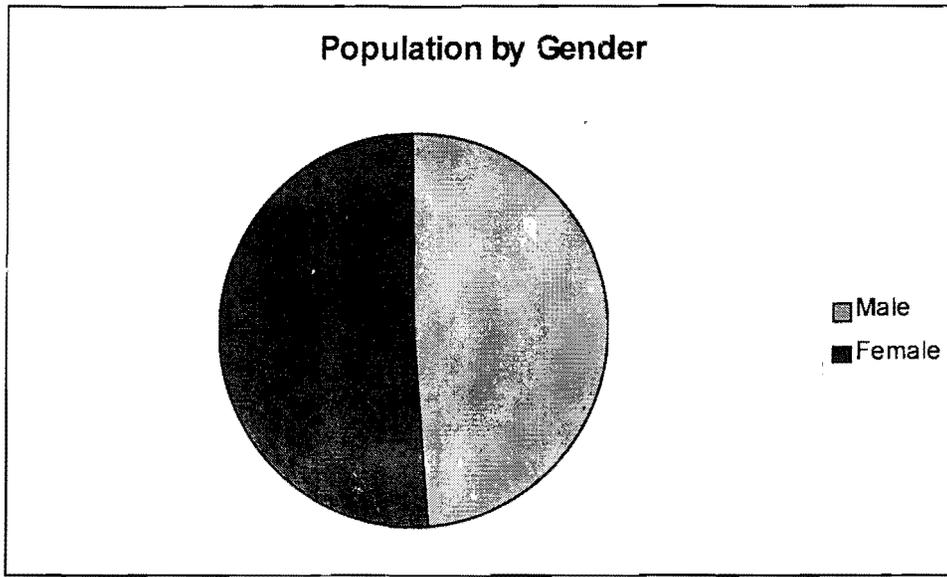
Native		
Asian	404	0.3
Asian Indian	181	0.1
Chinese	54	0.0
Filipino	64	0.1
Japanese	20	0.0
Korean	39	0.0
Vietnamese	12	0.0
Other Asian	34	0.0
Native Hawaiian and Other Pacific Islander	77	0.1
Native Hawaiian	17	0.0
Guamanian or Chamorro	31	0.0

Samoan	14	0.0
Other Pacific Islander	15	0.0
Some other race	2,787	2.3
Two or more races	1,742	1.4

(US Census Bureau)

Males make up 48.6% of the population while females account for the other 51.4%. My classroom should therefore contain an almost equal amount of boys and girls.

Graph C: Population Break Down by Gender



(US Census Bureau)

Male= 48.6%

Female= 51.4%

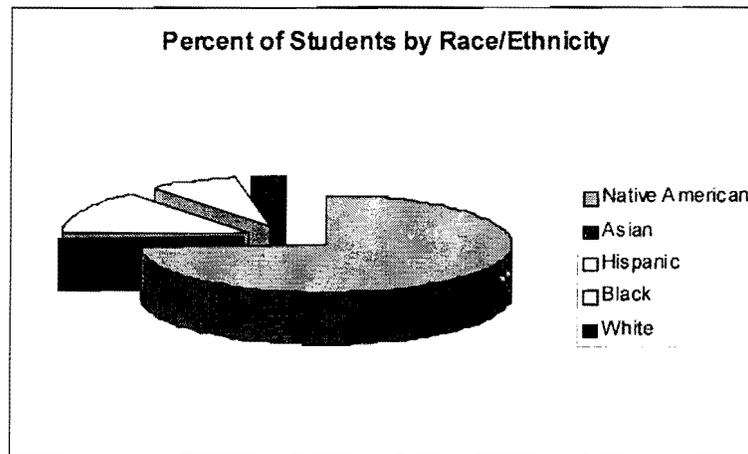
Post-secondary educational opportunities in Robeson County include Robeson Community College and The University of North Carolina at Pembroke. Robeson Community College offers university-transfer classes and also a variety of associate degrees. The University of North Carolina at Pembroke offers a variety of undergraduate and graduate level degrees.

The School

Union Chapel Elementary has a total of 558 students. The teacher student ratio is 1:17. Native Americans make up 75% of the student population, Hispanics make up

15%, Blacks make up 8%, and Whites make up 3%. Males make up 49% of the total student population and females make up 51% of the population. My classroom should be almost equal in gender but will not be very diverse in race.

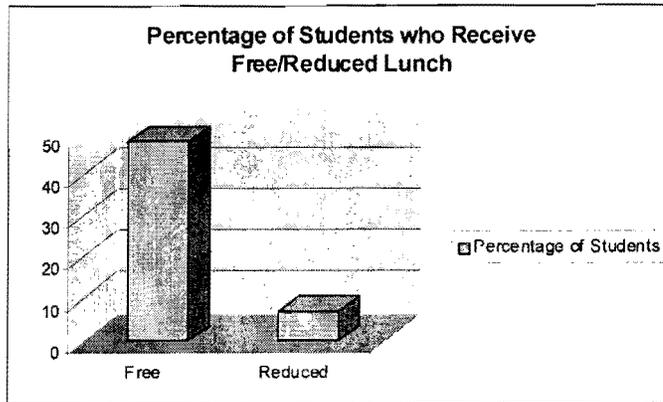
Graph A: Percentage of Students by Race/Ethnicity



(Public School Review)

48% of students at Union Chapel receive free lunch and 7% receive a reduced lunch price. This data shows that a majority of students cannot afford lunch so they will probably not be able to afford many extra school supplies. If I was a regular teacher at the school I would try to keep the supply list as minimum and affordable as possible.

Graph B: Percentage of Students who Receive Free/Reduced Lunch



Special education services are available at Union Chapel Elementary and students who need them are provided with them. There are a total of 32 teachers at Union Chapel and out of those 32 teachers 87% are highly qualified. 3% of teachers have emergency teaching permits. The per pupil expenditure for Robeson County Public Schools is \$7,574.

The Classroom

Mrs. Lowery's classroom is second grade. All subjects are taught in the classroom by Mrs. Lowery. These subjects include: spelling, language arts, social studies, science, and math. There are 22 students in the class. The classroom is organized by two rows of 5 desks with three groups of four desks in the middle of the rows. The back corner of the classroom has four computers where the children complete supplementary programs as well as accelerated reader and math. The other back corner of the classroom is called the reading corner where bookshelves and a rug are contained. The front corner of the classroom is where supplies and the bookbags are kept.

There are no children in the class with IEP's but there are several who still need accommodations. Five of the students are in the Nurturing AIG program and Mrs.

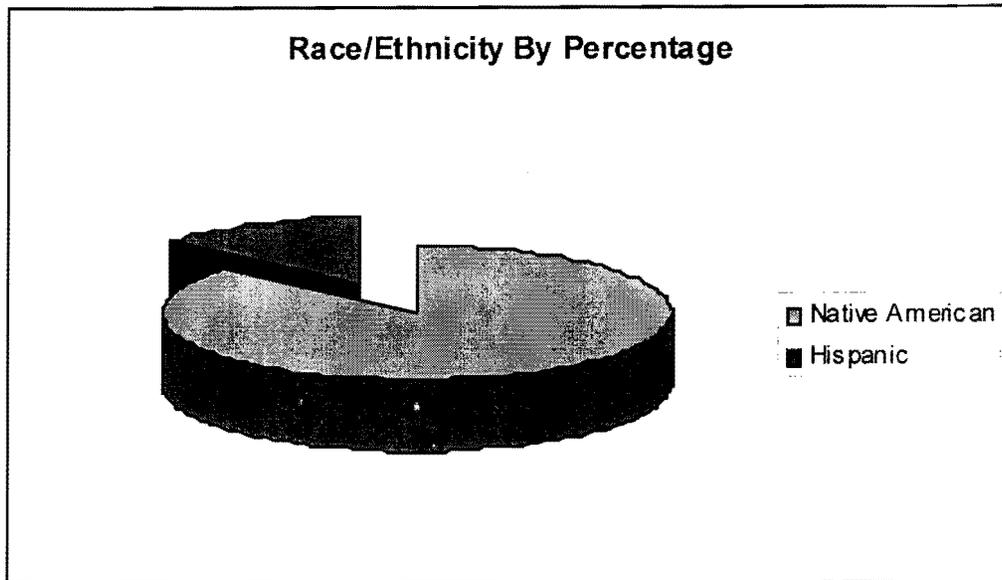
Lowery says that she challenges them with extra work and sometimes more difficult work. There are three Hispanic children in the class and an interpreter is available for them. The children seem to be fairly fluent in English however. There are several charts of rules in the classroom which include: classroom rules, check your work chart, let's get along poem/song chart, pledge of allegiance, conduct chart, and a good behavior wall.

The classroom rules include: ask permission to get out of seat, always say kind words to others, listen to teacher while teaching, keep your hands to yourself, follow directions and rules, good behavior is allowed, always respect and be polite to others, and please walk and talk quietly in hallways and restrooms. The classroom rules were written by the students in the class at the beginning of the school year. Mrs. Lowery says that when students help make the rules they feel more accountable in following them. School-Wide Rules include: respect yourself and others, always be prepared and do your best, move quietly and orderly, keep your school neat and clean, follow safety rules at school and on the bus, and take pride in what you do.

The disciplinary program is on a team points system. There are five teams in the room and they receive points for turning in homework, good behavior, and fulfilling other requirements in the class. If one person in the group is missing their homework then the team's points go down. The team members help each other become accountable so they can have the most points. The team with the most points at the end of the week receives popcorn and soda as a reward. Mrs. Lowery says that this system works very well with the students because they help each other become accountable for their actions.

There are an equal 11 girls and boys in the classroom. 19 of the students are Native American and the other three are Hispanic. There are eight children in the

classroom who receive free lunch and one child who receives reduced lunch. Seven children in the class receive speech, five receive enrichment AIG, and three receive ESL services. Students who take speech are pulled out for 45 minutes a week and 2-3 children are pulled out a time.



Reflection

After gathering all demographic data for this profile, it is very apparent that the data is necessary in order to have a supportive and inclusive classroom. As a future educator I understand the need to have a culturally aware classroom and this data will help me to do so during my internship. Knowing such information as the ethnicities present in my classroom and the percentage of free/reduced lunches will help me to understand the background of my students and also help me to better prepare them for their future. When I was in school I was on free lunch and now I am almost a college graduate. I feel like I should share this information with my students to show them that it does not matter where you have come from but where you are going.

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Purpose of Unit:

Upon the completion of this unit, the learners will understand the culture of Japan and how it is related and integrated into spelling, language, reading, math, art, and technology.

UNIT OVERVIEW:

Monday: Introduction of Japan, location, geography, history.

Social Studies: map game and powerpoint with geography and History, timeline worksheet

Language: introduction of poetry, syllables and haikus

Tuesday: Japanese Foods, Fashion, and Fun

Social Studies: the culture of Japan powerpoint, double bubble map

Math: Kimono Shapes activity

Wednesday: Japanese Language, government, and economy

Social Studies: Japanese Language, government, and economy powerpoint

Spelling: high frequency words

Reading: read story individually; special surprise for students (Rice from Mikotos with chopsticks to integrate the role of rice in the economy)

Thursday: Japanese technology and the future of Japan

Social Studies: short Japanese technology and the future of Japan powerpoint, computer lab research on Japanese technology

Friday: Testing, Post Assessment on Japan.

LEARNING OBJECTIVES:

1. Students will be able to recognize the structure of a haiku.
2. Students will be able to write a haiku in correct form.
3. Students will be able to recognize different geometric shapes.
4. Students will be able to form a variety of geometric shapes using different mediums (worksheets, solid shapes, plane shapes, etc).
5. Students will be able to correctly answer comprehension questions from How My Parents Learned to Eat.
6. Students will be able to locate Japan on the map.
7. Students will be able to generally describe the history of Japan.
8. Students will be able to generally describe the geographic features of Japan.
9. Students will be able to generally describe the key facets of Japanese culture.
10. Students will be able to generally describe the language of Japan.
11. Students will be able to generally describe the government of Japan.
12. Students will be able to generally describe the economy of Japan.
13. Students will be able to generally describe the technology in Japan.
14. Students will be able to generally describe the future outlooks of Japan.

*Degree of Mastery Prediction: All students will pass all subject tests with more than a majority of the class fully mastering subject areas.

GOALS OF THE UNIT:

General Goals of the Unit and Aligned to the Unit Rationale:

1. To connect students prior knowledge of America to relate to Japan.
2. To compare different aspects of America to Japan.
3. To enrich students in the culture, geography, economy, and government of Japan.
4. To show students how aspects of Japan can be integrated into all subjects of the curriculum.

SCOS Goals Met Through the Unit:

Language Arts: 1.01-1.03, 2.01, 3.01, 3.03, 4.03, 5.01, 5.07

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Objectives

1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.

1.02 Read most high frequency and many irregularly spelled words accurately in text.

1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Use personal experiences and knowledge to interpret written and oral messages.

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

4.03 Read aloud with fluency and expression any text appropriate for early independent readers.

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

5.01 Spell correctly using:

- previously studied words.
- spelling patterns.
- analysis of sounds to represent all the sounds in a word in one's own writing.

5.07 Use legible manuscript handwriting.

Math: 3.01, 3.02

Competency Goal 3: The learner will perform simple transformations.

Objectives

3.01 Combine simple figures to create a given shape.

3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

Social Studies: 3.01-3.04, 3.06, 5.01, 5.03-5.05, 8.02

Competency Goal 3: The learner will analyze how individuals, families, and communities are alike and different.

Objectives

3.01 Compare similarities and differences between oneself and others.

3.02 Describe similarities and differences among families in different communities.

3.03 Compare similarities and differences among cultures in various communities.

3.04 Identify multiple roles performed by individuals in their families and communities.

3.06 Identify individuals of diverse cultures and describe on their contributions to society.

Competency Goal 5: The learner will understand the relationship between people and geography in various communities.

Objectives

5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.

5.03 Compare and contrast the physical features of communities and regions.

5.04 Identify the absolute and relative location of communities.

5.05 Interpret maps, charts, and pictures of locations.

Competency Goal 8: The learner will recognize how technology is used at home, school, and in the community.

8.02 Explain how technology has affected the world in which we live.

Technology:

Competency Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

1.06 Identify and discuss terms/concepts sort, search/filter, keyword using electronic databases (e.g., automated circulation system, electronic encyclopedias).

Art:

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

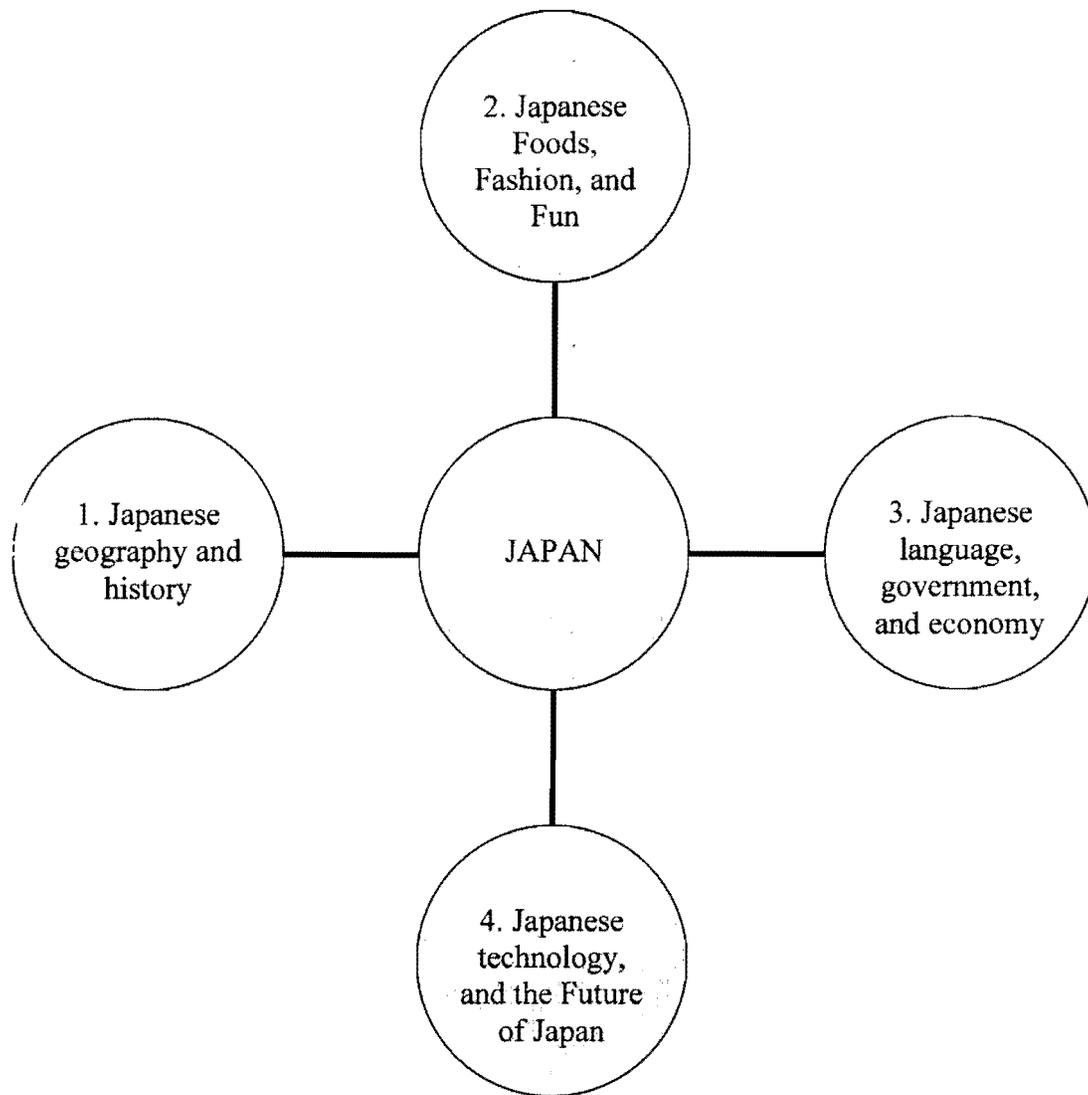
1.02 Plan and organize for creating art.

1.03 Develop strategies for imagining and implementing images.

Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.

GRAPHIC ORGANIZERS FOR UNIT:



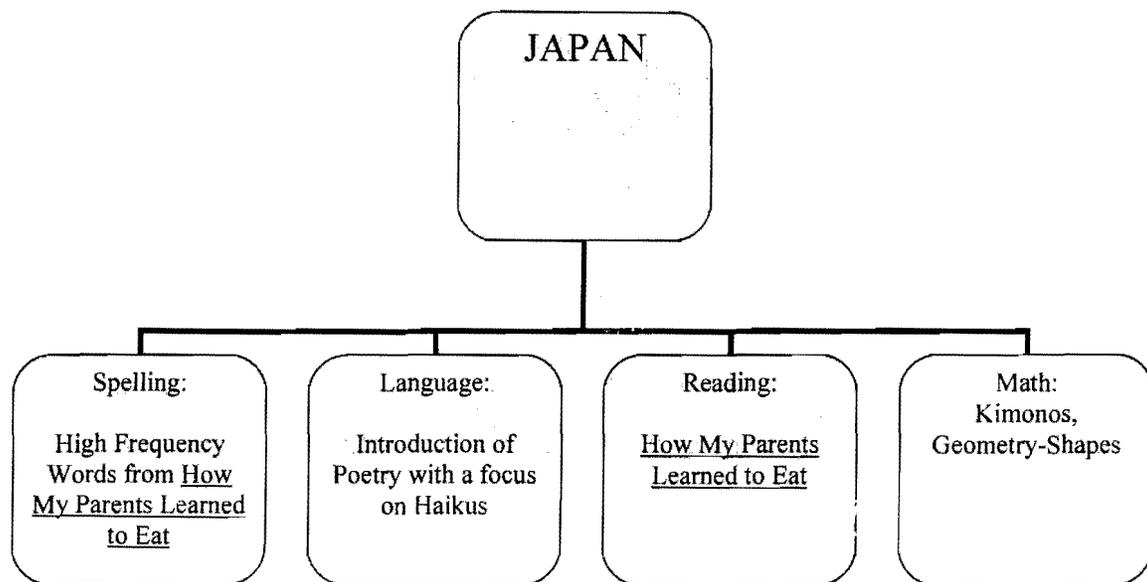
1. Japanese geography and history: location on map in relation to Asia and America and the whole world map, landforms, ancient history to present.

2. Japanese food, fashion, and fun: rice, seaweed, sushi, chopsticks, kimonos, Tokyo fashion, country attractions.

3. Japanese language, government, and economy: Japanese language and word meanings, government setup and comparisons to America, economy setup and comparison to America's.

4. Japanese technology, and the Future of Japan: internet, architecture, city structures, future outlooks.

Subject Focus Areas for the Week:



ASSESSMENT PLAN:

Name: _____ Date: _____

Japan-Pre-assessment

True or False

1. Japan is an Asian country.

True False

2. Kimonos are NOT worn in Japan.

True False

3. Japan and China are the same country.

True False

4. Rice is a large part of the Japanese diet.

True False

5. A haiku is a type of Japanese poem.

True False

Fill in the Blank

Word Bank: Tokyo, internet, close, Japanese

1. Japan is not _____ to the United States.

2. Japan has high-speed _____.

3. The language of Japan is _____.

4. _____ is the capital city of Japan.

Name: _____ Date: _____

Japan-Post-assessment

True or False

1. Kimonos are NOT worn in Japan.

True False

2. Japan and China are the same country.

True False

3. Rice is a large part of the Japanese diet.

True False

4. Japan is an Asian country.

True False

5. A haiku is a type of Japanese poem.

True False

Fill in the Blank

Word Bank: close, internet, Japanese, Tokyo

1. The language of Japan is _____.

2. _____ is the capital city of Japan.

3. Japan is **not** _____ to the United States.

4. Japan has high-speed _____.

MONDAY LESSON PLANS

Alyssa Johnson Monday Lesson Plans-TCWS Thematic Unit on Japan

Lesson Topic: Japan Introduction: Geographic location, physical features, and brief history.

Grade Level: 2nd

North Carolina Standard Course of Study Standards and Objectives:

Competency Goal 5: The learner will understand the relationship between people and geography in various communities.

Objectives

5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.

5.03 Compare and contrast the physical features of communities and regions.

5.04 Identify the absolute and relative location of communities.

5.05 Interpret maps, charts, and pictures of locations.

Instructional Objective(s) for this lesson:

The learner will be able to locate Japan on the map.

The learner will be able to generally describe the history of Japan through filling out a timeline.

The learner will be able to generally describe the geographic features of Japan.

Prior Learning and/or Prerequisite Skills/Knowledge:

No prerequisite skills or knowledge is needed for this lesson.

Materials:

Computer, computer projector, world map, timeline worksheet, yardstick (used as a pointer)

Technology:

Microsoft Powerpoint presentation will be a large focus of this lesson.

Grouping for the lesson: The students will work individually for this lesson.

Steps in the Lesson:

Beginning: The teacher will introduce the country of Japan by physically pointing out where Japan is on the map. The teacher will explain what physical features are and give examples of each. The teacher will allow students to help point out (with a yardstick) the different features located on the map. The teacher will also play a mini game with the students comparing the physical features of the United States to that of Japan. Students will use the yardstick to point out similar landforms in Japan to the United States and different landforms for the mini game.

Middle: The teacher will then present a powerpoint presentation on the history of Japan. During the presentation, the teacher stop in intervals to ask comprehension questions to make sure the students are following along with and understanding the information that is being presented.

End: The teacher will ask summarizing and review questions to the students about what they have learned. Some examples of these questions include: Name one landform in Japan, How old is the country of Japan? The teacher will then give out a fill in the blank timeline of Japan's history.

Evaluation: The teacher will evaluate the student's through their oral responses, map game responses and the timeline worksheet.

Differentiation for Diverse Student Needs: There is one student in my class who desperately needs eye glasses and has a lot of trouble seeing anything projected. I could setup a laptop on the desk of the student and have the teacher assistant sit by the student's side to guide the student through the slideshow.

Resources: Edhelper timeline worksheet, edhelper.com,
<http://www.edhelperclipart.com/clipart/teachers/org-timeline.pdf> (timeline worksheet),
March 1st, 2009.

Alyssa Johnson Monday Lesson Plan-TCWS Thematic Unit on Japan Integrated
with Language Arts

Lesson Topic: Haikus

Grade Level: 2nd

North Carolina Standard Course of Study Standards and Objectives:

Social Studies:

Competency Goal 5: The learner will understand the relationship between people and geography in various communities.

Objectives

5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.

5.03 Compare and contrast the physical features of communities and regions.

5.04 Identify the absolute and relative location of communities.

5.05 Interpret maps, charts, and pictures of locations.

Language Arts:

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Objectives

1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

5.01 Spell correctly using:

- previously studied words.
- spelling patterns.
- analysis of sounds to represent all the sounds in a word in one's own writing.

5.07 Use legible manuscript handwriting.

Instructional Objective(s) for this lesson:

Students will be able to recognize the structure of a haiku.

Students will be able to write a haiku in correct form.

Students will be able to recall haikus as a part of Japanese history.

Prior Learning and/or Prerequisite Skills/Knowledge:

The basic knowledge of how to tell how many syllables are in one word is desired but not required to know before this lesson. A review of syllables will be provided at the beginning of the lesson.

Materials:

Paper, pencil, overhead projector, syllable worksheet, haiku worksheet

Technology:

No technology is required for this lesson.

Grouping for the lesson: The students will work individually during the beginning of the lesson and then in groups to form haikus.

Steps in the Lesson:

Beginning: The teacher will write the word haiku on the board in very large letters. The teacher will explain that a haiku is a very important part of Japanese history and that it is a type of Japanese poem. The teacher will explain that the haiku was made in Japan and that it has a format that must be followed very carefully in order to write one. The teacher will explain that in order to understand the haiku the students must first understand how to tell how many syllables are in a word. The teacher will demonstrate the simple technique of clapping the syllables out in a word. The teacher will use the word Japan. The teacher will clap after **ja** and after **pan** to show that there are two syllables in the word. The next word the teacher will clap out will be history. The teacher will clap after **his**, after **tor**, and after **y** to show that there are three syllables in the word. The teacher will then, in an excited voice, ask the students if they would like to find out how many syllables are in a word. Most likely, the students will respond with a positive yes if the teacher is also excited. The teacher will then pass out the syllable worksheet. The whole class will clap through each word to find out which column the word should be written under (one syllable column or two syllable column).

Middle: The teacher will then use the overhead projector to write out the format of the haiku and later on to give examples of haikus. The format of a haiku is three lines. The

first line has five syllables, the second seven, and the third five again. The teacher will write all of this information on the overhead. To stress the format of the haiku the class will say this sentence out loud five times: A haiku has three lines. Next the teacher will stress how many syllables are in each line by holding up five fingers (saying the word five), holding up seven fingers (saying the word seven), and then holding up five fingers again (saying the word five). The class will then repeat this action with the teacher at least five times. The teacher will then write an example of a correct and incorrect haiku on the overhead. The class will have to determine which example is the correct example by clapping out the syllables.

End: The teacher will then pass out the haiku worksheet. The class will be divided into groups of three. Each person, however, will receive a worksheet. The teacher will instruct each group to write a haiku about something they learned during the social studies lesson on Japan's geography or history. The teacher will remind the students to use the correct amount of syllables in each line. The lesson will conclude with the reading of each group's haiku.

Evaluation: The teacher will informally assess the students by walking around and monitoring the development of each group's haiku.

Differentiation for Diverse Student Needs: In my class, there is a little girl who is very shy and does not like to say much of anything. This activity would be great for her to open up first to a smaller group and talk than to have to talk in front of the whole class. I would group her with other quite children in hopes that she would not feel intimidated by them and be more willing to communicate.

Resources: Syllables worksheet, superteacherworksheets.com, <http://www.superteacherworksheets.com/syllables/syllables5.pdf>, March 1st, 2009, haiku worksheet (self-created)

Name _____ Date _____

Sample Haiku

Samurais fight war. (5 syllables)
Japan gains a lot of land. (7 syllables)
Some parts of China. (5 syllables)

Write your own haiku about Japan's geography or history.

TUESDAY LESSON PLANS

Alyssa Johnson Tuesday Lesson Plan-TCWS Thematic Unit on Japan

Lesson Topic: Japan: Food, Fashion, and Fun.

Grade Level: 2nd

North Carolina Standard Course of Study Standards and Objectives:

Social Studies:

Competency Goal 3: The learner will analyze how individuals, families, and communities are alike and different.

Objectives

3.01 Compare similarities and differences between oneself and others.

3.02 Describe similarities and differences among families in different communities.

3.03 Compare similarities and differences among cultures in various communities.

3.04 Identify multiple roles performed by individuals in their families and communities.

Instructional Objective(s) for this lesson:

The learner will be able to name at least three different kinds of Japanese food dishes.

The learner will be able to describe what a kimono looks like.

The learner will be able to describe Tokyo fashion.

The learner will be able to name at least three things to do for fun in Japan.

Prior Learning and/or Prerequisite Skills/Knowledge:

No prerequisite skills or knowledge is needed for this lesson.

Materials:

Computer, computer projector, internet access, yardstick (used as a pointer)

Technology:

Microsoft Powerpoint presentation will be a large focus of this lesson.

Grouping for the lesson: The students will work in groups of 4-5 after the powerpoint presentation.

Steps in the Lesson:

Beginning: The teacher will begin the lesson by reviewing the social studies lesson from the day before. The lesson from before was about Japan's location and history. The teacher will ask key points such as: what continent is Japan located in and who were the samurais'? The teacher will then introduce the lesson for today which will be on Japan's food, fashion, and fun. The teacher will then try to draw any prior knowledge out of the students that they may know about the food, fashion, or things to do for fun in Japan.

Middle: The teacher will present a powerpoint on Japan's Food, Fashion, and Fun to the class. During the powerpoint, the teacher will stop in intervals to ask the class comprehension questions. After the powerpoint, students will complete a double bubble map on comparing American food, fashion, or fun to Japan's. Each group will be assigned food, fashion, or fun.

End: Each group will share their answers and a few minutes to each group will be devoted to questions from the class to each group about their maps. The teacher will ask if the class thinks American culture and Japanese culture are alike and different. Students will answer yes and the teacher will guide the discussion by bringing in examples from the double bubble maps created.

Evaluation: The students will be evaluated on their responses throughout the lesson and on the double bubble maps.

Differentiation for Diverse Student Needs: There is a student in my class who is constantly in a daze and not paying attention. He used to have a tech but the tech was taken away. For the group activity and even the powerpoint, I would put one of my very strong students with him to help him stay on task. This would help me out because I would not have to interrupt the lesson as much to keep him focused.

Resources: Double Bubble Worksheet, [wappingersschools.org](http://www.wappingersschools.org), <http://www.wappingersschools.org/RCK/staff/teacherhp/johnson/pdf/DoubleBubbleMap.pdf>, March 1st, 2009

Alyssa Johnson Tuesday Lesson Plan-TCWS Thematic Unit on Japan Integrated with Math

Lesson Topic: Kimono Shapes

Grade Level: 2nd

North Carolina Standard Course of Study Standards and Objectives:

Social Studies:

Competency Goal 3: The learner will analyze how individuals, families, and communities are alike and different.

Objectives

- 3.01 Compare similarities and differences between oneself and others.
- 3.02 Describe similarities and differences among families in different communities.
- 3.03 Compare similarities and differences among cultures in various communities.
- 3.04 Identify multiple roles performed by individuals in their families and communities.

Math:

Competency Goal 3: The learner will perform simple transformations.

Objectives

- 3.01 Combine simple figures to create a given shape.
- 3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

Art:

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

- 1.02 Plan and organize for creating art.
- 1.03 Develop strategies for imagining and implementing images.

Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.

Instructional Objective(s) for this lesson:

Students will be able to recognize different geometric shapes.

Students will be able to form a variety of geometric shapes using different mediums (worksheets, geoboards, etc).

Students will be able to create their own design using specific geometric shapes.

Prior Learning and/or Prerequisite Skills/Knowledge:

The basic knowledge of what plane shapes are called and what they look like and how many sides they have.

Materials:

Solid shapes, kimono shapes worksheet, crayons or colored pencils

Technology:

No technology is required for this lesson.

Grouping for the lesson: The students will work individually during the lesson.

Steps in the Lesson:

Beginning: The teacher will begin by reviewing the plane shapes which include: triangle, square, rectangle, rhombus, diamond, circle, pentagon, hexagon, and octagon. The teacher will draw each shape on the board and put the name of each shape beside it. The teacher will also count and write the number of sides each shape has. The teacher will also ask the class to tell some differences between each shape.

Middle: The teacher will then introduce the solid shapes which include: sphere, pyramid, rectangle, cone, cylinder, and cube. The teacher will draw each solid shape on the board then show the solid wood shape to show what it looks like in real life. After each shape is shown the students will then tell what plane shapes can be seen in each solid shape. An example of this is how a triangle and a square can be seen on a pyramid.

End: After all the solid shapes have been dissected into plane shapes or told what shapes they are similar to, the students will complete a kimono shapes worksheet. The worksheet

allows the students to design a blank kimono with all the plane and solid shapes they learned about in the lesson. The students have to include every shape listed on the board at least once on their kimono design. The students will also be able to color their kimonos.

Evaluation: The teacher will take up each kimono shapes worksheet and for each shape that is drawn correctly (number of sides and neatness) the student will receive seven points. There are 15 shapes altogether that should appear at least once on the kimono.

Differentiation for Diverse Student Needs: There are some students who may have a hard time drawing some of the shapes and for this purpose; I will personally demonstrate to those students how to draw each plane shape and solid shape.

Resources: blank kimono template,
(<http://www.llesd.k12.ca.us/Kid%20Pix/Kid%20Pix%20gif%27s/kimono.gif>), March 1st, 2009

WEDNESDAY LESSON PLANS

Alyssa Johnson Wednesday Lesson Plan-TCWS Thematic Unit on Japan

Lesson Topic: Japan: Language, Government, Economy.

Grade Level: 2nd

North Carolina Standard Course of Study Standards and Objectives:

Social Studies:

Competency Goal 3: The learner will analyze how individuals, families, and communities are alike and different.

Objectives

3.03 Compare similarities and differences among cultures in various communities.

3.06 Identify individuals of diverse cultures and describe on their contributions to society.

Instructional Objective(s) for this lesson:

The learner will state that the language of Japan is Japanese.

The learner will state what type of government Japan has and what their leader is called.

The learner will state at least two sources of revenue for Japan.

Prior Learning and/or Prerequisite Skills/Knowledge:

No prerequisite skills or knowledge is needed for this lesson.

Materials:

Computer, computer projector, internet access, yardstick (used as a pointer), paper, markers

Technology:

Microsoft Powerpoint presentation will be a large focus of this lesson.

Grouping for the lesson: The students will work individually during the powerpoint presentation and 4-5 in groups during the assembly line activity.

Steps in the Lesson:

Beginning: The teacher will begin the lesson by reviewing the social studies lesson from the day before. The lesson from before was about Japan's food, fashion, and things to do for fun. The teacher will ask key points such as: what foods are used most in Japanese dishes, how would you describe Tokyo fashion, etc. The teacher will then introduce the lesson for today which will be on Japan's language, government, and economy. The teacher will then try to draw any prior knowledge out of the students that they may know about the language, government, or economy of Japan.

Middle: The teacher will present a powerpoint on Japan's language, government, and economy to the class. During the powerpoint, the teacher will stop in intervals to ask the class comprehension questions. After the powerpoint, students will complete a group activity demonstrating an assembly line. This activity is used to reinforce the economy of Japan and the items that they export to other countries. The students will be told to imagine that they are working to make a car, television, or robot in Japan and that they are in a factory. They will be part of an assembly line in making these items. What they students will be given are paper and markers. Each group will be given a different item to make. Each person must do only one thing to the paper in order to create the item. The teacher will then self monitor the progress of the groups. The groups will be given about ten minutes to see how many items they can create.

End: The teacher will call time and find out which group created the most successful items. The teacher will explain to the class that this activity was done to stress how important the exports in Japan are to the economy. The teacher will ask the class if making the item was difficult. The teacher will then ask the class tell their other reactions to the activity.

Evaluation: The students will be evaluated on their responses throughout the powerpoint and through the assembly line activity.

Differentiation for Diverse Student Needs: One student need that would call for accommodations during this lesson would be one who has ADHD. Some tips to help the student stay focused would include: seat near teacher, assign student to low distraction work area, seat near positive peer models, and stand near student when giving instructions.

Resources: none

THURSDAY LESSON PLAN

Alyssa Johnson Thursday Lesson Plan-TCWS Thematic Unit on Japan Integrated with Technology

Lesson Topic: Japan: Technology and the Future of Japan.

Grade Level: 2nd

North Carolina Standard Course of Study Standards and Objectives:

Social Studies:

Competency Goal 3: The learner will analyze how individuals, families, and communities are alike and different.

Objectives

3.06 Identify individuals of diverse cultures and describe on their contributions to society.

Competency Goal 8: The learner will recognize how technology is used at home, school, and in the community.

8.02 Explain how technology has affected the world in which we live.

Technology:

Competency Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

1.06 Identify and discuss terms/concepts sort, search/filter, keyword using electronic databases (e.g., automated circulation system, electronic encyclopedias).

Instructional Objective(s) for this lesson:

The learner will be able to list at least four different results of Japanese technology.

The learner will be state that the future of Japan has a positive outlook and not a negative one.

Prior Learning and/or Prerequisite Skills/Knowledge:

No prerequisite skills or knowledge is needed for this lesson.

Materials:

Computer, computer projector, internet access, yardstick (used as a pointer), computer lab (with enough computers for each student), paper, pencil

Technology:

Microsoft Powerpoint presentation will be a large focus of this lesson.

Grouping for the lesson: The students will work individually during this lesson.

Steps in the Lesson:

Beginning: The teacher will begin the lesson by reviewing the social studies lesson from the day before. The lesson from before was about Japan's language, government, and economy. The teacher will ask key points such as: what is the language of Japan called, what kind of government Japan has, what is the leader of Japan called etc. The teacher will then introduce the lesson for today which will be on Japan's technology and the Future of Japan. The teacher will then try to draw any prior knowledge out of the students that they may know about the technology or future of Japan.

Middle: The teacher will present a powerpoint on Japan's technology, and the future of Japan. During the powerpoint, the teacher will stop in intervals to ask the class comprehension questions. After the powerpoint, the teacher will ask summarizing questions such as: can anyone name a product made from the technology in Japan, will Japan's future be successful and positive? The teacher will help to facilitate and guide the conversation of the students in the right direction without giving the answers to the questions.

End: The teacher will take the students to the computer lab. Students will bring pencil and paper with them. The teacher will explain to the students that they will now be researching what kinds of technology the United States has. The teacher will instruct the students how to go to the internet and how to type in www.encycarta.com. The teacher will tell the students that this is an online encyclopedia that can be used to search for different kinds of information. The teacher will tell the students how to type the keyword "United States Technology" in. The teacher will tell the class that a variety of articles will come up and to choose one and read it. The students will be required to write three facts about United States technology that they learned from the article they read. The teacher will walk around and monitor the progress of the students to make sure they are reading the article fluently and also recording technology-based facts. After about 15 minutes or so the teacher will begin a brief discussion about what the students learned from doing the research. The teacher will ask every child to name at least one of the facts they learned. The teacher will guide the discussion into a comparison of Japanese technology and American technology.

Evaluation: The students will be evaluated on their responses throughout the powerpoint and through the papers they turn in from the computer lab visit.

Differentiation for Diverse Student Needs: If there is a student who has a low SES (socio-economic status) and therefore is not exposed to the internet, I can sit that student beside one who is more technologically advanced and is willing to help and guide the student to the technology articles. The student may even need some special training in using the mouse from the more advanced student.

Resources: Encarta.com, www.encyclopedia.com, keyword=United States technology, March 1st, 2009

AFTER THE UNIT...

After the creative and fun-filled four days of the thematic and integrated unit was taught, a post assessment that was almost identical to the pre assessment was given.

Following are the results.

Data Analysis

During my internship at Union Chapel Elementary School, I created a week-long unit that was thematic based on the country of Japan for the second grade class I was interning in. Everyday, a social studies lesson would be presented and at least one other subject during the day would have the theme of Japan as a focus. The Friday before my unit was going to be taught, I administered a pre-test of the information that was going to be presented during the unit to my students to see if the unit would be appropriate to teach to my students (to see if they would be able to learn new information about the subject of Japan).

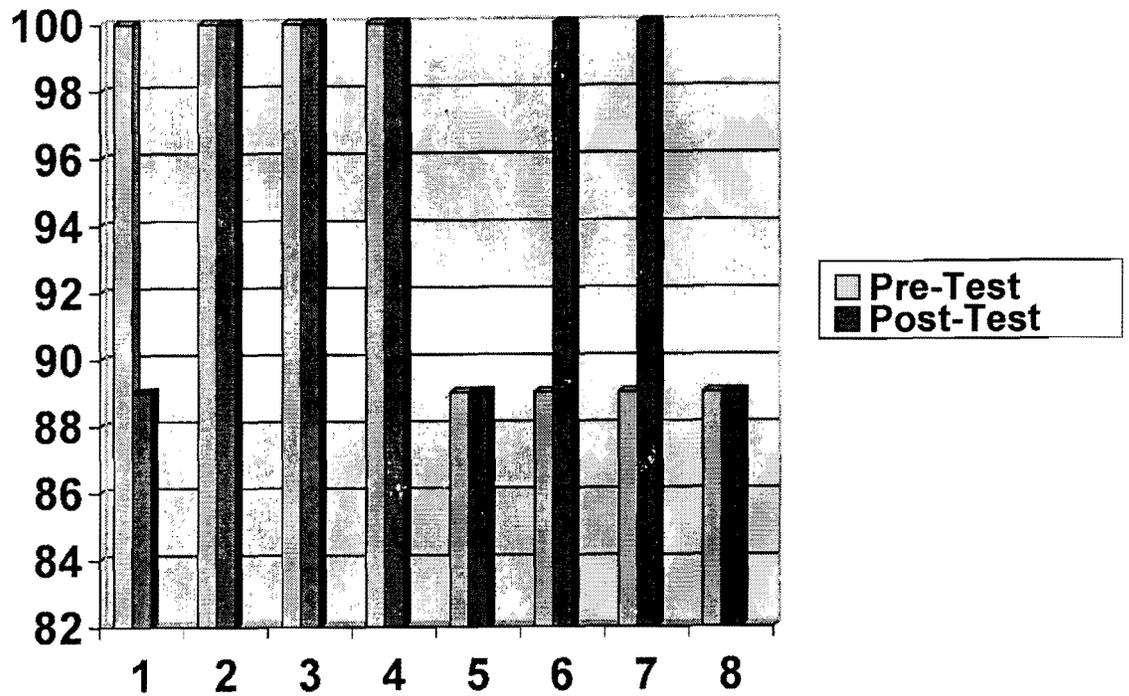
After I gave the pre-test, I spilt the students' tests up into three groups. The first group would be the high group which will be referred to as the "H" group. The second group would be the middle group which will be referred to as "M" group. The third group will be the low group which will be referred to as the "L" group. The H group has eight students, the M group has five students, and the L group has eight students. Before giving this pretest, I knew my students were diverse but I had no idea that they would have such a difference in pretest scores as they did. I could already see the importance of giving a pre-test before I taught this unit.

The grades for the pre-test are as follows: the average score for the high group “H” was a 94.5%, the average score for the middle group “M” was a 77%, and the average score for the low group “L” was a 56%. After reviewing the scores to my pre-test I decided that the unit would be new to at least half of the class and a great review for the others; thus I decided to teach the unit.

After teaching the unit, I gave a post-test that was identical to the pre-test. The grades for the post-test are as follows: the average score for the high group “H” was a 95.9%, the average score for the middle group “M” was an 86.8%, and the average score for the low group “L” was an 86.3%. From the pre-test to the post-test 12 students scored higher, eight scored the same (five of which were in the high group), and one student scored lower (from a perfect 100 to an 89).

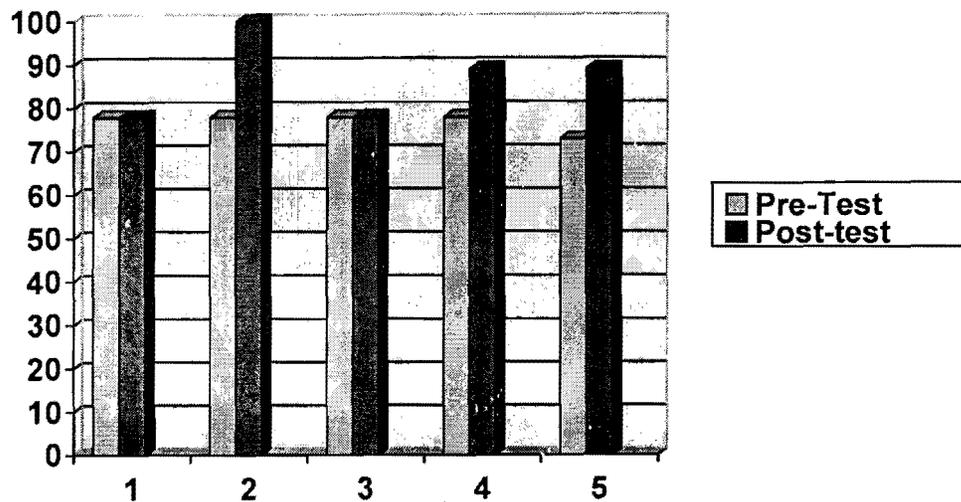
The following graph shows a comparison of each student in the high group’s scores on the pre and post-test. The students were assigned a number 1-8 as to not give out their names. All but one student made growth or stayed the same on the tests. One reason that student number one could have made lower on the post test was test anxiety.

High Group "H" Scores



The following graph compares the pre and post-test scores for the middle group "M".

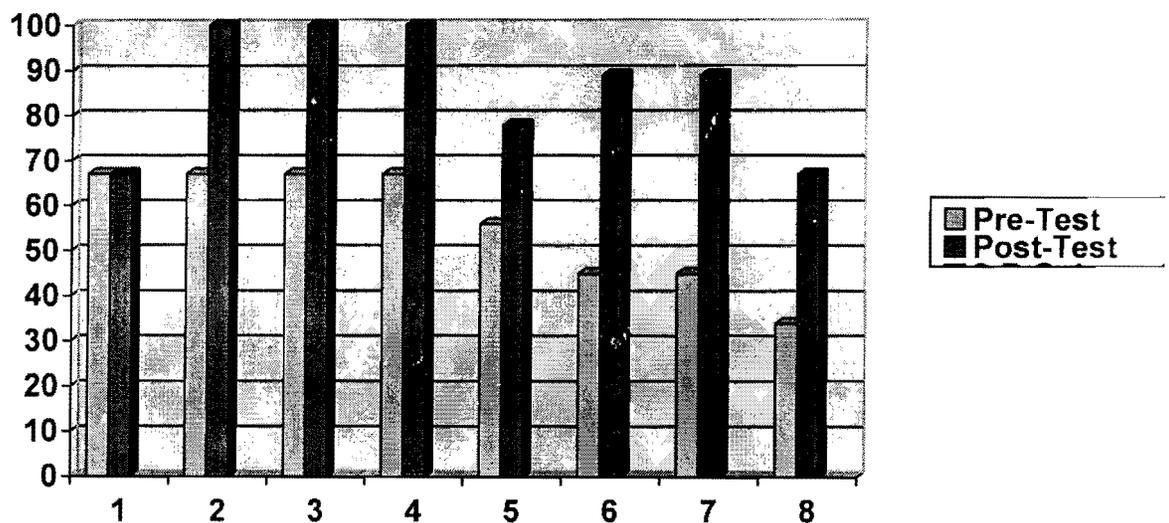
Middle Group "M" Scores



Three of the five students showed an increase in score while the other two received the same score of 78%. Looking back at the actual tests, the students missed questions that they had gotten right in the pre-test. I am not quite sure at the moment why this occurred.

The following graph compares the pre and post-test scores for the low group "L".

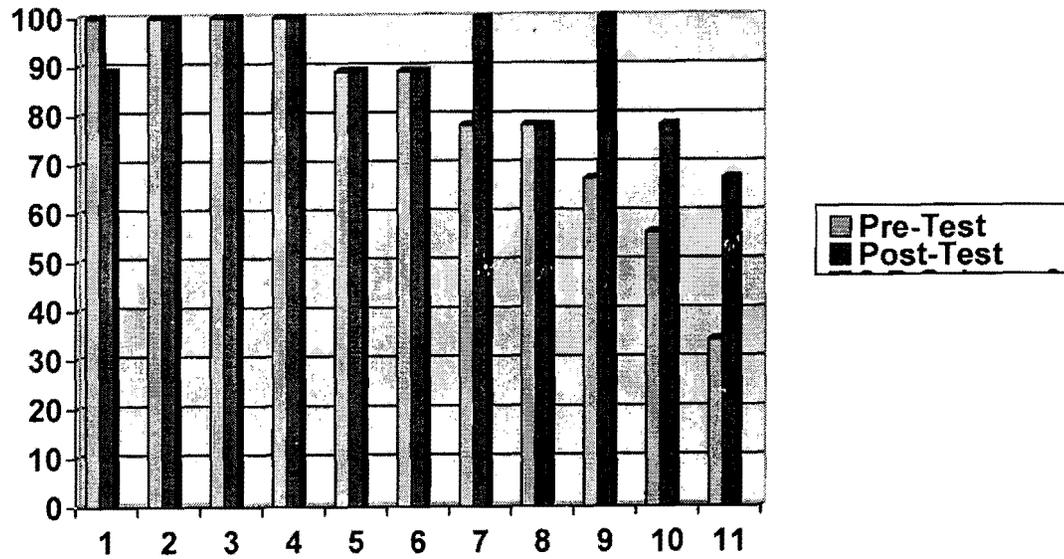
Low Group "L" Scores



All but one of the students in the low group showed a significant increase in their score. Student number one might have scored the same due to a lack of understanding in the material.

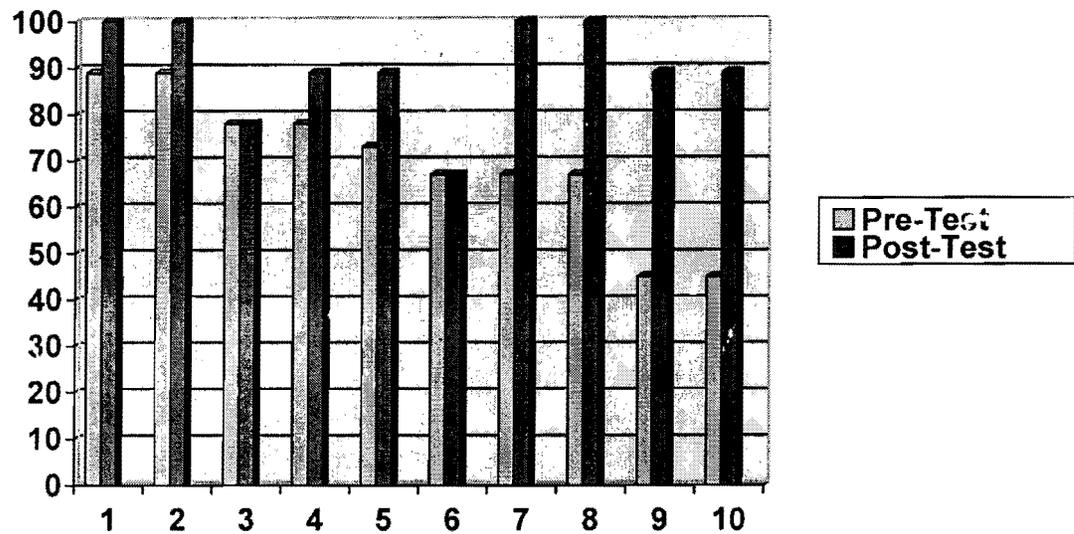
This graph is comparing the pre and post-test data of all the girls in the classroom.

Pre and Post-Test Scores of Girls



This graph is comparing the pre and post-test data of all the boys in the classroom.

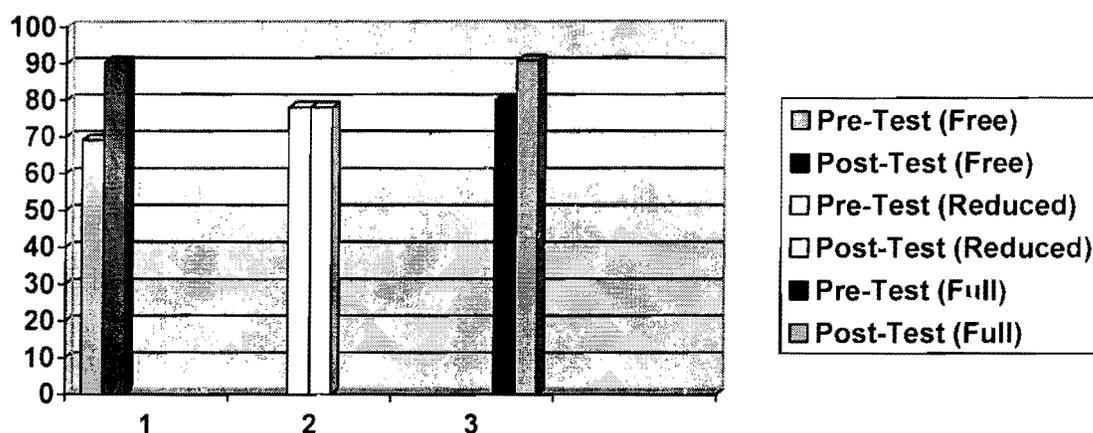
Pre and Post-Test Scores of Boys



Almost all of the boys and girls scored higher or the same on the post-test. By looking at the data results of the boys and girls in the classroom, it is evident that the girls score overall was higher for the pre and post-test. There were five girls who made a perfect 100 score on the post-test and four boys who made a perfect 100 on the post-test. Since the boys did not score as well as the girls, the next time I teach this unit I will be sure to pick out some special topics of interest for the boys in the class. If I have topics that interest them then the boys will most likely be able to score higher on the assessments.

The next graph is comparing students who receive free, pay reduced, or pay full price for lunch. It is comparing the socioeconomic levels the children are at and their test scores (pre and post). The graph shows the average scores for pre and post for free and full-paid lunch students. Note: only one child receives reduced lunch in the class.

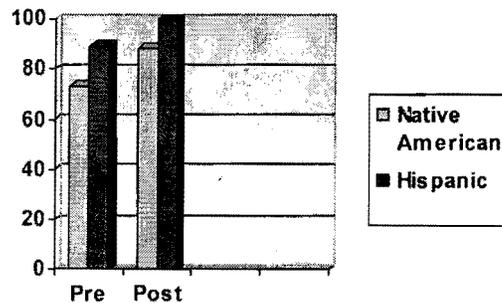
Socioeconomic Levels Comparison



The pre-test average score for free lunch students was 69.1% and the post-test score average was 90.4%. The average growth for the free lunch students was 21.3%. The pre-test score for the only student receiving reduced lunch was 78% and the post-test score was the same. The pre-test average score for full-paying lunch students was 79.8% and the post-test score average was 90.8%. The average growth for the full-paying students was 11%. Although the full-paying students came in with more prior

knowledge (scoring almost 11% higher than the free lunch pre-testers), they scored only .4% higher than the free-lunch students on the post-test which leads me to believe that the amount of money a student has should not and will not determine how much they are capable of learning. This finding even suggests that students who grow up with less money have more of a drive for learning than those with more money because the free-lunch students average score increased by 21% while the full-paying students score increased only 11%.

Ethnic Groups Comparison



The graph above compares the average scores of the pre and post test for the different ethnicity groups represented in my classroom. Of the 21 students, 18 are Native American and 3 are Hispanic. The average scores for the pretest are: 73.4% for Native Americans and 89% for Hispanics. The average scores for the posttest are: 88.3% for Native Americans and 100% for Hispanics. Overall, the Hispanics performed better on both tests. I do

not think it would be fair to draw any conclusions about why the Hispanics did better on the tests because there were six times as many Native Americans in the class than Hispanics.

Final Reflection:

I feel that this unit was a great learning experience for my students as well as for myself. Overall, I was pleased with the scores and very pleased with the socioeconomic comparison scores. I was very pleased with the socioeconomic scores because they showed me that being raised with more money should not affect how well a student can achieve. Before teaching the unit again, I would pull special materials that would help the boys in the class to be able to focus more on the topics and to help them grasp onto the ideas presented in the unit. I am very satisfied with the end results of this unit. I feel that the interactive activities and also the technology integration of the unit were of great importance in the achievements of the students.

PRE ASSESSMENT STUDENT
EXAMPLES

Name: _____ Date: _____

Japan-Pre-assessment

True or False

1. Japan is an Asian country.

True False

2. Kimonos are NOT worn in Japan.

True False

3. Japan and China are the same country.

True False

4. Rice is a large part of the Japanese diet.

True False

5. A haiku is a type of Japanese poem.

True False

Fill in the Blank

Word Bank: Tokyo, internet, close, Japanese,

1. Japan is not close to the United States.

2. Japan has high-speed internet.

3. The language of Japan is Japanese.

4. Tokyo is the capital city of Japan.

Name: Y. H. A.Date: 3/3/19

Japan-Pre-assessment

True or False

1. Japan is an Asian country.

 True False

2. Kimonos are NOT worn in Japan.

True False

3. Japan and China are the same country.

 True FalseMaddie
(female, long hair)

4. Rice is a large part of the Japanese diet.

 True False

5. A haiku is a type of Japanese poem.

True False

Fill in the Blank

Word Bank: Tokyo, ~~internet~~, ~~close~~, ~~Japanese~~1. Japan is not close to the United States.2. Japan has high-speed internet.3. The language of Japan is Japanese.4. Tokyo is the capital city of Japan.

Name: Herold Date: 3-23-00

Japan-Pre-assessment

True or False

1. Japan is an Asian country.

True False

2. Kimonos are NOT worn in Japan.

True False

~~3. Japan and China are the same country.~~

True False

Low Pollution & Clean Air

4. Rice is a large part of the Japanese diet.

True False

~~5. A haiku is a type of Japanese poem.~~

True False

Fill in the Blank

Word Bank: Tokyo, internet, close, Japanese

1. Japan is not close to the United States.

2. Japan has high-speed internet.

~~3. The language of Japan is Japanese.~~

4. Tokyo is the capital city of Japan.

POST ASSESSMENT STUDENT
EXAMPLES

Name: JERRY Date: 3-27-11

Japan-Post-assessment

True or False

1. Kimonos are NOT worn in Japan.

True False

2. Japan and China are the same country.

True False

3. Rice is a large part of the Japanese diet.

True False

4. Japan is an Asian country.

True False

5. A haiku is a type of Japanese poem.

True False

Fill in the Blank

Word Bank: close, internet, Japanese, Tokyo

1. The language of Japan is Japanese.

2. Tokyo is the capital city of Japan.

3. Japan is not close to the United States.

4. Japan has high-speed internet.

Name: LydiaDate: 2-27-31

Japan-Post-assessment

True or False

1. Kimonos are NOT worn in Japan.

True

 False

2. Japan and China are the same country.

True

 False

3. Rice is a large part of the Japanese diet.

 True

False

4. Japan is an Asian country.

 True

False

5. A haiku is a type of Japanese poem.

 True

False

Fill in the Blank

Word Bank: ~~love~~, internet, Japanese, Tokyo1. The language of Japan is Japanese.2. Tokyo is the capital city of Japan.3. Japan is **not** close to the United States.4. Japan has high-speed internet.

Name: Heer elinda Date: 3-27-00

Japan-Post-assessment

True or false

1. Kimonos are NOT worn in Japan.

True False

2. Japan and China are the same country.

True False

3. Rice is a large part of the Japanese diet.

True False

4. Japan is an Asian country.

True False

5. A haiku is a type of Japanese poem.

True False

Fill in the Blank

Word Bank: close, internet, Japanese, Tokyo

1. The language of Japan is Japanese.

2. Tokyo is the capital city of Japan.

3. Japan is **not** close to the United States.

4. Japan has high-speed internet.

FINAL REFLECTION:

After teaching my unit, I began to look back at the goals/objectives I set in place. The first goal was to connect students' prior knowledge of America to relate to Japan. I feel like the actual outcome of this goal was met through teaching my unit. Student's were very inquisitive about how America compared to Japan especially in the aspects of culture, government, history, and language. One example of the students connecting their prior knowledge of America to Japan was when each child completed a double bubble map which compared American food to that of Japan's. The students really enjoyed this activity and were able to connect prior information in a very positive manner. The next goal was to compare different aspects of America to Japan which was also met during the teaching of the unit. During the powerpoint presentations everyday, I always asked students if they could see any similarities or differences in America and Japan (according to the specific Japanese topic of the day) and the students always came up with some very awesome answers. The next goal was to enrich students in the culture, geography, economy, and government of Japan. I feel like this goal was met very thoroughly because the students were very excited to learn more about Japan each day and were eager to recall what

they had already learned from the previous lessons. The last goal was to show students how aspects of Japan can be integrated into all subjects of the curriculum. I feel like this goal was met because everyday a theme of Japan was integrated into at least one other subject in the curriculum. The subjects that were integrated include: math, language arts (reading, spelling, language), art, and technology.

There were several key points of the unit that worked very well. One of those was the powerpoint presentations everyday for social studies. The students loved the powerpoint and became very engaged in the lessons. They were excited that technology would be integrated with their learning and were more willing to be engaged learners during social studies. I also think that the whole idea of the unit being on Japan was something that worked really well. This was a new topic for the students which they did not know very much about but were willing to learn because it was something new and exciting to them. Another point that worked well was the interactive activities that the students participated in. The one that I think the children enjoyed the most was learning how to use chopsticks and eating Japanese rice. The children were thrilled to learn about how other cultures eat and what kinds of food they eat. I feel like I brought a “real-life” experience for the children which they will never forget.

The point of the unit that I did not think worked so well was trying to teach the haiku to the students. Some of the students seemed to be very confused with how to make a haiku no matter how I taught it or stressed. Maybe writing a haiku in second grade was a little advanced although a majority of the students in the class were able to compose one.

I learned some very important things from the experience of my unit. First, I learned that my lesson plans are just that: plans. It is almost impossible to be able to follow very detailed lesson plans because things will come up during the school days that were never expected. Things such as resources (AIG enrichment programs, ESL pullouts, Speech pullouts, library time, May Day practice twice in a week for 45 minutes each time, etc.) Not being able to follow my exact lesson plans was a learning experience because it taught me how to improvise. Also, my lesson plans did not go exactly like I had written them because sometimes my class went off on a tangent and was very interested in one particular element of the lesson. Sometimes I needed to change my lesson plans a little because of the class being above or below the level I expected them to be during the lesson. I can apply this learning in the next unit I make by not making my lessons as detailed; therefore, allowing “breathing room” for making changes within the actual teaching of the lesson if needed.

In order to continue to grow professionally after this unit, next I will need to know how to make more concise lesson plans that also include some flexibility. As discussed earlier, my lesson plans were very detailed and structured. In the future, however, I would like to write my lesson plans so that they have more flexibility with time and activities. I would like to accomplish this goal in the very near future so that when I get in a classroom on my own I will be fully ready and prepared as a professional educator.

Teaching Strategy Tips for the Classroom:

- Be creative
- Be enthusiastic
- Set high goals for students
- Be over the top, have fun, and laugh!
- Make personal and meaningful connections with students.
- Push students to succeed, always be willing to provide some motivation and incentives.
- Reward hard work!

Experts opinions' on the Support of Fun and Creative Activities in the Classroom:

- Skemp's (1987) theories supported the belief that students' early experiences and interactions with physical objects formed the basis for later learning at the abstract level.
- In the last decade, researchers have described and demonstrated the potential of the Internet for improving teaching and learning (Owston, 1997; Wallace, Krajcik, & Soloway, 1996; Windschitl, 1998).
- What KS offered these students on the first day was purposeful assignments and genuine literacy activity (Edelsky and Draper 1983) in a setting that acknowledged all the participants' "ownership" of tasks, texts, and contexts. Moreover, she preferred relationships based on respect and interdependence.

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