

Service-Learning Curriculum Unit Plan

Unit/Topic: Helping Struggling Learners	Grade Level: 4th Grade
<p>Service Idea: Our school is in need of an at home tutoring program for kids who can't stay after and are in need of extra help. We will create backpacks that contain resources and activities that focus on building wide skills that we have performed poorly in. The hope is to give those struggling learners one more resource that they can use on their own.</p>	
<p>1. Content Standards/Grade Level Content Expectations:</p> <p>R.AT.04.01 R.IT.04.01 D.RE.04.03 N.FL.04.36</p>	
<p>2. Students will understand that.... They are in charge of their own learning. If they want to make a difference, they need to start with themselves.</p>	<p>3. Essential Questions to Guide Learning & Inquiry:</p> <ol style="list-style-type: none"> 1. How do you draw conclusions from a set of data? 2. What are the skills/GLCE's that students in our building struggle with? 3. How will you establish a budget and keep our project within it. 4. How will other students learn your chosen concept the best?
<p>4a. Students will know.... How to use data to solve a problem and they will understand their specific skill/GLCE so that they can develop related activities and teach it to others.</p>	<p>4b. Students will be able to do....</p> <ol style="list-style-type: none"> 1. Work with a small group of peers to achieve a goal. 2. Establish their learning goal and develop activities that support that goal. 3. Increase peer motivation for learning through, commercials, presentations, and the activities in their specific backpacks.

Assessment Evidence

5a. Performance Task:

Once students finish their bags, they have to present the bag to the class and have the class complete all of the activities. The class will then discuss the activities as they relate to the specific learning goal to determine if the group successfully covered the goal.

5b. Other Assessment Evidence:

As I teach each skill/GLCE, I will be assessing. I will also be doing on-going assessment as students work more closely with each subject to check for deeper understanding.

5a. Performance Criteria:

Backpack Contents Requirements:

1. A specific Learning Goal
2. A list of directions and activities
3. Resources needed for each activity
4. A Journal containing 2-3 reflection questions about the activities.

5b. Other Assessments Criteria:

The other assessments are taken from our school curriculum as they relate to each skill.

Learning Plan:

(Develop a series of lessons/learning activities.)

(Give enough detail for another teacher to follow.)

(Consider the 5 Components of Service-Learning: **Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.**)

A. Steps for Students:

- Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin **investigation & pre-reflection**)
- Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include **planning & preparation, action, & reflection**)
- Closure (Revisit enduring understanding/essential question. Include **reflection & demonstration of results & celebration**)

B. Notes for Teacher:

(What do you need to remember to do?)

C. Materials Needed:

- ***Backpacks (we plan to use donated reusable grocery bags). The amount will depend on how many groups you have and how many skills your class has chosen to cover.**
- ***School MEAP data and any other academic data that is available as it relates to your building. (Example:CBM testing, writing scores, math pre-tests and post-tests)**
- ***Books and resources (have a book drive, many families have books that they are willing to donate)**
- ***Dry erase markers**
- ***Laminator**

***Video Camera**

D. Approximate Time for Unit: 4 months

E. Resources: Data, GLCE's, Internet websites such as abcteach.com, enchantedlearning.com, donated books and resources to place inside backpacks

Lesson 1 of 5

Lesson Essential Question(s):
If you want to make a difference or change something, how would you go about doing it?

Lesson Knowledge:
What the word “illiteracy” means. How does it effect us and can we do anything about it?

Lesson Skill(s)
Work well in groups, participate in discussion.

1. Lesson Opener: I will play the song “Man in the Mirror” by Micheal Jackson. I will probably play it twice and have students really listen to the words. Students will briefly discuss what they think the words mean with their small group. If students don’t figure it out on their own, ask them who the “Man in the Mirror” is. If they still aren’t getting it, walk around with a small hand mirror and as they look at themselves in the mirror, ask them who the man in the mirror is.

2. Transition: I will then read pg. 33 from Every Monday Counts. I will have kids briefly discuss what this information means and how effects them. Guide questions: Do we care about this? Why? Who does it affect? Do you know anyone who chooses not to read? Do you know someone who can’t read? How does the issue that is discussed in Every Monday Counts have to do with the song “Man in the Mirror”? You need to gear the discussion so that the kids realize that they can take this issue and make a difference.

3. Activity: In groups, students will make webs with “Struggling learners” in the middle. They will then brainstorm ways that they can help struggling learners.

4. Lesson Wrap-Up: Students will quickly present their webs and we will have a brief discussion as to how we can help. (Because I already know that our school needs backpacks, I will have a few kids go to the principal to present their issue and how they want to help. I will then have the principal respond by suggesting the backpacks as a school need)

5. Additional Lesson Notes: You may not have a school need for backpacks specifically so you may chose something else that the kids brainstorm.

Lesson 2 of 5

Lesson Essential Question(s):
How can we use data to solve a problem?

Lesson Knowledge:
Graphs contain knowledge based on facts.

Lesson Skill(s)
Students will analyze graphs and draw conclusions from those graphs.

1. Lesson Opener: Tell the students that they have worked together to develop a great way to help struggling learners. Now it's time to narrow our thinking and figure out what we need to focus on to help these learners. In order to solve a problem, we need to look at the facts.

2. Transition: Take out a graph that shows something simple like how many kids ride the bus, walk, and get a ride. Model how to interpret the graph by asking questions out loud like, What does this graph tell me? What conclusions can I draw? Are we dealing with a large population of students? I notice that we have a lot of walkers. When I think about this I realize that we don't have a lot of sidewalks. Maybe we could get the city to put in more sidewalks to keep our kids walking to school safe.

3. Activity: I will give small groups of students' graphs and data that I have collected from my school ahead of time. Example, writing scores, MEAP data, CBM testing, reading levels. I will state that the learning target for today is: Look at data and determine what skills we need to focus on the most. Students will come up with small lists of what we need to focus on.

4. Lesson Wrap-Up: I will go around and have each group share what they came up with. We will write down each idea on chart paper and narrow it down from there to fit our class size and need. At the end of this lesson, you need to be left with your list of skills that will be covered.

5. Additional Lesson Notes: You can add to this lesson by giving students the data and having them create their own graphs before they interpret the data.

Lesson 3 of 5

Lesson Essential Question(s):
How will we meet our goal of making backpacks for our school?

Lesson Knowledge:

Lesson Skill(s)
Brainstorming and planning

1. Lesson Opener: Have a list of questions on the board. Have each student read them to themselves and think about them. This way, when you go to talk about it as a group, they will have had a chance to think about their answers. Questions: How will we meet our goal of making backpacks for our school? What supplies will we need? How will we get those supplies?

2. Transition: Have students discuss their answers with their small group

3. Activity: As a class, we will have an open discussion to lay out the ground work that needs to take place to get this project moving. Examples of what should take place: brainstorm ways to collect resources (book drive, garage sales, library, teachers donate scholastic book points) Brainstorm ways to pay for bags (PTO, Grant money, donation from a local store, put an add in the local paper) Brainstorm ways to come up with good effective activities for your skill/GLCE (Internet research, schools resources, trips to the library, talking and interviewing other teachers, brainstorming activities that you liked in the past)

4. Lesson Wrap-Up: Your class needs to have developed an action plan to complete this project. Assign jobs and skills and decide what needs to be done first. It might help to make a timeline to ensure completion.

5. Additional Lesson Notes: You as a teacher can determine how you will designate jobs to certain students.

Lesson 4 of 5

Lesson Essential Question(s):
What will go into each bag to make it effective?

Lesson Knowledge:
Students must know what their skill/GLCE is that they will focus on.

Lesson Skill(s)
They will need to develop their learning target for their bag.

1. Lesson Opener: I will begin by showing students my example bag that I have made ahead of time. My bag has a learning target that is not one of the ones that the students are working on. Bag requirements: 1. A specific learning target. 2. A list of directions and activities 3. Resources needed for the activities 4. A journal complete with reflection questions. 4. A survey to monitor the effectiveness of the bag. (student developed)

2. Transition: I will back up and specifically show how I developed my learning target. It will be written as “I can” statements. Example, I can read fiction and find the setting, characters, problem, and solution.

3. Activity: Students will work in their small groups to write out their specific learning target. If they finish early and I am happy with the outcome, they can begin to brainstorm activities that will support their target.

4. Lesson Wrap-Up: Students will share their learning targets and other students will be able to comment about how it is written.

5. Additional Lesson Notes:

Lesson 5 of 5

Lesson Essential Question(s):
What will make a student choose your bag? What will they learn from your bag?

Lesson Knowledge:

Lesson Skill(s)
Internet research

1. Lesson Opener: I will gather resources and take students to the lab to research their learning targets. This lesson will take several days if not weeks for students to gather all of their activities and resources.

3. Activity: Students will work as a group to fill their bags with activities that support their learning targets.

As students work on their bags, I will have them do periodic reflections on how they feel they are working and how they feel this will impact our student population.

4. Lesson Wrap-Up: Upon completion of backpacks, students will be required to present their backpack to the class. They must have enough material for the majority of the class to be able to participate. The class will then rate the bag and determine if it is ready to be donated to the library for students to begin checking out. Students will also be required to make a commercial to promote their bag that will play on the morning announcements. An introduction to be played each time a commercial is aired will also need to be created. This introduction must explain the overall concept and purpose of the backpacks.

5. Additional Lesson Notes: I plan on having a school assembly to help launch the backpacks and boost awareness. We will keep them in the library to be checked out. We will collect our survey sheets from each bag and keep a count of what bags are being checked out and how often. Students will be required to go back to their bags periodically to make improvements based off the survey. They will also be analyzing the data to see if their bags are being used. MEAP scores will be looked at the following year to see if there was any improvement in the skills/GLCE's that were represented in the bags.