



Paedagogia

Journal of Teacher Action Research

PAEDAGOGIA

2023, Vol. 3, No. 1, 235-253

DOI: 10.13140/RG.2.2.12224.81925



LAKE FOREST
COLLEGE

Integrated Interactive Read Aloud

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Keywords: Integrated, Elementary, Students, Interactive, Read Aloud, Instruction

Integrated Interactive Read Alouds

Interactive Read Alouds are a common daily instructional classroom practice, particularly in early childhood and elementary settings. From their inception, Interactive Read Alouds have been designed to help enhance meaning construction of young children while also showing them how one makes sense of text (Barrentine, 1996). Key components of an Interactive Read Aloud include choosing highly engaging texts; establishing a clear purpose for reading; demonstrating fluent reading with animation and expression; holding text discussions before, during, and after reading; and connecting learning to other classroom reading and writing (Fisher et al., 2004). Interactive Read Alouds have been proven to promote language development and thinking skills in children (Lennox, 2013; Fisher et al., 2004) and help develop complex participatory structures in the classroom to positively influence student attitudes towards learning (Wiseman, 2011).

Interactive Read Alouds utilize primarily fiction narrative books as narrative text is considered easier to read due common story structure, language use, vocabulary, and topics that familiar to children (Jeong, Gaffney & Choi, 2010). However, both literacy content standards and standardized tests place a large emphasis on informational texts and content knowledge. Duke (2000) found that first graders, especially those in low socioeconomic settings, only experienced 3.6 minutes a day of interaction with informational texts among displayed print, in classroom libraries, and in classroom written activities. This number has only slightly improved in recent years as Engel et al., (2021) found that low-income schools only receive an average of 15 minutes of day instruction with informational texts and content knowledge, particularly in the areas of science and social studies. Social studies and science are often regulated to the background in elementary school setting in favor of literacy and math to help prepare students for standardized tests.

Additionally, more research is needed in the area of Interactive Read Alouds regarding building student background knowledge in content areas (Barrantine, 1996; Lennox, 2013), using texts to build on students' localized, cultural, and personal understandings (Wiseman, 2011) and to connect Interactive Read Alouds to other reading and writing tasks

(Fisher et al., 2004). One way to address these concerns is through integrated Interactive Read Alouds as a means to help support elementary students' comprehension of informational texts and to help build their background knowledge in neglected content areas.

Integration

Huntley (1998) first theorized three different curricular organizations related to integration. The first is intradisciplinary, where the emphasis is on learning within one discipline, or content area. The second is interdisciplinary and the focus on how one discipline can support the learning of another. The third is integration with two or more disciplines are assimilated together. Stoddart et al.(2002) built on this framework and defined three principal approaches to the integration of content areas: thematic, interdisciplinary and integrated. The thematic approach is characterized by the use of overarching themes to create connection; For example, there may be a theme of apples in a primary classroom where each content area uses apples in the lesson. The Interdisciplinary approach is when content or processes in one domain are used to support learning; For example, when students use writing to justify an answer in a math lesson. Integration emphasizes two or more balanced domains; For example, during a science lesson, students are taught how to conduct a science investigation and how to explicitly write up their findings.

Integration that emphasizes two or more balanced domains has had a positive impact on building background knowledge in students, particularly in the field of literacy. When literacy instruction is combined with content area instruction, students' conceptual learning, reading motivation, writing skills, and use of comprehension strategies increases (Cervetti et al., 2012; Guthrie et al., 2004). Additionally, students become more adept at recognizing and understanding how to use the knowledge and information gained from content in everyday situations (Palincsar & Duke, 2004). Building background knowledge positive impacts struggling readers (Filderman et al., 2022), generates higher comprehension achievement and content-specific knowledge (Hwang & Duke, 2020), and integrated content produces higher test scores (Vitale & Romance, 2012). Therefore, Cervetti & Hiebert (2015) advocate that "teachers need to be adept at identifying what bodies of knowledge are required for full engagement with a text's content and what their students know about the content" (p. 262). The goal is to create discipline-specific literacy practices and content knowledge.

The purpose of this article is to share how preservice teachers integrated social studies content and literacy content in an Interactive Read Aloud, to discuss what integration looks like in lesson planning, and to consider how integrated lessons can exist as a crucial pedagogical component in the elementary classroom.

Methodology

Coursework

Elementary education methods coursework usually consists of four content methods courses (math, science, literacy, and social studies) where students plan and deliver lessons in some type of field experience through the semester. These courses are often separate from each other, do not always follow a specific scope and sequence, and field experiences may be limited to one- or two-hour sessions spread out over multiple weeks in the semester. Besides moving to integrate two different content areas in one lesson, the preservice teachers also experienced an

integrated approach to methods coursework (Boche et al., 2021). In this integrated elementary education program, content methods courses were taught in tandem to build pedagogical content knowledge between content areas. For example, the “Foundations of Literacy” course was taught the same semester as the “Methods of Social Studies” course. During methods coursework, preservice teachers were required to complete microteaching of integrated social studies Interactive Read Alouds to their peers for practice and feedback to prepare for teaching K-6 students in field work.

Besides focusing on the links between literacy and social studies lessons, the integrated coursework also provided a more focused practicum component. Practicum shifted from once a week for several weeks to a three-week practicum during the semester where the preservice teachers were in an elementary classroom for a full day for three entire weeks to enable opportunities to teach multiple subject areas and learn how to integrate content. Preservice teachers were required to teach multiple social studies and literacy lessons with the encouragement to integrate lessons as appropriate.

Participants

The convenience sample included 10 preservice education students at a Midwest private liberal arts university in the US enrolled in Foundations of Literacy and Methods of Social Studies in Fall 2021. The participants in the sample were all female, all identify as white, and were between the ages of 21 and 40. The practicum experience took place in three different elementary schools, all within the same district. The schools were located in a rural setting within 15 miles of the university. All 10 preservice teachers completed an integrated Interactive Read Aloud during both microteaching and practicum experience, for a total of 20 integrated Interactive Read Alouds.

Data Collection - Integrated Lesson Plans

All preservice teachers were required to create their integrated social studies Interactive Read Alouds according to the department-approved lesson plan template (see appendix A). While there are a total of 20 integrated Interactive Read Alouds in the sample, appendix B contains examples of four integrated Interactive Read Alouds, two from microteaching and two from practicum, that will serve as representative of the overall sample. These four lessons serve as exemplary examples of fully-integrated Interactive Read Alouds. Located at the top of the lesson plan is whether this integrated Interactive Read Aloud was taught in microteaching or practicum. For sake of space, some aspects of the full lesson plan template are excluded that are not related to integration.

Data Analysis

To examine whether the preservice teachers Interactive Read Alouds were integrated or not, content analysis (Stemler, 2001) was used in conjunction with a priori coding looking at the areas of standards, objectives, assessments, questioning, and literacy and social studies content in each lesson plan. Manifest Analysis (Bengtsson, 2016) was used to examine the surface structure of each lesson plan, looking at what was written and not digging deeper into any meaning. Finally, content analysis frequency counts (Stemler, 2001) were used to examine the five areas listed above and are discussed further in the findings section below. To support

validity and reliability, an inter-rater reliability standard of 80% was established when coding the lesson plans between the author and the professor who taught the other methods course.

Findings

A summary table of the lesson plan coding is provided below for the 10 preservice teachers and the twenty lesson plans:

Teacher Candidate	Lesson Plan Elements	Microteaching IRA	Practicum IRA
1	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	X
	Assessment measures both Literacy and Social Studies Objectives	X	X
	Planned Questions address Literacy and Social Studies Objectives	X	X
	Literacy and Social Studies Content Present	X	X
2	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	N/A
	Assessment measures both Literacy and Social Studies Objectives	N/A	X
	Planned Questions address Literacy and Social Studies Objectives	X	N/A
	Literacy and Social Studies Content Present	X	N/A
3	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	X
	Assessment measures both Literacy and Social Studies Objectives	X	N/A
	Planned Questions address Literacy and Social Studies Objectives	N/A	N/A
	Literacy and Social Studies Content Present	N/A	N/A
4	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	N/A
	Assessment measures both Literacy and Social Studies Objectives	X	N/A
	Planned Questions address Literacy and Social Studies Objectives	X	N/A
	Literacy and Social Studies Content Present	X	N/A
5	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	X
	Assessment measures both Literacy and Social Studies Objectives	N/A	X
	Planned Questions address Literacy and Social Studies Objectives	X	X
	Literacy and Social Studies Content Present	X	X
6	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	X
	Assessment measures both Literacy and Social Studies Objectives	X	N/A

	Planned Questions address Literacy and Social Studies Objectives	X	X
	Literacy and Social Studies Content Present	X	X
7	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	X
	Assessment measures both Literacy and Social Studies Objectives	X	X
	Planned Questions address Literacy and Social Studies Objectives	X	X
	Literacy and Social Studies Content Present	X	X
8	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	X
	Assessment measures both Literacy and Social Studies Objectives	X	X
	Planned Questions address Literacy and Social Studies Objectives	X	X
	Literacy and Social Studies Content Present	X	X
9	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	X	X
	Assessment measures both Literacy and Social Studies Objectives	X	X
	Planned Questions address Literacy and Social Studies Objectives	N/A	X
	Literacy and Social Studies Content Present	N/A	X
10	Literacy and Social Studies Standards Included	X	X
	Literacy and Social Studies Objectives	N/A	X
	Assessment measures both Literacy and Social Studies Objectives	N/A	X
	Planned Questions address Literacy and Social Studies Objectives	N/A	X
	Literacy and Social Studies Content Present	N/A	X

For standards, the lesson plans were coded as being integrated if each lesson plan had both a literacy standard and a social studies standard. All 20 lesson plans included both standards and you can see samples of these standards in appendix B. For objectives, the lesson plans were coded as being integrated if they included either a social studies objective (with social studies content present) and a literacy objective (with literacy content present) or a combined literacy and social studies objective (with both social studies and literacy content present). 17 of the 20 lesson plans had included literacy and social studies objectives.

As part of the process of teaching preservice teachers to write lesson plans, an emphasis was placed on matching the assessment to the standards and objectives. Therefore, lesson plans were coded as integrated if the assessment included measuring both literacy and social studies content. 14 of the 20 lesson plans included an integrated assessment. Another component of teaching lesson planning and in Interactive Read Aloud is including planned questions in the lesson. 14 of the 20 lesson plans included planned questions that addressed both

literacy and social studies content. Finally, 14 of the 20 lesson plans included both literacy and social studies content in instruction. While the majority of the lessons plans were integrated in the areas of assessment, questioning, and including both content areas in instruction, these were the weakest areas in the lesson plans and may need further emphasis when considering how to create an integrated Interactive Read Aloud.

Discussion

What makes an interactive read aloud integrated? As both Huntley (1998) and Stoddard et al., (2002) theorized, both content domains are balanced and assimilated. As mentioned, when considering the lesson plans, a starting point would be to look at standards, objectives, assessment, planned questions, and content covered in the lesson. In terms of standards, the four example lesson plans in appendix B contain both social studies and literacy standards. Since standards drive both the objectives and assessment of the lesson, examining these areas would indicate if the lessons are teaching towards integrated content. For example, in microteaching lesson plan 1, the social studies standards 1.2.3: Describe ways that individual actions can contribute to the common good of the classroom or community was listed along with literacy standard 1.RN.2.1: Retell main ideas and key details of a text.

The lesson objectives are perhaps the clearest indicator of how to support integration in an Interactive Read Aloud as they provide the goal and a focus for a lesson. In microteaching lesson #1, the objectives feature both social studies and literacy. For example, in order to meet the social studies standard of “describe ways that individuals can contribute to the common good of a classroom or community,” the social studies objective is to “identify how Ruby Bridges contributed to the good of the Black community.” Similarly, to meet the literacy standard of “retell main ideas and key details of a text,” the literacy objective is for students to “retell the main idea of the story supporting their understanding of Ruby Bridge’s contribution to the Black community.” In examining all four lesson plans, all of them feature both social studies and literacy objectives, matched to their respective standards, to form an integrated lesson plan.

As standards and objectives also drive the assessment, the assessment in an integrated lesson plan should also be integrated and assess students on both content standards and objectives. In field experience lesson #1, the standards and objectives focus on having students explain the importance of the Battle of Tippecanoe and its influence on Indiana by using supporting information from the text. Therefore, the assessment incorporates both these elements: students must use textual evidence to support their understanding of the Battle of Tippecanoe. In field experience lesson #2, the social studies and literacy standards and objectives focus on how people adapted and interacted with their environments. Therefore, in the assessment, students are tasked to explain how the character in the story being read interacted with the environment with different tools before drawing their own artifacts and explaining how it could be used to interact with the environment, like the character in the story.

One other element to look for in an integrated lesson is in the interactions teachers and students have throughout the lesson. In Interactive Read Alouds, the teacher usually stops two or three times in a reading to stop and ask questions for student discussion. These questions should focus on both content areas. For example, in microteaching lesson #2, the social studies content focuses on maps and the literacy content focuses on connection of ideas in a text. In the

lesson, the teacher stops after reading a portion of the book (stop on page 11) and asked “What discoveries Christopher Columbus and Ferdinand Magellan in relation to maps?” and also asked students “How do these discoveries relate to both ancient and current maps?” In microteaching lesson #1, with the goal for students to describe how Ruby Bridges impacted her community through retelling main ideas, planned questions include recall questions (i.e. making a timeline; having students describe why the federal marshals were there) and then also asking students to share with a classmate one key detail from Ruby’s story and why they think it inspired the Black community.

Most importantly, as the goal of an integrated Interactive Read Aloud is to include both content areas equally, social studies and literacy content should be present. When examining the lesson sequences of the example lesson plans, the sample lessons take time to introduce content specific vocabulary. This included the word ‘segregated’ in microteaching lesson #1, ‘exploration’ in microteaching lesson #2, and ‘artifact’ in practicum lesson #2. Similarly, all the texts used in the sample lessons feature social studies content. However, literacy content is used to help make sense of the social studies content. For example, in practicum lesson #2, the students are learning about artifacts in relation to Native American populations by examining a character in a story and discussing the character’s actions and feelings. Similarly, in practicum lesson #1, students are learning about the Battle of Tippecanoe but in relation to the relationship this event had on the development of the state of Indiana.

It should also be noted that integration is intentional. Oftentimes when informational books are read during an Interactive Read Aloud, questions that are asked may indeed be connected to a content area like social studies and science. However, these questions should be purposeful, planned, and connected to standards, objectives, and the assessment rather than questions that might just happen to pertain to the content being read. Similarly, planned assessments should match both content standards and objectives so as to assess whether or not students met both standards, rather than just one. If this is not intentional in a lesson plan, then integration cannot be achieved.

Conclusion

Integrating multiple content areas in an Interactive Read Aloud opens up a world of possibilities in the classroom. For example, Kesler et al., (2020) speaks to integrating Interactive Read Alouds with social justice topics to enable students to move beyond standardized skill building to “talking about topics of social justice with the teacher’s guidance, learning by and through talking (p. 210). Cole et al., (2017) draws attention to using repeated readings and discussions of complex texts through content-focused Interactive Read Alouds to promote English Language Learner’s success on standardized tests. Finally, Wright (2019) and Strachan (2015) discuss the need for using multiple texts, or text sets, with similar topics and content areas in Interactive Read alouds to build knowledge, improve reading comprehension, and handle increasingly complex texts. While many teachers are purposeful in their selection of texts for Interactive Read Alouds, intentionally integrating these texts with content areas provides a unique opportunity to support both content and student learning.

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Appendix A: Lesson Plan Template

Lesson Plan Template		
Teacher Candidate:		
Subject:	Grade:	
Where in Unit Sequence:		
State Standard:		
Learning Goals/Objectives:		
Academic Language:		
Vocabulary:	Language Function:	Assessing AL:
Potential Learner Misconceptions:		
Materials (attach any handouts or supporting documents):		
Assessment		
Describe the Assessment:		
Describe how you will evaluate the Assessment:		
Differentiation		
Academic Learning (e.g.-IEP, ELL, 504):		
Personal, Cultural, Community Assets:		
Research/Theoretical Principal (provide citation APA):		
Into the Learning		
Through the Learning:		
Beyond the Learning:		
Elastic Clause:		

Appendix B – Sample Integrated Interactive Read Alouds

Microteaching Lesson #1

Subject: Literacy and Social Studies

Grade Level: 1st Grade

Standards:

- Social Studies: 1.2.3: Describe ways that individual actions can contribute to the common good of the classroom or community
- Literacy: 1.RN.2.1: Retell main ideas and key details of a text

Learning Goals/Objectives:

- Given the Ruby Bridges story students will identify how Ruby Bridges contributed to the good of the Black community.
- Given the Ruby Bridges story students will be able to retell the main idea of the story supporting their understanding of her contribution to the Black community

Assessment:

Describe the Assessment:

Given an anchor chart students will record themselves retelling the main idea of the text and 1 key detail that supports their understanding of how Ruby’s actions contributed to the good of the Black community.

Describe how you will evaluate the Assessment:

- Teacher will watch the recordings and grade based on 2 things: Did the student state the main idea of the story? Yes or No
- Did the student give one detail that supports their understanding of how Ruby contributed to the Black community? Yes or No

Lesson Sequence

Into the Learning

Looking at the cover:

- Who is the girl on the cover? What does she look like? What does her face look like, what feelings does she show? Who are the people behind her? Where do you think that she is? What made you think that, was she holding something that made you think that, the scenery? What do the people behind her look like?
- In this story we’re going to read about Ruby Bridges and how she inspired the black community after schools were no longer segregated.
- Segregated is a new word for us that we’ll see in our book. Friends, what do you think the word “segregated” means?
- Discussion (write contributions on the anchor chart)
- Yes, being segregated is being separate. Kind of like we are separate from the next classroom.

Through the Learning

Stop #1:

- Here’s that word segregated again! Turn to a friend and remind each other what segregated means.
- We said that we are separated from the classroom next us, what separated Ruby from the other students in her school?
- Here’s another word we can look at friends, what do you think the word “law” means?
- Discussion (write contributions on the anchor chart)

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- Yes, a law is a rule! We have some rules in our classroom, right? What are some rules in your house?
- Let's look at our timeline here. What do you think I should write at our first train stop? (A law was changed (allowing Ruby to go to school))

Stop #2:

- Friends, how do you think Ruby felt when this was happening? Why? Turn to your friends and chat a little
- Discuss
- Can someone share what they said, or what one of their friends said?
- Discuss
- Why were the federal marshals there? To protect Ruby?
- Discuss
- Very nice observations friends. What do you think we should write on our second train stop? (Ruby goes to school, people are mean)

Stop #3:

- We talked about how Ruby was feeling before, now we read some feeling words. Can someone tell me a few?
- Discuss (nervous, afraid, calm, confident, relaxed, brave)
- Show me a confident face, how about a relaxed face, how about angry? Wow, good job. Don't these faces kind of look like the ones we looked at on the cover of the book? Good connections first grade!
- What should we write as our 3rd train stop? (Mrs. Henry and Ruby work together)

Beyond the Learning

- Alright friends, what is our final train stop in our story? (Ruby stands up to the protestors) Why don't you turn to a friend and tell them one key detail from Ruby's story that you think inspired the Black community.

Microteaching Lesson #2

Subject: Literacy and Social Studies

Grade Level: 1st Grade

Standards

- Social Studies: 1.3.2 Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.
- Literacy: 1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Learning Goals/Objectives:

- The purpose of this lesson is to learn how maps have changed over time and to be able to label features (continents, equator, hemispheres, roads, and cities) on maps.
- Social Studies:
 - Given a map of the world, students will be able to label the seven continents, equator, and two hemispheres while reading the book Maps & Globes.
 - Given a local map, students will be able to label and describe how roads and cities appear on the map.
- Literacy: While reading the book Maps & Globes, students will be able to describe the impact exploration by Magellan and Columbus had on maps.

Assessment

Describe the Assessment:

- Students will be given the opportunity to draw on a local map to label roads and cities within the map. They will also have the opportunity to draw their own map on a plain sheet of paper with roads and cities.

Describe how you will evaluate the Assessment:

- Students will be able to identify and describe the shapes that represent roads and cities on a map. Students will be able to reference the key in order to identify the roads and cities, or they will be able to create their own key.

Lesson Sequence

Into the Learning

Vocabulary: dependable

- “Today we are going to be reading the book *Maps & Globes* by Jack Knowlton with pictures by Harriett Barton. Within this book we are going to hear two new vocabulary words: dependable and exploration.”
- “Our first vocabulary word, dependable, means reliable, trustworthy, or something or someone you can count on.”
- “The word dependable can be used in different ways. For example: My friend is very dependable, because I can always count on them when I need something. OR my car is dependable because it always gets me to where I want to go.”
- “Can you think of anything or anyone in your life who is dependable? Can you use the word dependable in a sentence?”

Vocabulary: exploration

- “Our second vocabulary word is exploration.”
- “Exploration means a trip to or through an unfamiliar area.”
- “Here is an example of how to use the word exploration in a sentence. In class today, we will go on an exploration of the forest.”
- “Have you ever gone on a trip to somewhere unfamiliar?”

Anchor Chart:

- “Today we are going to be focusing on maps as we read our story. Can someone raise their hand and tell me what they know about maps? (right answers under the K in the KWL chart / look for answers to features on maps such as continents, oceans, roads, cities, etc.)”
- “Very good! Now, let’s think of things that we do not know about maps. What questions do you have about maps? (look for questions / if no answers move on to goal questions)”
- “Our purpose for today’s lesson is to learn how maps have changed over time and to be able to label features on a map. How about we include the question ‘how have maps changed over time? why?’ And ‘what made maps change?’ to our chart!”

Starting to Read:

- As I read our book, *Maps & Globes*, be on the lookout for our vocabulary words dependable and exploration. Also, see if you can find answers to our questions about maps.

Through the Learning

Read pages 1-17, 20-21, 36-37, 40-42

Page 6 Comment:

- Looking at the map on the page and hearing that it is not complete and incorrect, do you think that the ancient world map was dependable?
 - o No! Very good! - Why not?

Page 11 Stop:

- We just read that Ferdinand Magellan and Christopher Columbus made important discoveries about the world that were not known before their time. What discoveries did they make?
 - o Christopher Columbus discover two unmapped continents - North and South America / Ferdinand Magellan sailed all the way around the world; he discovered that the earth was round
- How did the discoveries that Columbus and Magellan make impact us today?
 - o Their discoveries changed our knowledge of the earth / it also changed how our maps look.
 - Write on the KWL chart
- Give the students two maps: the current map and an ancient world map. You are right! Their discoveries are why our maps have changed. With a partner, look at the two maps - one from the ancient world and one current map. Together, think of two ways that the map has changed and be ready to share.
 - o Allow time for students to think, talk, and share.
- Let's add what we have learned to our chart!

Page 21 Stop:

- A few important features of the globe and maps are continents, the equator, and the hemispheres. Does anyone know how many continents there are? (Seven) Yes! That's right, there are seven continents. Does anyone know the names of any of the continents? (As the students answer, label the continents on a class map and have students draw on their own world map. North America, Asia, Africa, South America, Europe, Australia, Antarctica)
- What did our book say divides the earth in half? (The Equator)
 - o Can I have a volunteer come up and label the equator on our map? Why do you think the equator is important?
- The equator splits the earth in half. There is a top half and a bottom half. What did the book say the names of these halves were?
 - o (Northern and Southern hemispheres / label on map)

Page 37 Comment:

- Point at the roads on the map. What do you think these are? (Roads) How do you know they are roads? (They are lines / the picture [key] on the right shows us what each feature on the map will look like)
 - o Write on KWL chart

Beyond the Learning

- Students will be given a local map or a blank sheet of paper to create their own map. They will draw roads and cities to create their own map or will label the roads and cities on the given map. Students will also be able to verbally describe how roads and cities appear on maps.

Practicum Experience Lesson #1

Subject: Literacy and Social Studies

Grade Level: 4th Grade

Standards:

- Social Studies: 4.1.3: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.
- Literacy: 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Learning Goals/Objectives:

- Using two facts from Tecumseh: Shooting Star of the Shawnee (pg 83-88), students will be able to explain the importance of the Battle of Tippecanoe. Students must make a connection between the events of the battle and how it has shaped Indiana today.
- I can... Use information from the text to explain the importance of the Battle of Tippecanoe on how Indiana is shaped today.

Assessment

- Students will be given an exit slip asking them to use two pieces of information from the text to explain the importance of the Battle of Tippecanoe on the development of Indiana.
- This exit slip will be provided feedback on the explanation and use of two pieces of information from the text to form a connection.

Lesson Sequence

Into the Learning

Quick Review (orally):

- What are we learning about in social studies this week?
 - Native Americans
- What are some of the tribes of Native Americans that were found within Indiana?
 - Miami, Potawatomi, Lenape, Shawnee, Kickapoo
- Do we see these Native American tribes within Indiana today? Why do you think we do not see these tribes today?
 - Answers: They moved.
- **Misconception:** Do you think they moved because they wanted to? What would the benefits be of moving? How would you feel if someone made you move from your home?
- Today we are going to talk about an important event that led up to the Native American tribes in Indiana being forced to move.

Through the learning

Tecumseh: Shooting Star of the Shawnee (pg 83-88) (auditorily)

- While reading about the Battle of Tippecanoe, keep track of facts about the battle as a class on an anchor chart. Students can be given copies of the text to highlight information that they view as important.

Before (pg 83-85): I DO (I will note facts mentioned during the story that seem important, I will questions students to predict why these facts may be important later) (orally)

- Tecumseh was not at Prophetstown
- Three young warriors raided a settlement and stole some horses
- Gave Harrison the excuse to attack
- **Questions:** What was the cause of the young warriors raiding a settlement? What do you think might have happened if they did not raid the settlement?
 - The Prophet knew that Harrison was going to attack; he asked for reinforcements
 - Hundreds of warriors came to help fight the Long Knives
- **Questions:** What does the number of Natives who came to support the Prophet in the fight tell you about the Natives?

- The Prophet sent a small group of warriors under a white flag of truce to talk to Harrison
- Agreed to peace negotiations the next day
- The Prophet said that the key to victory was killing Harrison
- **Questions:** Can I have someone predict why the Prophet's key to victory may be important? What do you think this will foreshadow?

During (pg 85-87): WE DO (students will be asked to think, pair, share before we write as a class on the anchor chart the important facts from the battle) (orally)

- Warriors infiltrated the camp to kill Harrison before the fighting began
- Seen before could get to Harrison
- Harrison's light gray horse broke loose in the confusion; he had to ride a dark horse
- **Questions:** How does this fact relate to the Prophet's key to victory? Was our prediction correct?
 - Indians fought hard
 - When dawn appeared the Indians melted back into the marshes and nearby woods
- **Questions:** Why do you think the fighting ended at dawn? What information from the text let you know that this would happen?

After (pg 87-88): YOU DO (each student will be given a post-it note to contribute an important fact that they heard from after the battle) (physically written and orally)

- Warriors were upset that the Prophet's words were not true
- The Long Knives had fought fiercely
- Harrison's troops marched on Prophetstown
- The Native Americans deserted the village
- **Questions:** Why do you think the Native Americans deserted Prophetstown? Thinking about why Prophetstown was important to the Native Americans, how do you think they felt leaving the village and having it destroyed?
 - o Harrison suffered 188 casualties, 62 were killed
 - o 80 Indians were wounded, and 55 were killed
 - o The battle destroyed the Prophet's reputation; setback for Tecumseh and his plans for a pan-tribal confederacy
- **Questions:** What role did the Prophet play in the pan-tribal confederacy?
- **Misconception:** After the Native Americans lost the battle and had their village destroyed, how do you think they felt? How do you think the white settlers felt after destroying the village? How did this influence what Indiana looks like today?

Beyond the Learning

Exit Slip (physically written):

- Using two facts from Tecumseh: Shooting Star of the Shawnee (pg 83-88), have students write about the importance of the Battle of Tippecanoe. Students must make a connection between the events of the battle and how it has shaped Indiana today.

Practicum Experience Lesson #2

Subject: Literacy and Social Studies

Grade Level: 4th Grade

Standards:

- Social Studies: 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- Literacy: 4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Learning Goals/Objectives:

- Given a graphic organizer, students will write what materials Little Gopher used throughout the story and how he used them with 100% completion.
- Given a task of drawing their own artifacts, students will draw their own ancient artifact (ex: drawing, painting, colored rock, tool) and write a paragraph explaining how they would have used materials that Little Gopher used to create his artifacts using complete sentences.
- Given the story “The Legend of the Indian Paintbrush,” students will verbally describe the main character that is presented throughout the reading.

Assessment

- Students will be assessed on their completion of the graphic organizer. I will collect their graphic organizers at the end of the lesson to track which students completed the graphic organizer with 100% accuracy.
- Students will be assessed on their drawing of an artifact with a short paragraph explaining the materials they chose. I will collect their work at the end of the lesson and use a tracker to mark which students wrote in complete sentences. (ignore drawing if use elastic clause - only look at paragraph)
- Students will be assessed on their participation in group discussion describing the main character that is presented through the reading. This will be assessed by following a tracker to see which students actively participate.

Lesson Sequence

Into the Learning

- Good afternoon class! Last week in social studies you all spent a lot of time learning about how some of the first people came to America. When they came to America, what did they have to do in order to change to fit in?
 - o They had to adapt!
- That’s right, and once they adapted to fit into their new life, you learned about the ways that they survived by making different tools by using their resources that they found in their environment. Does anyone remember the special name that we used to call these tools that these people made?
 - o Artifacts!
- Very good! Did you know that artifacts don’t always have to be tools? They can be other objects too like pictures that represent a story or even objects that can hold someone’s things.
- We are going to keep this in mind when reading this story about a young boy who grew up in a Native American group. This story is called “The Legend of the Indian Paintbrush,” but it is important for us to understand that it is more appropriate to refer to the boy in our story as a Native American and not an Indian. We’ll continue to learn more about Native American groups this week in other social studies lessons that will help you better understand those concepts.

- Let's read this story together and as we come across important parts of the text, we are going to stop and think.

Through the learning

Begin reading

- Stop & Think: who is the main character that this story is about?
 - o little boy, young boy,
- What is this little boy's name?
 - o Little Gopher
- Just from these first couple of pages, what can we infer or what do we know about Little Gopher, our main character? (discussion/auditory)
 - o he makes things, he didn't like to be with the other boys, lived in a teepee
- These are all great thoughts, I want us to put these thoughts in the back of our mind and we'll keep thinking about Little Gopher throughout the story. Please take out your graphic organizer that was passed out on your desk. In this graphic organizer we have two columns. One is the materials that Little Gopher used and the other is how Little Gopher used these materials. From what we have read so far, who would like to share some materials that Little Gopher used? (fill out graphic organizer on board with students) (visual)
 - o scraps of leather, wood, stone, berries, juices, etc.
- Can anyone tell me how he used these materials?
 - o He made toys, to decorate stones, maybe he painted, etc.
- Now I want you to think to yourself for 20 seconds about this question: How does this show that Little Gopher is interacting with his environment, or where he lives? (after a few seconds, allow students to turn and share with a partner, then take volunteer to give their thought)
 - o since he lived long ago, the materials would have to come from the environment because they don't have stores
 - o berries are a resource that come from our earth naturally through plants

Continue reading

- Stop & Think: Now that we have read a little bit more, turn to your neighbor and think about what sort of things we can say about our main character, Little Gopher. What is he like? What words can we use to describe him? (discussion/auditory)
 - o maybe he is a hunter-gatherer
- Why do you think that?
 - o he has to collect things from his environment
- What other words did you come up with?
 - o he is creative, imaginative, smart, brave, etc.
- These are all great words to describe Little Gopher. Now let's look at our graphic organizer again. What else can we add to it? (visual)
 - o animal hair for brushes, berries & flowers for paint, animal skin for canvas/paper, wood frame
- Where are all of these coming from?
 - o the environment, where he lives

Continue reading

- Stop & Think: There is one more thing that we can add to our graphic organizer. Does anyone know what it is?
 - o pots to hold paint

- Great job! Now let's look at the first line on this page. "But he never gave up trying..." What can we say about Little Gopher when we read that line? (discussion/auditory)
 - o that he is determined
- Yes! When someone is determined they don't give up easily. What may be the lesson in this story if our main character is determined to do something?
 - o to never give up!

Continue reading, last page.

- "He was happy." Why do you think Little Gopher is happy now? What can we say about our main character?
 - o he completed his work, he finished painting, he reached his goal, accomplished
- These are all wonderful thoughts. We have now finished our story about Little Gopher and we followed him on his journey to create his painting. Thinking back to before this story, what do you think we can call this painting that he created?
 - o an artifact!
- That's right! Like I already mentioned, artifacts don't always have to be tools! Since we have finished this story, I want to move into a short activity.

Beyond the Learning

- In this activity, you will be using your graphic organizer and the list of materials that Little Gopher used to create your own artifact. What is an artifact again? (auditory)
 - o it can be a painting, a tool, or an object
- Great! So how you will do this is just by drawing what artifact you would make if you lived long ago like Little Gopher. Remember, you would have to use resources from the environment to make the object. Once you draw your artifact, beneath it you will write a short paragraph explaining what materials you would use to create that artifact. At the end of class, I will collect your drawings and short paragraphs! (writing/visual)



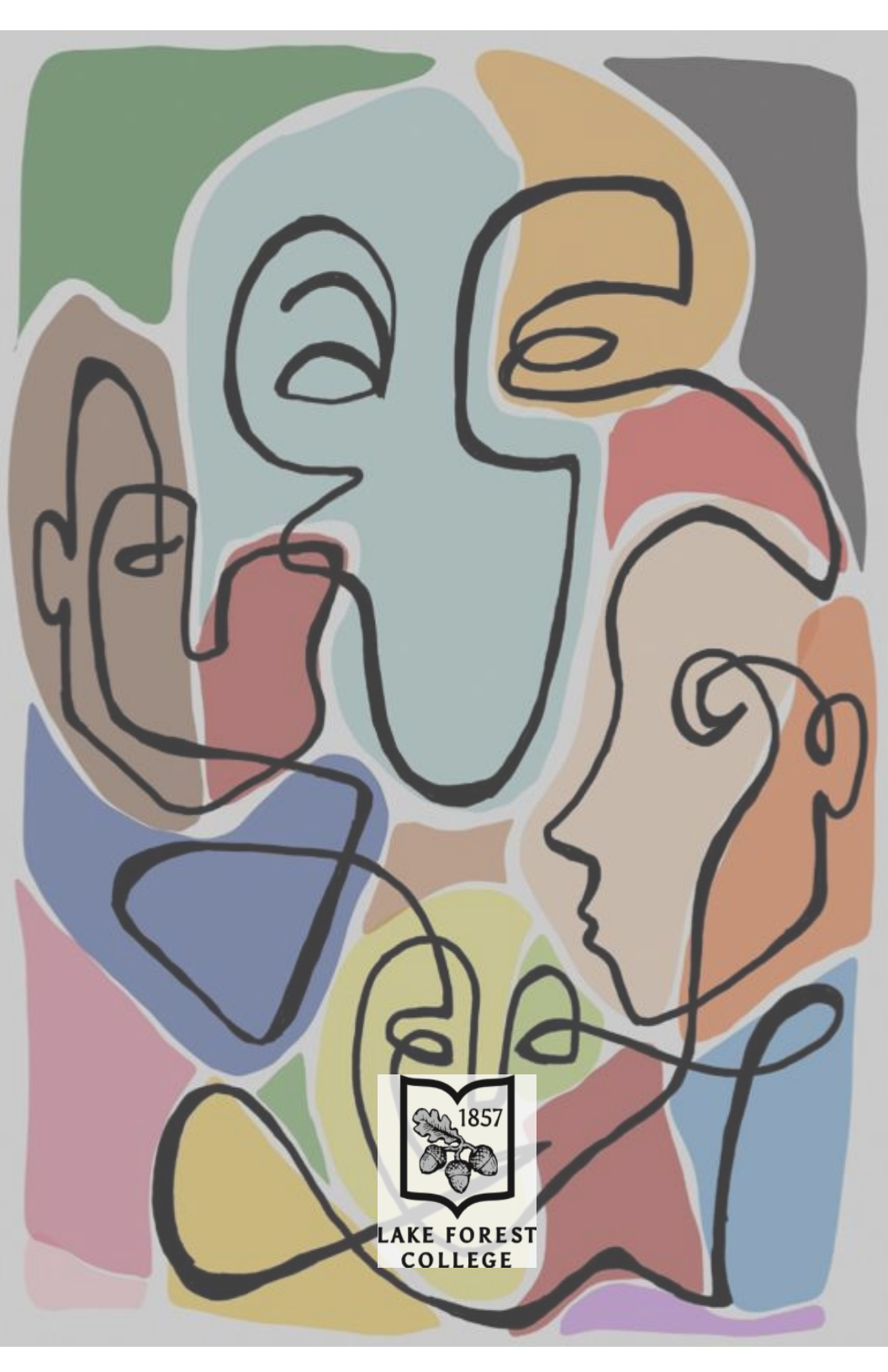
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