

Stories to Scaffolding and Creative Awareness: Lesson Plan /Paper

Work in Progress Presentation

For Theme 2 Product

Present on 10-30-17

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Theme two Principal and Practices

- ☐ Principles

- ☐ I believe in doing research before actual work for my product.

- ☐

- ☐ I believe in finding out what others are saying about the topic I am about to embark on.

- ☐

- ☐ I believe that no matter what we do that everything has a pattern or events that people or story need to take in order to develop.

- ☐

- ☐ I also believe in this principles that thinking takes time and effort.

- ☐

- ☐ The principles that believe in that scaffolding is a important tool that can be use to educate people who have disability and many of the AP student also everybody else.

- ☐

- ☐

- ☐ Practices

- ☐ I believe in looking words up when they are unknown to me.

- ☐

- ☐ I believe in using my personal experience in all of my work

Table of Content for Project

- Section one: For this project is the scaffolding. Which I am going to include my own educational personal experience. Research Scaffolding. Example Vann and KWL Chart.
- Section Two: Define Creative Awareness with Research and how that connect with student and a Novel called The Red Pyramid. Using there ideas what the student related to the event of the books.
- Section Three: Define the Outline of the lesson plan and description of the Project. Showing how student Creative Awareness and Learning comes out in each of the units lesson plan. Theme of the Lesson Plan is Ancient Egypt Gods and Goddess.

Part 1:Project Section: Scaffolding

- My Background on Scaffolding
- Use some of my personal experience like when I was in middle school and high school and how teacher were constantly using scaffolding there teaching.
- Explain Why is in important to student ?
- Research Scaffolding:
- Tools of Scaffolding: Venn Diagram and KWL charts are tools used in Scaffolding in education.

Scaffolding Tool : KWHL

- ☐ There are many tools that anybody can use and that is the KWHL: K: What you know, W: What you what you know, H: How did you find out and last is L: What Have you Know Learn.
- ☐ This Chart help me through my education and and it is a great tool use.
- ☐ I would put this as a tools that students can use use in my unit lesson plan. If I where to teach this lesson to student

Example of KWL Chart

Name: Shannon Horn

K <i>What do I know?</i>	W <i>What do I want to know?</i>	H <i>How do I find out?</i>	L <i>What have I learned?</i>
<p>I know that a technology rich lesson uses technological tools in order to increase student learning.</p> <p>I know that there is a way to incorporate technology in almost any lesson.</p>	<p>I want to know what technological resources I can use in my lesson that will aid in my students understanding of A Midsummer Night's Dream.</p> <p>I want to know what other benefits technology has in a lesson.</p>	<p>Search the internet for technology rich lessons</p> <p>Search the internet for technology rich lessons on A Midsummer <u>Nights</u> Dream</p> <p>readwritethink.org</p> <p>http://eduscapes.com/tap/tap100.html</p> <p>https://www.graphite.org/teaching-with-tech/designing-tech-rich-lessons</p>	<p>I have learned that a technology rich lesson makes the teaching and learning process become more efficient and productive.</p> <p>I have learned that a technology rich lesson helps enrich and extend student learning in a way that would not have been possible without technology.</p> <p>I have learned that a technology rich lesson increases student motivation to accomplish learning objectives.</p>

Another KWL Chart on Batman

KWL Chart **Example**

Topic Batman

What I Know	What I Want to Know	What I Have Learned
<ul style="list-style-type: none">- Batman is a superhero who dresses like a bat.- Batman's sidekick is named Robin.- Batman fights crime in Gotham City.- Batman's real name is Bruce Wayne.	<ul style="list-style-type: none">- Who created Batman?- Is Batman friends with Superman?- Is Gotham City a real place?- Why did Bruce Wayne become Batman?	<ul style="list-style-type: none">- Batman's nemesis is the Joker.- Batman was created by Bob Kane.- Gotham City is a fictional place, but Gotham City is also a nickname for New York City.- Bruce Wayne's parents were murdered by a criminal.

Part 2: Research

- ☐ Define : Creative Awareness
- ☐ Use The Red Pyramid connect this book to the lesson plan
- ☐ I am going to connect the student creativity with the book: Ask question like What adventure would you like go on?
- ☐ Describe the book I am going to go to use:
Red Pyramid by Rick Riordan

Bibliographical Page

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- ☐ Holgersson, I. Teachers' awareness of student learning, Kristianstand Unversity College, Kristianstand, Swedan.
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- ☐ Jaquen,P. (1990). Fostering Student Awareness of Learning Styles. Educational Leadership,14.
- ☐
- ☐ Van De Pol, J.,Volman,M., Beishuizen,J. (April 29, 2010). Scaffolding in Teacher- Student Interaction: A Decade of Research. Springer.
- ☐ Family Memoirs: Composing a Life Story 66-76.

Bibliographical Page for Internet source and the Links

- ☐ Internet Article:

- ☐ http://ryuc.info/common/recreating_oneself/create_aware_understand.htm

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- ☐ <https://www.stephenbatchelor.org/index.php/en/creative-awareness>

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- ☐ <https://www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell>

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- ☐ <https://teach.yoga/3-steps-to-using-self-awareness-to-create-a-learning-ready-classroom/>

- ☐ PDF Research Article:

- ☐ http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199010_jaouen.pdf

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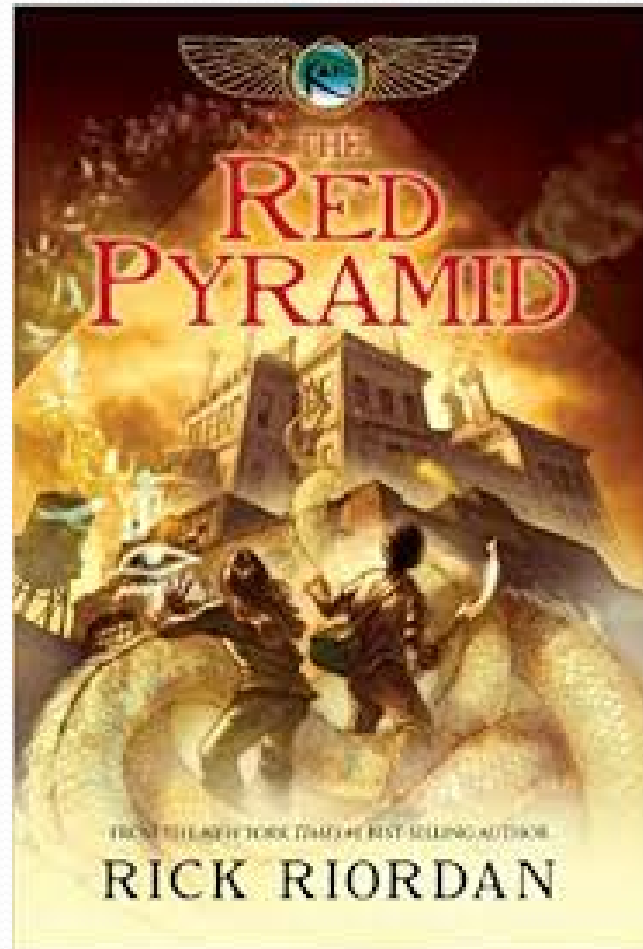
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- ☐ <http://hkr.diva-portal.org/smash/get/diva2:346089/FULLTEXT01.pdf><http://rickriordan.com/book/the-red-pyramid/>

Part 3: The Lesson Plan

- ☐ Outline of the Lesson Plan
- ☐ Target: Is Middle School Student
- ☐ Subject: Ancient Egypt History
- ☐ Connect with the student actual experience to the Red Pyramid

Book Tie in



Description of the Red Pyramid

- Since their mother's death, Carter and Sadie have become near strangers. While Sadie has lived with her grandparents in London, her brother has traveled the world with their father, the brilliant Egyptologist, Dr. Julius Kane.
- One night, Dr. Kane brings the siblings together for a “research experiment” at the British Museum, where he hopes to set things right for his family. Instead, he unleashes the Egyptian god Set, who banishes him to oblivion and forces the children to flee for their lives.
- Soon, Sadie and Carter discover that the gods of Egypt are waking, and the worst of them—Set—has his sights on the Kanes. To stop him, the siblings embark on a dangerous journey across the globe—a quest that brings them ever closer to the truth about their family, and their links to a secret order that has existed since the time of the pharaohs.

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Detail of My Actual Lesson Plan

- ☐ I would use my lesson plan that I already created.
- ☐ Plus Add in and Change a few things so that it would fit with this project.
- ☐ Connect with Creative Awareness to this lesson plan along with Students Own personal experience.

Temp Lesson 2 for Actual Product

- ☐ Lesson 2- Upper Egypt
- ☐ Julia Lee
- ☐ Grade 7
- ☐ World History
- ☐
- ☐ Topic: Upper Egypt
- ☐
- ☐ MA Standards:
- ☐
- ☐ **7.14** Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)
- ☐
- ☐ Objectives: Student will be able to by the end of lesson identify what makes upper and Lower Egypt different just by looking at textbooks and maps.
- ☐
- ☐ Introductions: For this Lesson I would go into how in ancient time particularly in Egypt there social ranking is very rigged and a person cannot get out of that class. So each person how their job and everyone is linked in a certain way to the pharaoh.
- ☐
- ☐
- ☐ Mini Lesson- Tell the student about the Ancient Egyptians way of life and how they make a living at each level. More specifically the social order of the Egyptian caste system from the Pharaohs all the way down to the slave and their impotents of every one of these classes. Then I will tell them about the city that they ruled from and watch over them. So everything that the lower people did comes back to the Pharaohs because people saw pharaohs something close to an earthly bound gods or a representation of the Gods. The crown of Upper Egypt is white and is called a Hedjet, the capital of Ancient Egypt is Thebes and later moved to Hermiou under Ptolemies.
- ☐ I would do something like this and connect it with the book called the Red Pyramid series: But I would start out as the outline which include this lesson,