

**a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.**

[ My students' **prior academic knowledge** pertains to certain aspects of the 1960s based on the book they are currently reading and a book they read the previous year about the assassination of John F. Kennedy. Using the Theory of Constructivism by Jean Piaget, students will be annotating and pulling information on their own to create their graphic novels. Before my learning segment, students have been working on short research assignments based on people mentioned in the text (Mickey Mantle, The Beatles, Walter Cronkite, etc.) on Vocabulary.com and Google Slides. I am going to use the Big Six Research Model by Michael B. Eisenburg and Robert E. Berkowitz to help students locate, access, analyze, and evaluate articles to create a learning tool. My students have worked on smaller research projects using this research model and they are familiar with the basic principles of research. My learning segment will provide a more in-depth look into research and research skills. Since the students are already familiar with the characters mentioned in the text, my mentor advised me to include figures that were important to the time but not mentioned in the book. Three out of the four were women since most of the figures mentioned in the text were men, and my mentor agreed that this would be a good way to round out students' knowledge of the 1960s from a variety of viewpoints. My second lesson plan and third lesson plan included stretching students' creative and critical thinking skills via the completion of a storyboard which will be the starting point for their final product. The storyboard is my developed learning asset and the students will use for their graphic novel vignettes. This will help them focus their information and begin the process of creation with their graphic novel vignettes. Students have to analyze and narrow down the articles into concise facts that the students subsequently develop into a narrative graphic novel vignette.

Due to a survey I gave my students at the beginning of the semester, I am aware of their personal assets. My students are interested in graphic novels which led to my decision to have the students create their own graphic novels vignettes. I used Howard Gardner's Theory of Multiple Intelligences to create my lesson plan to utilize students' personal skills which include artistic ability, an inclination towards STEAM classes, and their ability to research using online databases based on this theory. My students' **personal interests** influenced my choice in historical figures based on their reactions to the work they have already done. Since most of the figures they had already researched were male, I tried to give them the option of reading about women who they might look up, too.

My students are sixth graders and I observed their interactions with the librarian during the previous classes and they respond well when given positive feedback from the librarian, and according to B.F. Skinner and his theory of behaviorism, the positive reinforcement I give the students will help them grow and be more likely to repeat their

behavior. I plan on leaving the students with feedback on things they can do better and what they are doing well as a way to promote independent work and provide support to struggling students.]

b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

[The whole class will be given worksheets with written instructions. The whole class will also be given verbal directions and feedback during the lessons. The students will be given written feedback on their papers with instructions about the information they have synthesized from the articles. Students will also be given storyboard worksheets to fill out after they annotate their World Book Student articles. All students were given written feedback at the end of the lesson and verbal feedback during class time.]

I have a few students who are **struggling readers** who will be given more direct instruction and feedback on their papers. To help them pay attention to the articles, I will have the students fill out a detailed worksheet that has the specific facts to find. This worksheet will have the following prompts to fill in: birth date/death date, what the figure is famous for, and three interesting facts about the figure. These students will be given more time to evaluate the articles, and they will be given written instruction with feedback about how to read the articles and find the facts they need.

I have one individual who has an issue with falling asleep in class, who has not been tested for an IEP or 504, but who will be monitored, and I will have procedures in place that will be used to help keep the student awake: taking a walk to the bathroom, standing up beside his desk for a few minutes, and getting a drink of water. As a last resort, the student will be given a modified assignment if the student falls so far behind.]

c. Describe common preconceptions, beliefs, errors, or misunderstandings within your content focus and how you will address them.

[A common misunderstanding that I could face would be: what are the facts most important to the assignment? I will provide an example of information that I will be looking for to show the students before they begin. A common preconception is that research has to be regurgitated in the format of a research paper or essay, but I will be assigning a creative project for the students to showcase their research. A common preconception might be to think that this exercise is pointless because it is a graphic novel and that graphic novels are not quality literature, which is not true because a graphic novel recently won the Newbery Award.]