

ASSURE Model Instructional Plan – By: Kelsey Langland

“Setting & Little House on the Prairie”

7th Grade

English

Lesson length: 60 minutes, or one class period

Analyze Learners

Total number of students: 23

Male students: 10

Female students: 13

Students with low learning skills: 4

ESL Student: 1

Hearing Impaired: 1

SPL IEP: 3

Visual/Spatial learners (approximately 1/3 of students)

Kinesthetic learners (approximately 1/3 of students)

Verbal/linguistic learners (two to three students)

Interpersonal learners (one or two students)

Logical/Mathematical (one or two students)

State Objectives

VA SOL Reading

SOL 7.5 - The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- f. Use prior and background knowledge as a context for new learning.

SOL 7.6 - The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a. Use prior and background knowledge as a context for new learning (Virginia Department of Education, 2010, p. 2).

Select Media, Materials, and Methods

Media:

2 classroom computers; the type of computer preferred is a “Windows or Mac computer with Internet connection and Google Earth 4.3 or higher installed” (America View, 2010, p. 1)

Smart Board

Teacher Computer

Materials:

Wall map of the United States “Using Background Knowledge” handouts

Class set of *Little House on the Prairie* books (23 copies)

Setting worksheets
Pencils
Little House on the Prairie setting and Laura Ingalls Wilder handouts

Colored pencils
Notebook paper

Printer paper

Methods

1. Whole group introduction of setting
2. Whole group map skills to find geographic location of Oklahoma
3. Whole group reading and discussion of *Little House on the Prairie* setting and Laura Ingalls Wilder handouts
4. Whole group instruction of center activities
5. Small group centers
 - Setting worksheets
 - *Little House on the Prairie* setting drawing and coloring
 - Google Earth research

Utilize Media, Materials, and Methods

Media:

2 classroom computers with Internet and Google Earth - Will be used to do Google Earth research in “Google Earth research” center. Will have Google Earth Google Docs document shared on their Google Drive explaining “Google Earth research” assignment and Google Earth basics.

1 Smart Board utilized to project Google Slides presentation of an introduction to setting and Google Docs document of center instructions

1 teacher computer - Will be connected to Smart Board to display Google Slides presentation and Google Docs document

Materials:

Wall map of the United States - Teacher will use a wall map to point out the location of Oklahoma, specifically the Verdigris River, on the map.

“Using Background Knowledge” handouts - Teacher will pass out copies of these handouts to the students to visually and verbally give an introduction of setting and using background knowledge.

Class set of *Little House on the Prairie* books (23 copies) - Students will each have their own copy of the text to refer to throughout the lesson and centers.

Setting worksheets - Students will answer a series of questions about the setting in *Little House on the Prairie* and describe different aspects of the location of the story.

Colored pencils - Students will color their setting drawings with colored pencils.

Printer paper - Students will utilize printer paper to draw the setting of *Little House on the Prairie*.

Pencils - Students will use pencils to write the information gathered during the “Google Earth research” center.

Notebook paper - Students will write their research from the “Google Earth research” center on a piece of notebook paper.

Little House on the Prairie setting and Laura Ingalls Wilder handouts - Teacher will pass out copies of these handouts and read and discuss them with the class.

Methods:

1. Whole group introduction of setting - TTW introduce setting and its importance in literature. Also, TTW explain the importance of utilizing background knowledge as a context for new learning with the assistance of the “Using Background Knowledge” handouts.
2. Whole group map skills to find geographic location of Oklahoma - The students will (TSW) recall the city and state where *Little House on the Prairie* takes place as previously discussed in class and will take turns finding the location on the map of the United States. If the students cannot find it on their own, then the teacher will (TTW) utilize the map of the United States to find the geographical location of Oklahoma along with the Verdigris River.
3. Whole group reading and discussion of *Little House on the Prairie* setting and Laura Ingalls Wilder handouts - TSW take turns popcorn reading (reading a paragraph and then calling on someone) the two handouts on the setting and the author of *Little House on the Prairie*. TSW will discuss as a class the relation between the story and the author’s life. Then, TSW discuss the importance of having this background knowledge in trying to gain a better understanding of the reading.
4. Whole group instruction of center activities - TTW will divide the class into groups (five groups of four and one group of three) and explain how to do each of the three centers.
5. Small group centers - TSW work collaboratively in groups of three or four to complete each of three centers (two groups will do one of the centers simultaneously).

Require Learner Participation**1. Whole Group Setting Introduction:**

TTW explain how to find the setting of a story with the assistance of a Google Slides presentation and discuss the importance of using background knowledge to better understand a work of literature. TTW will provide handouts, so students can take turns reading the handouts aloud to the class. According to Warner, Crolla, Goodwyn, Hyder, and Richards (2016), “The persistence of the practice of reading aloud (RA) from the past to the present in classes of younger children can be explained by means of the understanding of its benefits for early reading in particular and literacy in general” (p. 222). Encouraging students to read aloud improves their public speaking skills and keeps them actively engaged in the class.

2. Whole Group Map Skills:

TSW volunteer to recall the setting of the class reading, *Little House on the Prairie*. TTW provide assistance if the students have a hard time recalling the location of the story. TSW then take turns going up to the map and pointing out the state first. Furthermore, TSW attempt to find the city of Independence based on some helpful hints given by the teacher. If the students are having a hard time, then TTW find Independence, KS on the map for the students. TSW apply their skills learned in the introduction to setting portion of the lesson. TSW will be actively engaged because they are required to attempt to find the setting of the story without the teacher. However, TTW assist students if necessary.

3. Whole Group Reading and Discussion of Handouts:

TSW take turns popcorn reading the handouts given to them by the teacher. After, the class will have a discussion about each of the handouts, applying them to *Little House on the Prairie* and their newly

gained understanding of setting. TSW be actively engaged because TTW have students read and participate in class discussion.

4. Whole Group Instruction of Center Activities:

TTW split the students into groups of three or four and give instructions for each of the centers. TTW utilize the Smart Board and a prepared Google Docs document to visually explain the center activities. During the centers, TTW leave the instructions on the board in case students forget the instructions for one of the centers. Visual instructions will also benefit the class' hearing impaired student. TTW explain that each student has a copy of the Google Docs document for the Google Earth center shared with them on their Google Drive. TSW follow the instructions given by the teacher and shown on the board to complete the small group activities. TSW not participate much during instruction, but TSW work collaboratively with their fellow students to complete each of the centers.

5. Small Group Centers:

TSW work collaboratively in groups of three or four to complete each of the centers. Each center rotation will last ten minutes.

- Setting worksheets - TSW use their copies of *Little House on the Prairie* and answer a variety of questions pertaining to the setting of the story. They will also answer a series of questions regarding setting in general to test their knowledge from the introduction to setting.
- *Little House on the Prairie* setting drawing and coloring - TSW refer back to their reading of *Little House on the Prairie* and draw and color the house Pa built as described in the book.
- Google Earth research - Utilizing the website for the museum and Google Earth, TSW utilize classroom computers to find the Little House on the Prairie Museum in Independence, KS. TSW take a tour of the land where the museum resides and describe the setting. TST answer on a piece of paper how the background knowledge of the setting and the author of the story has helped them to better understand why the author chose the setting that she did. Additionally, TSW describe the house as depicted on Google Earth in a paragraph or two. TSW utilize the museum's website to enhance their understanding of the story and write a summary of what they learned by taking this tour.

Each of these centers appeals to the different types of learners and different levels of understanding. Kinesthetic learners can work with their hands through the drawing and coloring center. Visual/spatial learners have the ability to succeed in all of the centers; they will especially enjoy the Google Earth center since they can find detailed visuals of the house from the story. Interpersonal learners have the ability to work alongside their peers to collaborate on each assignment. These learners also have the benefit of encouraging their partners and peers to have success. TTW offer a variety of information for verbal/linguistic learners. To complete each task, students must collaborate, interact, and discuss with their peers. Moreover, the ESL student can benefit from working with their peers. Del Pilar García Mayo and Zeitler (2017) claim, "The learner acquires new linguistic forms as a result of negotiating for meaning in order to address a communication problem" (p. 62). Through group work, ESL students will learn more English from their peers and learn how to more effectively communicate with others in a group setting.

Evaluate & Revise

Student Performance:

The students will be evaluated on each center activity. The focus will be the setting worksheets and the Google Earth research assignments. TSW demonstrate an understanding of setting and the importance of background knowledge as a context for new learning based on their answers to the setting worksheets. TSW demonstrate an understanding of setting if they can accurately draw, label, and color the house that Pa built in the story. TSW demonstrate an understanding of Google Earth, the setting of the story, and research by the information gathered and described during their Google Earth research assignment. TSW also demonstrate their abilities to work collaboratively and effectively with one another by their ability to complete the activities and their ability to help their partners to complete the assignments.

Instructor Performance:

During the center activities, the instructor can walk around the room and observe the students' ability to explain the objectives and concepts to each other; this can help the teacher to see if the material was well taught. When the students turn in their setting worksheets, house drawings, and research papers, the educator can gauge if students effectively learned the stated objectives through this lesson. If necessary, the instructor can review the material the following class and potentially reteach material that the students are having trouble understanding.

Media Performance:

The media used through this lesson aid students in their study of setting and help them to gain a better visual of the setting of a work of literature. Luo, Wang, Guo, Lasaponara, Shi, Bachagha, L. Li, Yao, Masini, Chen, Ji, Cao, C. Li, and Hu (2018) state that Google Earth is "a low-cost and easy-to-use tool for communicating and sharing" (p. 1) information and research. Essentially, utilizing Google Earth allows students to more effectively research and share their research with their classmates. If students can record research information that applies to the objectives and convey the information to their fellow group members, then the media was successful.

Student Evaluation Rubric:

Grading Categories: vvv	Proficiency Scale/Points: >>>	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
Setting worksheets		Student effectively demonstrates an understanding of setting and background knowledge. There are few to no mistakes.	Student demonstrates a good understanding of setting and background knowledge. Student makes more than three mistakes.	Student demonstrates a poor understanding of setting and background knowledge. Student makes a multitude of mistakes.

<i>Little House on the Prairie</i> drawing assignment	Student effectively demonstrates an understanding of the story's setting by their drawing and labeling accuracy. There are few mistakes.	Student demonstrates a good understanding of the story's setting their drawing and labeling accuracy. There are more than three mistakes.	Student demonstrates a poor understanding of the story's setting because of their drawing and labeling inaccuracy. There are a multitude of mistakes.
Google Earth research assignment	Student effectively demonstrates an understanding of setting and researching with Google Earth. The student offers a scholarly response to the research.	Student demonstrates a good understanding of setting and researching with Google Earth. The student offers a somewhat academic response with more than three errors.	Student demonstrates a poor understanding of setting and Google Earth research. The student's writing response is inaccurate and/or not scholarly enough.
Group Collaboration	Student effectively demonstrates an ability to work collaboratively.	Student demonstrates an ability to work with peers with some problems.	Student does not demonstrate the ability to work collaboratively with their peers.
Class Participation	Student demonstrates participation by volunteering, listening, and/or making eye contact. The student participates in every center.	Student demonstrates some participation in the lesson by somewhat listening, talking, and/or making eye contact. The student participates in some of the centers.	Student does not participate by volunteering, listening, and/or making eye contact. The student participates in one or none of the centers.

Teacher Comments:

References

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