

Two-week Teacher Work Sample Unit

Mon W1, D1 10/7 Intro topic, give preassessment. Sts will pair up & get out Chromebooks. Together as a class we will open the PDF file & locate 1 st event-Mill St Monument. Fill in answers.	Tues 10/8 Mrs. Caputo @ Peer Mediator Training Mrs. Jean to teach writing as per usual	Wed W1, D2 10/9 Students will partner up and use Chromebooks to research Gov Shulze house, Old Borough bldg, Montour St School. Fill in answers in booklet.	Thurs W1, D3 10/10 Students will partner up and use Chromebooks to research Gen Burrows, Konkle, Indian Park. Fill in answers in book.	Fri W 1, D4 10/11 Students will partner up and use Chromebooks to research New Borough Hall, Am Indian Statue and Flight 800. Fill in answers in book.
Mon W2, D5 10/14 Discuss final slides in PP re: current events Color their book covers with colored pencil.	Tues W2, D6 10/15 Review sequence of events. Complete Timeline WS. Students draw picture of their favorite place in Montoursvile on back as they finish.	Wed W2, D7 10/16 Jeopardy game	Thurs W2, D8 10/17 Summative assessment	Fri W2, D9 10/18 Walking tour

Lauren Caputo

YDT1 — YDT **Task 3**

Teacher Work Sample in Elementary and Special Education — C344

Performance Assessment — YDT1

Part A.

LESSON PLAN

Name: Lauren Caputo

Date: Monday, October 7, 2019

GENERAL INFORMATION

Lesson Title & Subject(s): History of Montoursville Timeline- Social Studies

Topic or Unit of Study: The History of Montoursville

Grade/Level: 3rd

Instructional Setting:

There are 21 students in the class. The students' desks are grouped into five teams, with four students in four groups and five students in the fifth group. There is a Smart Board and dry erase board at the front of the room, a classroom library and carpet in the back of the room, and three different worktables where students can gather in small groups with a teacher.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

CC.1.3.3.B

Ask and answer questions about the text and make inferences from text; refer to text to support responses. (View Standards, n.d.)

Lesson Goals:

Students will use the "History of Montoursville" PDF file on the classroom Chromebooks to look up answers and fill in blanks in their booklets.

Lesson Objective(s):

Given the goal of filling in the blanks in their booklets, students will research information and fill in the blanks in their booklets with 100% accuracy.

MATERIALS AND RESOURCES

Instructional Materials:

Preassessment, pencils, Chromebooks, laptop, Smart board

Resources:

N/A

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events**Identification of Student Prerequisite Skills Needed for Lesson:**

Students will be familiar with how to log in and use the classroom Chromebooks.

Presentation of New Information or Modeling:

A preassessment will be administered to check students' knowledge on the history of Montoursville, the town in which the school is located.

Pass out The History of Montoursville booklets. The booklets contain ten historical sites/events from the town. Each passage contains a picture and a few short paragraphs. Each paragraph contains one blank in which the students need to fill in the missing information while reading about it on The History of Montoursville PDF file that has been stored on Chromebooks' desktops.

Pair students up and ask one person out of each pair to get a Chromebook from the back of the classroom. Bring the History of Montoursville PDF file up on the Smart Board for the class to see. Model looking up the first historical site and reading the information on the PDF, filling in the first blank in the booklet for The Millstone Monument.

Guided Practice:

Continue reading the passage aloud, using the Cloze Reading method having students fill in the blanks.

Independent Student Practice:

Direct students to write the words in the blanks in their booklet for the rest of the passage.

Culminating or Closing Procedure/Activity/Event:

Ask the class for three interesting things they learned about today's topic. Explain that tomorrow they will get the Chromebooks out on their own and look up the next three events while filling in the blanks in their booklets.

Ask if there are any questions on what is expected of them.

Pedagogical Strategy (or Strategies):

Direct instruction and partner work were used in this lesson.

Differentiated Instruction:

As students are working independently, I will check in with the students who typically struggle with independent work and offer additional assistance such as further explaining what is directed and reading the passage to them.

Student Assessment/Rubrics:

I will know the lesson objective was met by walking around the room and making sure all students have filled the answers in correctly.

LESSON PLAN

Name: Lauren Caputo

Date: Tuesday, October 15, 2019

GENERAL INFORMATION

Lesson Title & Subject(s): History of Montoursville Timeline- Social Studies

Topic or Unit of Study: The History of Montoursville

Grade/Level: 3rd

Instructional Setting:

There are 21 students in the class. The students' desks are grouped into five teams, with four students in four groups and five students in the fifth group. There is a Smart Board and dry erase board at the front of the room, a classroom library and carpet in the back of the room, and three different work tables where students can gather in small groups with a teacher.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

Standard - 8.1.3.A

Identify the difference between past, present and future using timelines and/or other graphic representations. (View Standards, n.d.)

Lesson Goals:

Students will complete a "Timeline of the History of Montoursville" worksheet.

Lesson Objective(s):

Given a timeline, students will put historical events in chronological order with 100% accuracy, using their booklet as a resource.

MATERIALS AND RESOURCES

Instructional Materials:

Timeline worksheet, SMART board, pencil, booklet

Resources:

I based my lesson off materials my host teacher has gathered for the unit.

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events

Identification of Student Prerequisite Skills Needed for Lesson:

Students have assembled their booklets over the course of the unit and should be familiar with the basic timeline of the history of Montoursville.

Presentation of New Information or Modeling:

Introduce the concept of a timeline and model how to look in the students' booklet to find each historical event listed on the Timeline worksheet. Explain chronological order in reference to historical events.

Guided Practice:

Go down the list of historical events listed at the bottom of the worksheet. Together as a class, look up the first event listed in the students' booklet they assembled detailing key historical facts about the town. Find the first event and read the passage together. Find the year the event happened and fill in the blank on the worksheet under the correct year. Do this again for the second event listed together as a whole group. Walk around the room and monitor each student's work to check for understanding, stopping to correct any mistakes. Use academic language when talking about historical events and picking key words out of their booklets for the answers.

Independent Student Practice:

Direct students to place numbers three and four at the bottom of the work in the correct positions on the timeline. Continue walking around and monitoring student progress.

Culminating or Closing Procedure/Activity/Event:

At the conclusion of the lesson, ask for four volunteers to read the events, one at a time, in chronological order. Students may draw a picture of their favorite place in Montoursville on the back of the page as they finish.

Pedagogical Strategy (or Strategies):

Direct instruction was used during this lesson.

Differentiated Instruction:

Students who struggle with this lesson will receive assistance from a learning support aide in the room.

Student Assessment/Rubrics:

Students will have met the lesson objective if they have filled in their worksheets correctly. I will check worksheets at the end of the lesson.

LESSON PLAN

Name: Lauren Caputo

Date: Wednesday, October 16, 2019

GENERAL INFORMATION

Lesson Title & Subject(s): History of Montoursville Timeline- Social Studies

Topic or Unit of Study: The History of Montoursville

Grade/Level: 3rd

Instructional Setting:

There are 21 students in the class. The students' desks are grouped into five teams, with four students in four groups and five students in the fifth group. There is a Smart Board and dry erase board at the front of the room, a classroom library and carpet in the back of the room, and three different work tables where students can gather in small groups with a teacher.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

CC.1.3.3.B

Ask and answer questions about the text and make inferences from text; refer to text to support responses. (View Standards, n.d.)

Lesson Goals:

Students will play a review game in the format of "Jeopardy".

Lesson Objective(s):

Given questions from the review game "Jeopardy", each student will refer to his/her text for the correct answers with 90% accuracy.

MATERIALS AND RESOURCES

Instructional Materials:

SMART board, Jeopardy review game (Jeopardy 2019), booklet

Resources:

Jeopardy Classroom Review Game. (n.d.). Retrieved October 5, 2019, from <https://www.playfactile.com/historyofmontoursville>.

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events

Identification of Student Prerequisite Skills Needed for Lesson:

Presentation of New Information or Modeling:

Introduce the concept and explain the rules for Jeopardy. The students will be grouped in their five teams. Advise class they will be using their History of Montoursville booklets we previously made in class for this lesson. Model how to look up information in the booklet to answer a Jeopardy question. One student from each team will come sit in the five chairs lined up in front of the Smart Board. A team will be chosen at random to begin play. Said student will choose a category. The first person (of the five at the front of the room) to raise their hand and answer the question correctly will get the dollar amount the question was worth. If the person answers it incorrectly, the dollar amount will be docked from their team's score and another person up front will have a chance to answer.

Guided Practice:

Play will continue through the rest of the questions until the game is over. Students will take turns within their own teams coming up to be one of the five answering questions. The team with the highest dollar amount at the end of the game will win candy.

Independent Student Practice:

All students should be looking the answers up in their own booklets at their desks to practice looking for answers in the text.

Culminating or Closing Procedure/Activity/Event:

Students will be asked to tell some interesting facts they learned about Montoursville during the unit thus far.

Pedagogical Strategy (or Strategies):

Direct instruction, partner work, and whole group discussion are used in this lesson.

Differentiated Instruction:

Students who have a lower reading level will be given extra time to answer the questions while looking the answers up in their booklets.

Student Assessment/Rubrics:

The students will be assessed informally as they answer the questions during the game. The lesson objective will have been met if every 9/10 questions are answered correctly.

Part B.

Discuss (*suggested length of 1–2 pages*) the instructional strategies used in your three lesson plans by doing the following:

1. The first lesson will be used to accommodate students with low reading levels.

We are in a third grade classroom, but some of our students have tested at a kindergarten-first grade reading level. During the lesson, when students are to be reading the material silently to themselves, I will check in with the students who I know struggle with reading. I will read the material to them and have them tell me what the answers are. I will then verify they are correct and direct them to write the answer in the proper blank in the booklet. This will help the students who I know will have trouble reading on their own and will ensure they do not fall behind during the lesson.

2. The lesson plan that details using the Jeopardy game uses technology to build understanding. The lesson goal is to review the material learned throughout the unit. Without the use of technology, the lesson would be nil. I built the Jeopardy game on a website that was very easy to use. This will help my students review the material and make sure they have a firm understanding of it in a fun way. The students love when we utilize technology in the classroom, and they especially love when it is interactive. This will help with student engagement.

3. The timeline lesson will use classroom questioning and discussion to further the students' understanding of the material. Throughout the lesson I will use questioning techniques to check for understanding. "Who can tell me which event they think

goes next. Remember to read about the event in your booklet and take note of years listed.”

We will discuss what sequence of events are and how we can use timelines as a visual aide in referencing order of events.

Part C.

When you use sources, include all in-text citations and references in APA format:

- Jeopardy Classroom Review Game. (n.d.). Retrieved October 5, 2019, from <https://www.playfactile.com/historyofmontoursville>.
- View Standards. (n.d.). Retrieved from <https://www.pdesas.org/Standard/View>

Name _____

Student # _____

Tell me two things you know about our town. It can be something about an important building in town, important people from the past, or anything about the history of Montoursville!

1. _____

2. _____

Name _____

Student # _____

Tell me two things you know about our town. It can be something about an important building in town, important people from the past, or anything about the history of Montoursville!

1. _____

2. _____

List the events in chronological order. Put a #1 by the event you think happened first, a #2 by the event you think happened next, and a #3 by the event you think happened last.

_____ 21 friends and members of the French Club lost their lives in the Flight 800 tragedy in 1996.

_____ Governor John Andrew Shulze served as governor of Pennsylvania from 1828-1829.

_____ The Konkle Library opened its doors in its first location in 1944.

List the events in chronological order. Put a #1 by the event you think happened first, a #2 by the event you think happened next, and a #3 by the event you think happened last.

_____ 21 friends and members of the French Club lost their lives in the Flight 800 tragedy in 1996.

_____ Governor John Andrew Shulze served as governor of Pennsylvania from 1828-1829.

_____ The Konkle Library opened its doors in its first location in 1944.



The History of Montoursville



The Mill Stone Monument



- The Mill Stone Monument is the oldest relic we have of European settlement in Montoursville. It was carried by an ox cart from Philadelphia in the 1700's. It was a millstone used to grind flour.
- It is currently located on Broad Street, near the Montoursville Area High School.

Old Borough Hall

The Willing Hand Hose Company was started in 1893 and used this building as their station. In 1965, this building was purchased and used as the Borough Hall.



Governor Shulze House

- Governor John Andrew Shulze served as governor of Pennsylvania from 1828-1829. He purchased the land for his home in 1831. His home was built shortly thereafter.
- Years later the property was owned by the Eck family. The Eck sisters had a laboratory in the cinder block building in which they created a frost bite lotion for American soldiers during WWII.
- It is now home to Nevills Flowers.



Montour Street School



- The Montour Street School was dedicated in 1907. It was first used as a high school and later as an elementary school. Students started on the first floor and moved to the floors above by grade. When the first class of 12 graduated in 1919, George Lyter had become principal. Our current Lyter Elementary School is named after him.
- This building has now been converted into an apartment building and is home to many people.

Konkle Library

The original library, located on the corner of Montour Street and Jordan Avenue, was a private home willed to the community and opened in 1944. It was moved to its current location on Broad Street in 1964, which was formerly a bank.



General John Burrows Historical Society Museum

- General John Burrows Historical Society was started in 1987. The museum building, once a Federalist style home, was built in 1859.
- General Burrows is given credit for planning our town and naming it.



TWA Memorial Park



- The Memorial Park was built in honor of the 21 friends and members of the French Club who lost their lives in the Flight 800 tragedy. The angel statue in the center is dedicated to their loving memory.
- The lot here is said to have been a burial ground for Indians and early settlers.

New Borough Hall

- The current Borough Hall was opened in 1999. It houses the offices of the Mayor, Montoursville Police, and the Borough Waterworks.
- Our Police Chief is **Jeffrey Gyurina**.
- Our Mayor is Steve Bagwell.



American Indian Statue



This likeness of an Eastern Indian watches over the entrance to Indian Park. He stands as a reminder of the original people who lived in this area.

Indian Park

- Indian Park began as Starr Island and later Indian Amusement Park. Over 100 years ago, this park had the largest wooden roller coaster in the eastern United States, a vaudeville theater with over 1,000 seats, a roller rink, a merry-go-round, and passenger train.
- Today Indian Park is home to baseball fields, play grounds, a duck pond, a bike path, a brail trail, soccer fields, and pavilions. It is a perfect place to spend an afternoon!



A Brief Timeline of the History of Montoursville

*
MONTOURSVILE

1700's

1907

1944

1987

1999

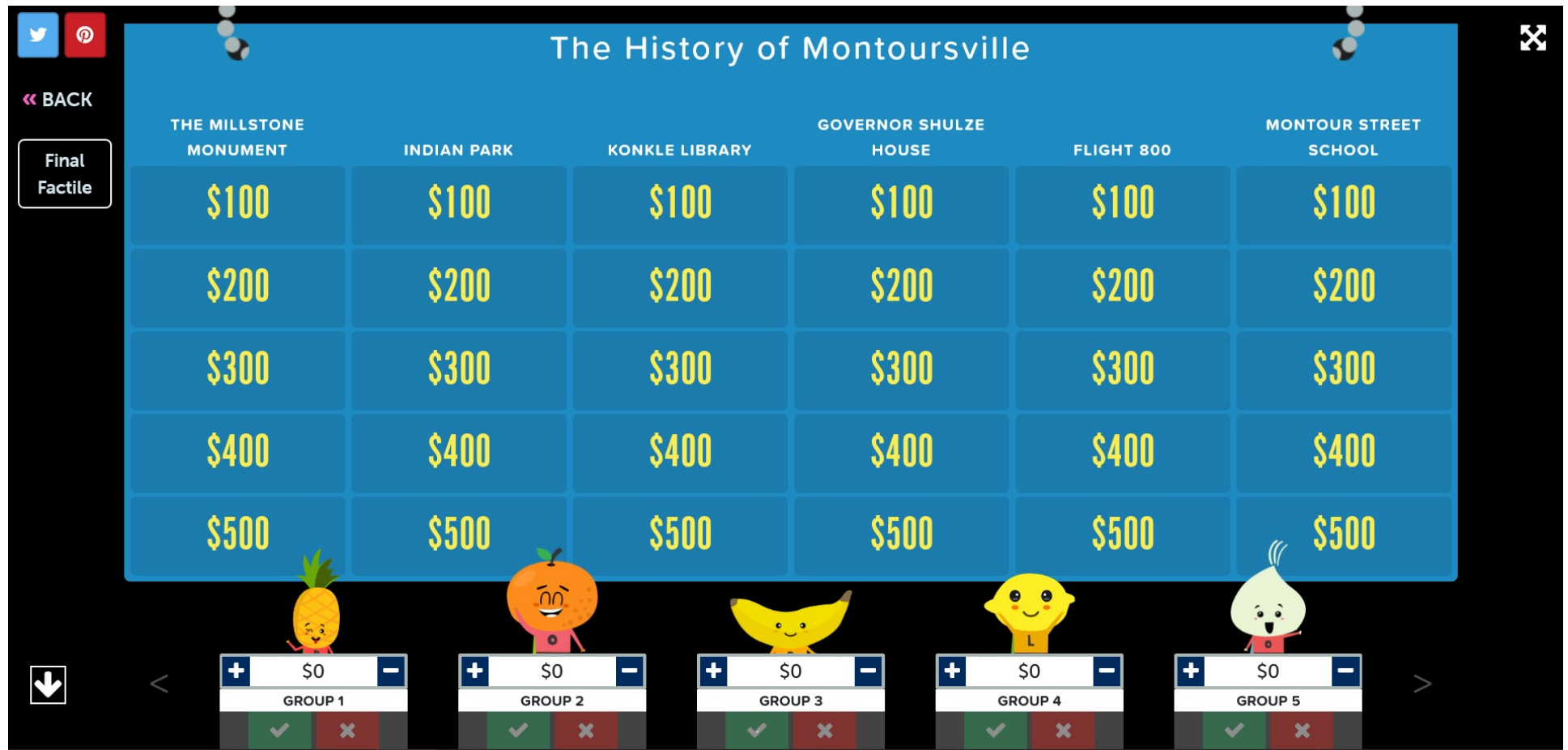
*Konkle Library opens

*New Borough Hall opens

*Montour Street School was dedicated

*General Burrows Historical Society was started

*Mill stone was brought here by an ox from Philadelphia



I designed this interactive Jeopardy game for the class to play as a review the day before the unit test. I displayed it on the Smart Board and teamed the students up by groups. They had a blast playing!

A History of Montoursville



Made by:

Name _____

Student # _____



Montoursville History Quiz

1. What did the Montour Street apartments used to be?

- A. A library
- B. A high school
- C. An elementary school
- D. Both B and C

2. Write three facts about Indian Park's past?

3. Whose home also used to owned by the Eck sisters?

- A. General John Burrows
- B. Madame Montour
- C. Governor John Schulze
- D. Mrs. Jean's

4. Who is given credit for planning our town and naming it?

- A. Madame Montour
- B. Mr. Adams
- C. Mayor Bagwell
- D. General John Burrows

5. What animal was used to carry the Mill Stone Monument in the 1700's?

- A. Cow
- B. Horse
- C. Ox
- D. Donkey

6. What is this statue?

- A. Mill Stone Monument
- B. Flight 800 Angel
- C. Mrs. Shultze
- D. American Indian



7. The Konkle Library was formerly a bank?

True or False
(circle one)

8. The new borough building houses the fire department?

True or False
(circle one)

9. Indian Park used to be a zoo?

True or False
(circle one)

10. Why is the American Indian statue at the entrance to Indian Park?
