Interdisciplinary Unit/Lesson

EDU 320 C/I Assessment

Halloween Theme

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320 EDU CI Assessment

Interdisciplinary Unit Plan- History Specific

Standard: 6 1:2- Construct, compare, and interpret complex timelines

 Students construct, compare, and interpret complex timelines w/ease.

Objective: Students will construct a timeline of the history of Halloween, including placing the events of popular Halloween myths/events.

Learning Activity:

* Opening element: Write down a couple Halloween history facts/myths that you already know
* Engagement and Review of Understanding
* Technology: Maybe could use Prezi to make the timelines
* Required Vocabulary:
* Instructional Methods: Lecture format, note taking (using fill in the blank format), group work, artistic skills, presenting.

-Go over the origins of Halloween, the origins and a timeline of popular Halloween costumes (How did costume wearing and pumpkin carving and trick or treating become popular)

• Guided practice: show the students examples of the timelines from the previous year, show students how to organize events chronologically and how to space them on a line.

-http://infonewt.com/portfolio/client-work/8781884 ← exactly what I am looking for

• Independent practice/application: Making the timeline

• Differentiation: the different aspects of the timeline- group work, the artistic element, presenting, organizing events onto a line.

• Wrap-up/Closure: Presenting the timelines

Assessment: Grading the timelines

Reflection: Not applicable

PE Lesson

GRADE LEVEL: 4-6

SUBJECT AREA: Physical Education, Blob Tag (Mike Porter)

MATERIALS NEEDED:

 Halloween music and possibly decorations. Maybe a disco light.

STANDARDS:

 S2. M1. 6- Creating and Reducing Space With Movement. Creates open space by using locomotor movements (walking, running, jumping) in combination with movement (varying pathways, changes of speed/pathway etc.)

OBJECTIVES:

 Students will apply basic movement concepts in order to evade/capture other players during Halloween evasion game.

LEARNING ACTIVITIES:

 WARM UP/ ANTICIPATORY SET- Explain or dive into the 1958 movie *The Blob* in a theatrical and entertaining way. Use the movie as a way of explaining how to play the game via having the students act it out. Also, do some quick stretching being that we will be running.

 MAIN ACTIVITY- Blob Tag- This tag game is similar to Sharks and Minnows in that when a runner gets tagged, they then become a tagger. The difference is that the taggers must operate as a ‘blob’. This means that a blob must consist of at least two people, holding hands, and they must keep holding hands for the game. When they capture a runner, the runner then joins their blob and they then run around together chasing runners. There are two versions to be played in this order… The first involves safe zones which is behind the baseline on both sides of the gym, and the other is no safe zones. The gym day will be played as rounds that will go for 5-10 minutes or until there are only a few survivors left. The round will then be called to an end, the survivors will be the new/starting blob and everyone else will be runners again.

 - During safe zones, there are no start and stops. Runners can go whenever.

 - There is no pumpkin guarding.

 - Big blobs may split, but there must always be at least two in a blob.

 - Halloween music is playing during game time.

 - Lights are off for the spooky effect.

 COOL DOWN- The directions game.

ASSESSMENT:

 Formative Assessment. Students will be assessed on participation.

REFLECTION:

**Halloween Writing Lesson Plan**

**Age Level:** 6th grade

**Subject(s) Area:** Writing

**Materials Needed:**

Two-Minute Mysteries by Donald J. Sobol<https://www.amazon.com/Two-Minute-Mysteries-Apple-Paperbacks-Donald/dp/0590447874>

“How to write your own scary story” worksheet

“Scary story characteristics web” worksheet

5 w’s of scary story writing worksheet

Writing rubric

**S**tandards**:**

**Code and description:**

 6.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**O**bjectives**:**

I can apply the writing process by brainstorming, prewriting, peer editing, revising, and publishing a scary story.

**L**earning Activities:

**(Split Lesson into 2-3 days)**

**Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)**

**(Day 1)** - Read the book “Two-Minute Mysteries” by Donald J. Sobol to the students. Discuss with the students how the author's ideas came to real life.

Have the student turn and talk; discuss interesting "what if" situations from their own lives. What would be a good idea for a scary story that happened in real life?

**Reflective Questions: (Questions asked to help students process or reflect upon content)** "What scary stories have you read?" "Which were the scariest?" "Who are some authors of scary stories?" "Why do you like to read scary stories?" "What makes them scary?"

Point out that scary stories also include mysteries, adventure stories, and survival stories.

Hand out Scary Story Writing Booklet

Have students brainstorm characteristics that they would want in their scary story put their responses into the Scary Story Characteristics Web. Remind the students to talk about why plot, setting, descriptive writing, characters, and suspense are important to a scary story.

**Required Vocabulary:** mysteries stories, adventure stories, survival stories

plot, setting, conflict

brainstorming, prewriting, peer editing, revising, and publishing

**Instructional Methods:**

After creating their Scary Story Characteristics Wed. Have students turn and talk with a partner explaining what they have brainstormed so far.

Once finished discussing with peers, student with then work on the “How to create your own scary story” worksheet along with the 5 w’s of scary story writing.

Discuss with students that here is when you are putting everything together, using the scary story characteristics wed we created earlier.

Give students enough time to work

Now that we have brainstormed and planned what your scary story is going to be about. Our next step is prewriting. So take out your writing notebooks and begin writing scary story.

Allow time for students to write their story in the notebooks

**(Day 2)** – Review what scary stories are and discuss the different types of scary stories.

Have students take out their writing notebooks. Allow time for students to finish the rewriting step.

Today we are going to do the next step in the writing process which in peer editing. Get with your turn and talk partner.

This step it to catch any spelling or grammar errors or punctuation. If something does not make sense, ask your partner and see if they can explain more in detail. This step is not to be hurtful towards the writer it's for help with clarity and proof reading.

Once you and your partner have read and edited each other's stories, you may go back and revise, which is the next step.

Allow time for editing and revising

**(Day 3)** – Discuss the last step of the writing process, publishing.

Allow time for students to make any changes to their scary story.

Our final step is to make a cover for your story. I will allow 10 minutes for you to create a cover for your scary story, once we all finished we will spend the rest of class reading each other's stories.

**Wrap-Up:**  At the end of each day end the lesson with 15 minutes left of class having the students fill out exit slips

Day 1: What are the three types of scary stories

Day 2: What is the plot of your story? Where is your story taking place?

Day 3: Reflection on how feel about your scary story went. (5-7 sentences)

**A**ssessment:

**Formative:** Using the Writing rubric

**Solar Lesson Plan Format**

**Alex Cournoyer**

**Age Level:** 6th Grade

**Subject(s) Area: Science**

**Materials Needed:**

· Gourds (one for each pair of students

· Masking tape

· Long flat pieces of wood (levers)

· Pulley systems with baskets (pre-assembled)

· Tinker toys (to create wheels & axels)

· Flat pieces of wood propped up to create an inclined plane

**S**tandards**:**

**Code and description:**

6.3.2. Use simple machines to change forces.

**O**bjectives**:**

**What will the students know or be able to do?:**

**Cognitive Level of Lesson (Bloom’s Taxonomy):**

Students will **construct** and execute a plan to move their gourds using simple machines.

**L**earning Activities:

**Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)**

1. “We have talked about many simple machines and their uses in class. Today we are going to be putting this knowledge to use. Before we start I just want to do a quick review.” Take an example of each of the simple machines and call upon a student for each one to name and describe the function of the simple machine.

**Reflective Questions: (Questions asked to help students process or reflect upon content)**

The goal of today is going to be to move a gourd with an assigned partner, from the starting point to the ending point following your tracks outlined with masking tape. This may seem easy, but in order to get it there, you must use each simple machine once. Take two minutes to think about how you could use these simple machines to move your gourd to your goal. The goal is to create the most efficient/fastest system by the end of class.

**Technology: variety of technology used in the lesson**

**Required Vocabulary:**

· Lever

· Fulcrum

· Pulley

· Inclined plane

· Wheel

· Push

· pull

**Instructional Methods:**

1. Count off by two’s, assigning each student a partner to work with and provide them with one of each simple machine to work with. Let them know that if they would like to use another, all they need to do is ask for one.

2. (10 minutes) Allow students time to experiment with their simple machines and to plan their execution of the assignment.

3. Give students a 2 minute warning to put the final touches on their systems.

4. Have all students stop working, and allow each pair the opportunity to show their system to the class, and time them to see how fast they can complete the course.

**Independent Concrete Practice/Application: practice of skills in practical ways**

**“**Imagine you needed to move a rock from your yard, in order to build a swimming pool. The rock is too heavy for you to lift, how could some of these simple machines help?

**Differentiation:**

For students with attention defecits, allow them to be “in-charge” of the timer while timing the systems.

**A**ssessment:

 **Formative:**

Ask students to submit their answer to the rock solution on a piece of paper as an exit slip from class.

Reflection:

**Solar Lesson Plan Format**

**Becky Geiger**

**Age Level: 6grade**

**Subject(s) Area: Reading**

**Materials Needed: Halloween Fun printout, History of Halloween print out, blank pieces of paper, writing supplies( colored pencils, markers, crayons)**

[**https://www.teacherspayteachers.com/Product/Halloween-Activity-Figurative-Language-Reading-Comprehension-1502866**](https://www.teacherspayteachers.com/Product/Halloween-Activity-Figurative-Language-Reading-Comprehension-1502866)

**S**tandards**:**

**Code and description:** **RL.1 Read closely to comprehend text a. Cite textual evidence to support analysis of what the text says explicitly. b. Cite textual evidence to support inferences drawn from the text.**

**O**bjectives**:**

 **The students will be able to:**

**-comprehend the text given to them by reading the given instructions.**

**- develop an understanding of how they experience a reading of a story, drama or poem by either reading silently or hearing a reading aloud.**

**-comparing what they “see” and “hear” when they are reading a text versus when they listen to a reading.**

**-Recognize that to comprehend a text they must follow directions/instructions fully.**

**-discuss as a class or by using turn and talks what they learned about the reading a text and comprehending the text.**

**Cognitive Level of Lesson (Bloom’s Taxonomy): Evaluate, Analyze, Comprehension**

**L**earning Activities:

**Opening Element: The purpose of this lesson will be to show how reading a text will affect the comprehension of the text. Also following the directions/instructions is very important in all assignments.**

**I will begin this lesson by giving direct instruction on what I am expecting them to do. I will explain that we will be doing a fun and creative Halloween activity in place of a normal class activity. I will hand out the “Halloween Fun” worksheet. I may review steps 7-11 to ensure the students will know how to do each first. This activity they will complete independently. I will pass out blank white paper and have the students use some sort of writing utensils (colored pencils, markers or crayons). I will make sure to allow the students enough time to “complete” this activity. As the students reach #16 they will realize that they have been “tricked”. As a class, we will discuss what the students thought of this activity and what they think are good strategies or techniques that they can use in the future for other assignments.**

**Next, I will explain that we will be reading a passage about the history of Halloween and then be answering questions about the passage. I will hand out the passage “History of Halloween” and the questions sheet. I will allow the students to either complete the History of Halloween reading and questions either independently or in a group of 2. As the students get to the end of the activity they will see that they have “No Homework” if they have completed the questions correctly. This is the treat of the assignment.**

**Reflective Questions: At the end of the first lesson we will discuss as a class how they felt about reading the directions. We will also discuss as a class some new strategies or techniques we can use for future assignments. After the second activity, we will as a class talk about what are some of the things we do at our homes for Halloween. I will have the students turn and talk about what the best thing they do to celebrate Halloween.**

**Technology: no technology for this lesson**

**Required Vocabulary: no vocab**

**Instructional Methods: direct instruction, lecture-discussion, cooperative learning**

**Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.**

**Independent Concrete Practice/Application:**

**Differentiation: students will have the choice to read the History of Halloween story and complete the questions following the reading individually or with a partner.**

**Wrap-Up: using a turn and talk to discuss how we each celebrate Halloween at our homes.**

**A**ssessment:

 **I will be assessing the students on completing their two activities, taking their turn reading part of the passage if they are in a group reading, and contributing in the turn and talk at the end of activity two.**

Reflection:

**Solar Lesson Plan Format**

**Age Level:** 6

**Subject(s) Area:**  Math

**Materials Needed:** Halloween Candy and Worksheet

**S**tandards**:**

**Code and description:** 6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

**O**bjectives**:**

**What will the students know or be able to do?:** The students will create a ratio of Halloween candy based on brands and flavors and create sentences describing the ratio with 90% accuracy.

**Cognitive Level of Lesson (Bloom’s Taxonomy):**

**L**earning Activities:

**Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)**

The teacher will review with the students what a ratio is. The teacher will give an example of a ratio on the board and the students will help to make the ratio: The teacher will show two piles of candy to the students. The students will count how many packages are in each pile. Then make a ratio based on the numbers of packages they found. The teacher will then show how to create a sentence from the ratio they created.

**Reflective Questions: (Questions asked to help students process or reflect upon content)**

**Technology: variety of technology used in the lesson**

**Required Vocabulary:** Ratio: compares to numbers; how many there is of something compared to something else

**Instructional Methods:**

The teacher will hand out bags of Halloween candy. OR The students will take out their own Halloween candy.

The teacher asks the students to separate their Halloween candy based on kinds.

After the students have accomplished this the teacher will pass out a worksheet and do the first problem with them.

The students will then complete the rest of the worksheet.

**Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.**

**Independent Concrete Practice/Application: practice of skills in practical ways**

**Differentiation:**

**Wrap-Up:**

The teacher will ask the students what was most surprising to them. The teacher will ask the students what the ratio was of their favorite candy to the rest of the candy. The teacher will explain the importance of ratios.

**A**ssessment:

 **Formative:** The students are assessed based on their involvement in the activity.

 **Individual Measurability:**

 **Summative:** The students are assessed based on the ratios on the worksheet.

Reflection: