

Sadie Levy
Culture LAP 3: continuing research
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1. Content: Describe **what** it is you will teach. What is the content?
 - a. This lesson is an extension of the previous lesson, but in a new format. After the first research lesson, I realized how imperative it was to have the links easily accessible to students, so I split this lesson into two parts: first, I introduced them to Google Classroom with some practice links, and then later in the day we used the same format to learn about their cultures some more by completing the worksheet with guiding questions I supplied them with.

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. SWBAT navigate Google Classroom fluently.
 - i. SWBAT access the Google Classroom icon on their Chrome Books, they will be able to enter the code, and understand what I mean by “topics” or “headings.”
 - b. SWBAT use the web pages linked on Google Classroom to be able to learn more about their background culture and complete their worksheet on culture.
 - c. SWBAT raise their hands and ask for further direction or help navigating the website if they get stuck.
 - d. SWBAT communicate with me whether they are working alone or with a partner who shares the same culture as them.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. After the Friday-afternoon business of the first researching lesson, I realized my students would need more time to research their culture in a more controlled environment. For almost all students, this type of work and might not come naturally, and especially my students for whom reading and abstract concepts is a real challenge (especially Mario and Christian), I realized it would be crucial to make expectations clear especially with regards to how students could discover more about their culture. What this meant in terms of our class was putting the links in a common place where all students would have access to the classroom, and also intentionally seating people so I could better assist with research and quiet levels. This mini-lessons was a way to get students more comfortable on the computer and was a very useful tool in a second grade classroom for sharing information, practicing writing, and accessing new kinds of literacy (articles). After this lesson we will begin to write our interview questions, which requires students to have a good understanding of their own culture before they can answer someone else’s culture.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. The first part of this lesson will be informally and formally assessed based on student's abilities to follow along with computer directions to access the Google Classroom, as well as answering the given prompts under the practice topic. I am not assessing students by what they say in these responses on Google Classroom, but just that they've seen them and have typed *something*. I care that students know how to navigate Google Classroom, but do not care what they say in response to my questions.
 - b. The second research part of this lesson, I will be assessing students again on their ability to independently access the Google Classroom (with my instructions written on the board), as well as to complete the culture worksheet they began the lesson before.

5. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
 - a. Since this lesson is on a computer, I think most or all of my students will be excited to try something new and that may decrease confusion because they'll be more committed to figuring out how to navigate the website, and excited to have some autonomy of how they access and where they access the information. That being said, I anticipate there might be some feelings of being overwhelmed, especially among ELLs and students with IEPs. All students who I imagine might struggle with this assignment share a culture with someone else in the class, so I will be sure to at least have them sit next to each other, if not work together closely. Some of the countries have videos in their section on Google Classroom which I will encourage students to watch (not all do, because it was difficult to find kid-friendly videos about a country's culture). I think students will get the most support in this lesson from my one-on-one help as I float around the classroom to aid pairs in working together, help answer questions, and facilitate simple google searches if there really isn't an answer to a question on the web page.

6. Activity description and agenda
 - a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

time	activity	learning goals
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part 1		
3 min	Get students Chromebooks and open them with their clever badges	SWBAT stand in line and wait for the Chromebook, carry it back to their seat with 2 hands and a calm body.
10 min	Guide students with oral directions as I float around the room to give directions to get to the "Practice Topic" I set up on Google classroom	SWBAT follow oral directions and advocate for themselves by raising their hand if they get lost.
10 min	In the "Practice Topic," guide students to going to the link, answering the question, and the google doc for them to share with.	same as above
3 min	As students are on the website linked to "10 Fun Facts about Worcester," remind students of internet safety: do not click on anything you're not sure about, ignore advertisements on a page that are not about the topic you're looking at.	Students will understand the importance of internet safety, and the consequences of not following Chromebook rules (the Chromebook will get taken away).
part 2		
5 min	Later in the day, Set students up with Google Classroom by writing the directions on the board and help students access the web pages as needed.	SWBAT independently access Google Classroom, or ask for help if they need it by raising their hand.
25 min	Students complete the culture worksheet by accessing their country on Google Classroom and ask questions as needed; if they need additional information, I will have them write down their question exactly and they can look it up in google.	Students will understand how to navigate a web page independently - by reading the headings and going to certain parts of the page that are important to the question. SWBAT continue their wondering about their culture if they are done with their worksheet. SWBAT surf the web safely and after telling me exactly what they're searching.

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

While I'm fairly certain students will be excited to use the Chromebooks, I'm a little worried that some students will still find the process very tiring and inaccessible (Christian possibly, Tariyah possibly). My hope for them is that my explanation of the importance and excitement of African American culture will excite them and make the reading more relatable. I also will remind them that everyone who's researching their own cultures also might not feel connected to everything they're reading, but it's about their *background*.

7. List the Massachusetts Learning Standards this lesson addresses.

- a. 3.11 Identify what individuals and families bring with them (e.g. memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g. language, literature arts, religion, traditions, customs); explain how the community is enriched by contributions from all people who form it today.
 - i. *Clarification statement: Students should be able to give examples of traditions or customs from other countries practiced in the US today, with a focus on the cultures represented in the class and what those cultures have contributed to US society: describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came from.*
- b. SL. 1 Participate in collaborative discussion with peers and adults in small and larger groups on history/social science topics.
 - i. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time, staying on topic)
 - ii. Build on one another's talk in conversations by responding to comments through multiple exchanges.
 - iii. Ask questions to clear up confusion about the topics and texts under discussion.
- c. SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- d. SL.4 Describe people, places and things related to history/social studies; speak clearly at an understandable pace and use appropriate vocabulary.

8. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- b. What did you learn from the experience of this lesson that will inform your next LAP?

This lesson was very exciting! My students were so excited about Google Classroom and its potential - and so was I! It was fun for them to play around with the links and questions I'd set up for them, and everyone was engaged with what I was trying to have them practice. It was great to see them very excited to read and write, click around on different parts of the website, and discover how many options it has. For the culture unit, Google Classroom really worked for my purpose of having students pick their country they're interested in and the link was right there (as opposed to my other lesson which tried to do the same thing but it was all over the place and took a lot of time to get students set up). Through this lesson I also was able to see how Google Classroom can be used in other disciplines - math practice and questions, extra articles reading on culture on News ELA, etc.

The second half of the lesson also went smoother than the first time I tried. Students were more able to work together in pairs because they would follow each other on the same website from Google Classroom, and then could work as a team to solve the questions I was asking them about culture. I was tempted to explain how to do light Google searches in case students couldn't find the information they needed on the websites I gave them, but it didn't seem like I needed to for the whole class. However, for some students, they really couldn't find the information they needed, I trusted their judgement, and checked in with them about the question they were going to type into Google before they searched the web. This transition was much more fluid than expected!

Below is some student work where they added on to their culture worksheets from last time.

Firstly, I wanted to take a look at Tariyah's work. While she is an incredibly academically-minded and focused learner, there are some things that I am surprised she struggles with. For example, on the first version of her culture worksheet, she wrote "African" under the language they speak.

I wrote next to it, "What languages do you speak, Tariyah?" and reminded her in person, "This is *your* language. What language do *you* speak?" She wasn't offended, and looked it up on the webpage to change it. As was in Tariyah-fashion, she was able to find the information in the text completely independently, it was just surprising to me that after the conversations we'd had around culture, she wasn't making the connection that we are studying our cultural *backgrounds* so there might not be exact connections between what she does everyday and the culture she's reading about it. That night, however, I had a phone conversation with her mom with regards to her overall behavior because I was worried there might be something at home (she had been disproportionately sad and grumpy). The conversation was helpful for me and Tariyah in terms of strengthening our connection, but Mom also let me know that one of Tariyah's grandparents is Jamaican so maybe she'd have more fun studying that. So, the next day she changed her country.

Name: Tariyah

GET TO KNOW YOUR CULTURE!

Where on the map is your culture from? (Put a point and the name of the country)



Nice job,
Tariyah!

What language (or languages) do people in this country speak?

English

What languages do
you speak,
Tariyah?

What kind of food do people of that country usually eat?

Soul food

Are there any special dances or music to your culture?

hip hop rock roll R&B funk

Ashley, a usually very focused and diligent student, did great on this assignment also. She did not get overwhelmed with the reading, and was incredibly focused to be able to complete this work. Continuing her work from last research session, she was able to do some googling to figure out what kinds of food they eat in Mexico and what kind of dances they do. For a few students, they also answered the question about important people the same way Ashley did. In response to the question, she writes "My dad and my grandmother and my grandfather." If there wasn't a heading on the webpage that said *famous* or *important* people, I bet that would make the most sense to students that I'm asking about who is important to that culture for *them*. Either way, her response makes sense to what she read about and her experience with Mexican culture!

Name: Ashley

GET TO KNOW YOUR CULTURE!

Where on the map is your culture from? (Put a point and the name of the country)



What
Country?

What language (or languages) do people in this country speak?

They speak Spanish.

Thanks,
Ashley!

What kind of food do people of that country usually eat?

They eat pepper, corn, and
tacos and vocado, tequila

Are there any special dances or music to your culture?

Jarabe Tapatio, folk dance.

Are there any special traditions or holidays from your culture?

The day of the dead, La's posadas
Cinco de Mayo,

Who are some important people to your culture? (Presidents? Famous artists? Famous historians?)

My dad and my grand
mother and my grand father

