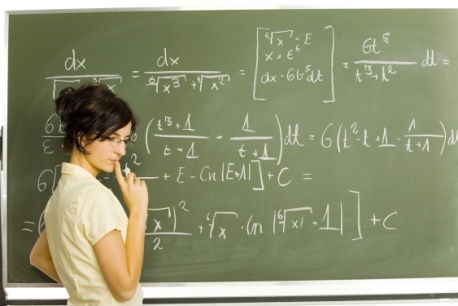
**The School-Aged Child Elementary School Packet**

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****  ****

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Take this with you every week to fill out during your observation time.***

**Human Development: School-Aged Child Course Contract**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part of the Human Development, School-Aged Child class involves interacting with a CB elementary school. The welfare of the elementary students, staff and all high school students is of the utmost importance. Therefore, to maintain a professional and educational environment, all Central Bucks students must conduct themselves as professionals. In order to present a professional image, students must:

* Be prepared for the site visit by bringing all required materials (Portfolio, pencil, etc.)
* **Dress appropriately - no jeans, hats, flip flops/sandals, short skirts/dresses, low tops, tight-fitting (yoga) pants, drug/smoking/sex related shirts, bare midriffs and no cleavage. Students not appropriately dressed will NOT be allowed to go on the trip and will have to make it up with an alternate assignment. If dress is a problem, student may receive additional disciplinary actions**
* Dispose of all gum before getting on the bus.
* Leave all cell phones and bags in the classroom.
* Be on time for the bus both traveling to and from the site.

All school rules apply during the travel time as well as the time spent at the site. Any behavior problems that occur either traveling to or from the site or at the site will result in immediate withdrawal with an “F” from the course.

These behaviors would include:

* Failure to follow the directions of the teacher or the mentors at the site.
* Failure to behave appropriately on the bus.
* Rude or insensitive behavior either to the staff members at the site or to the residents.
* Disrespectful language or behavior.
* Failure to be in the assigned area and to remain there as directed by the teacher.

I have read this contract and agree that my behavior is extremely important when working with others. I understand that if I violate any of the above rules, I will be dropped from the class with an “F”.

**Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I have read this contract and realize that my son/daughter will be dropped from the class with an “F” if any of the above rules are violated.

**Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Guidelines of Service Learning**

**Elementary School Partnership**

**BEFORE WE GO:**

1. **Dress appropriately - no jeans, hats, flip flops/sandals, short skirts/dresses, low tops, tight-fitting (yoga) pants, drug/smoking/sex related shirts, bare midriffs and no cleavage. Students not appropriately dressed will NOT be allowed to go on the trip and will have to make it up with an alternate assignment. If dress is a problem, student may receive additional disciplinary actions**
2. You will be considered teacher’s helpers and will need to dress more professionally. Please take a coat/jacket… you may have playground duty.
3. **You are to leave all cell phones, book bags and purses at CB East**. The door will be locked. I will further secure valuables in a locked closet if you would like.
4. Make sure you approach this activity with a positive and mature attitude. You need to be prepared to put your best foot forward and take these visits seriously.
5. No gum chewing, cell phones, or food/drink.

**ON THE BUS:**

1. You must be on time for the bus. We will be leaving promptly at the beginning of the period and due to the arrival time at the elementary school; we will not be able to wait for anyone. IF YOU ARE IN SCHOOL AND MISS THE BUS, IT WILL COUNT AS A CLASS CUT. CONSEQUENCES OF THREE CUTS FROM A NINE-WEEK COURSE WILL RESULT IN WITHDRAWAL FROM THE CLASS AND A FAILURE.
2. There is to be no eating or drinking on the bus, both going and returning from the elementary school. All regular school rules for bus behavior apply to our trips. Poor behavior will result in detention.
3. Do not leave anything on the bus.

**AT THE ELEMENTARY SCHOOL:**

1. When we arrive, you are to go directly to your placement and *stay with your placement teacher and students*. If your students are not in their placement, go to the office and ask where they are.
2. *Be quiet in the halls* at all times. Remember school is in session.
3. If your students are in the lunchroom, *do not eat the children’s food* even if they offer it to you.
4. Introduce yourself to your teacher and the students in the class. *Be prepared to share about yourself with students and staff*. Give a firm handshake to your cooperating teacher. When it is time to go, make sure you tell your teacher and students. REMEMBER TO SAY GOODBYE each time.
5. Stay with your teacher and students. They are counting on you to work with them.
6. **Take the initiative** to be involved. Ask your teacher what he/she would like you to do. They may ask for assistance with a lesson, help in preparing a lesson, work with a child on a one on one basis, encourage cooperative play on the playground or monitor lesson progress. *Do not just sit around*…interact with the children. If you are not directed, take the responsibility to help out.

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room # \_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_

Mentoring Teacher (This will be assigned to you.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This packet is to be used as a reflection of your work in this class. Use this packet to record your answers. Show them to the teacher on the bus ride back. THEN, you will type up the interviews to make them neat and easy to read for grading. *You will turn in the typed copies 1 or 2 days after the visit.***

* Two interviews are to be completed during the first visit; write neatly so you can read them; they must be typed up and turned in. Use correct grammar.
* Answers to interview questions are to be complete and thoughtful.
* Final reflection of elementary school experience must be word processed using 12-font, double spaced, one-inch margins and a minimum of 1½ pages. (40 points)

|  |  |  |
| --- | --- | --- |
| **Item Required:** | **Due Date:** | **Points Earned:** |

**F=Formative grade S=Summative Grade These are weighted grades so be sure to do them well.**

1. Intro Email (5 pts.) F /5

2. Intro Poster (20 pts.) **F** /20

3. Student Interview Forms (20 pts.) **F** /20

4. Mini Lesson Project:

A. Initial Idea Email (10 pts.) F /10

B. Mini Lesson Plan (25 pts.) **S** /25

C. PIES Core Assessment (25 pts.) **S** /25

D. Finishing Points (25 pts.) **S** /25

E. Teaching to our class (25 pts.) **S** /25

5. Thank you note/letter (5 pts.) **S** /5

6. Reflection of whole experience (40 pts.) **S** /40

**Total Points: \_\_\_\_\_\_\_\_\_/200**

**There is NO extra credit to increase grade. Do your best from day one.**

**There is NO extra credit to increase grade. Do your best from day one.**

Central Bucks High School East

**Partnership**

**Program Visit Schedule**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Intro to assigned class

Complete Student Interview (p. 11, 12) – **Due \_\_\_\_\_\_\_\_\_\_\_\_**

Interaction with students

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Work on mini lesson ideas **(See mini lesson details/explanation at back of packet.)**

Interaction with students

Assist teacher with lesson(s)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Finalize mini lesson project ideas **(See mini lesson details/explanation at back of packet.)**

Interaction with students

Assist teacher with lesson(s)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Presentation and donation of mini lesson

Give Thank you note to teacher and class **Due day before last trip.**

Conference with cooperating teacher after lesson, if possible

* **Please note, if you are going to be absent from a trip, you MUST notify me, as well as the mentoring teacher.**

* **Failure to do so, or if you cut the class, will result in a 0 for the day and all work points associated with it. No make-up assignment will be permitted.**
* **Appropriate dress is required: *NO*  jeans, yoga pants, yoga/bra strap tops, short skirts, flip flops, sneakers, bare midriffs, cleavage - front or back, drug/alcohol/sex related t-shirts. You can bring clothes and change *before* you arrive for class if you have to, but you will not go, and earn a zero for the day if you are not dressed appropriately.**
* **There is NO gum, food, cell phone, iPod, or other devices permitted that will distract you from your work.**
* **All assignments are due according to the schedule on page 5. Turn each assignment in when you arrive to class. *Anything after your arrival to class is considered late*.**

**First Assignment: Intro Email:**

**Send your teacher *(cc Ms. Ericsson)* a test email to introduce yourself by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Include all of the following:**

*Name and grade*

*Express interest in the class/grade level and why*

*Explain two things you are looking forward to learning during your time there*

*Tell at least 1 thing about yourself that you would want the teacher to know*

*Ask what subject(s) you will be observing during your visits*

*Ask any questions about the class, teacher, or grade level that you would want to know before arriving*

**Second Assignment: Poster of Introduction**

You will be responsible to prepare a poster that will be given to your teacher.

The poster will include:

1. Your first and last name in legible letters (hand-written or typed)
2. A large picture of you in the middle
3. 5-7 pictures/words/slogans which are ALL APPROPRIATE (pictures must have complete coverage, words and slogans must all include only appropriate language)
   1. Pictures should all be positive and appropriate, showing your favorites, such as: people, sports, activities, vacations, etc.

On the back of the poster, you need to explain why you chose the words/pics and how they represent you so the students will know a little bit about you before you get there.

**Third Assignment: Student Interview**

***Follow this format when typing the observations. Include ALL of the questions on both pages in your typed up copy as they appear below.* If you are sharing a classroom, you MUST interview a different student than the other East person.**

CB Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Elementary Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_

Interview Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location of Interview \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will need to interview **one** child from your class. Your teacher will help you to select the child for this purpose. Do the interview separately, away from others. Please make sure you introduce yourself to the child. Explain that you would like to get to know him/her better and you would appreciate it if he /she would respond to some questions. Please thank the child when finished the interview. Feel free to elaborate on the question to get more detail so you learn more about the child. Be interested in what the child has to say.

1. Please tell me about yourself. Include the following:
   1. Age:
   2. Grade:
   3. Name(s) AND Age(s) of siblings:
   4. Birth order (first/oldest, second or more/middle, last, or only):
   5. Family pets:
   6. Favorite vacation:
   7. Other (food, color, game, something):
2. What is your favorite subject in school? Explain why.
3. How much television do you watch each day? (try to get an actual amount in hours, or # of shows, don’t just say a lot)
4. What is your favorite show? Why?
5. What do you do when you get home from school each day?
6. What kinds of sports do you like to play or watch?
7. What kinds of activities do you like to do at recess?
8. Do you like to read? What is your favorite book or story? Why?
9. What is your favorite thing to do on a Saturday or when you have a day off from school? Why?
10. What do you like best about elementary school? Why? (Don’t take I don’t know, probe for more if necessary.)

***Continue on next page, but do not ask the questions to the student. The rest of the interview is to be based on your observations on the child when interviewing him/her.***

***DO NOT ask your student these questions. Fill them in based on your interview and include them in your typed up version.***

1. Describe the physical characteristics.
   1. Gender:
   2. Hair color
   3. Eye color
   4. How does the child’s height and weight relate to the other children? Give detail from physical development information studied.
2. What do you think is the personality type of your child? (introvert or extrovert, humorous, serious) Explain your response. Give an example.
3. What could you tell about the habits of your child? Is your child’s life very structured and filled with activities? Explain you answer. Give an example.

1. Do you think your child is sedentary or active? Explain. Give an example.
2. What could you tell about the child’s intellectual development? Discuss verbal skills used during your interview. Explain your conclusions. Give an example.

+ \_\_\_\_\_\_\_\_/20 points

***THIS SHEET MUST BE SHOWN TO THE TEACHER ON YOUR WAY OUT OF THE BUILDING TODAY.***

**Fourth Assignment: Elementary School Mini Lesson Project**

You will be required to prepare a mini lesson learning project, to be given to the teacher that you have been partnered with in the elementary school. It will be your responsibility to obtain ideas from your teacher as to what he/she needs for the classroom. **You will also need to provide all the materials for the project including a formal lesson plan, and any materials you will need during the lesson such as PPT, cards, papers, dice, playing pieces, etc.** You must get approval for your idea from the elementary teacher before starting the formal lesson plan.

**Step 1:**

***You will send an email to the teacher to ask preliminary questions before the second visit so you have enough time to complete your game. You MUST use your school email to do this, no private emails.***

**Mini Lesson email to teacher DO NOT JUST COPY AND PASTE THE QUESTIONS BELOW – MAKE IT YOUR OWN!!! (5 POINTS, separate from lesson score) CC. Ms. Ericsson on this email by this date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ask in your own words:**

1. What topic and subtopic would you like?
2. May I borrow the necessary materials (textbook, workbook, lists/sheets)?
3. Are there any classroom concerns that I should know about (such as issues of students coming in or going out during the time I am there)?
4. How many students are there when I am there to teach my lesson?
5. Other questions you may have.

The completed project will be given to the teacher during the last visit, but will be due in school prior to that visit. This is necessary for grading purposes. You will be teaching our class for practice and for Ms. Ericsson to grade the lesson.

The project will be worth a total of 100 points separated into three categories. Your grade will be determined using the rubric, along with finishing and effort criteria under the rubric.

**Mini Lesson Write Up (25)** Specific format is followed and lesson is easy to follow and extremely detailed telling every part of what you plan to do with the students.

**Core Assessment Points (25)** Complete the assessment of the age appropriateness of your lesson regarding each area of P.I.E.S. The goal is a great project for the target age group, not too hard/easy according to P.I.E.S. Each area must be justified in the write up.

**Finishing Points (25) -** Finishing includes:

* **Color –** There are many colorful parts/cards/objects/pathways in/on the project.
* **Neatness –** Project is extremely neat, no glue marks, smudges, rips, etc. All pieces, cards, and dice are included with the Mini Lesson. It looks professional and not like it was thrown together at the last minute.
* **Computer Generated (required) –** All parts are typed, spelled correctly and easy to read.
* **Laminated –** If given to me on time, or early, I can do this, if not, you must laminate it on your own at your expense.

**Teaching Points (25)** Students will present their lesson to the SAC class before going to the elementary school both for practice and grading.

**Fourth Assignment: Elementary School Mini Lesson Project**

**Step 2:**

***Use the following format or another from the website to write up your plan.***

**Elementary School Mini Lesson Format**

**Please type up your mini lesson using the following format or a similar format found on my website. Be sure to check it for spelling and grammar.**

1. Please provide **a complete description** of your project. ***This section alone should be at least a page of information to be complete***. Include all of the following:
   1. **Name:**
   2. **Grade level**:
   3. **Topic/Subtopic**:
   4. **Materials needed**:
   5. **Object of the lesson**: **SWBAT:**
   6. **Anticipatory Set/Intro:**
      1. **Ask essential Question**
      2. **Review a prior lesson OPTIONS: Give a LOT of detail/specifics**
      3. **Entrance ticket**
      4. **Pre-quiz**
   7. **Lesson Format:**
      1. ***STEP BY STEP*** directions for what you will do to teach the lesson, include what you expect students to do, be explicit, number the steps, and include all information, include any activities/questions you plan to do with the students as well.
   8. **Closing:**
      1. Review of the lesson
      2. End the lesson
      3. Exit Ticket
   9. **Sample question and answer**: Include a question and answer that you create that will be used in your lesson. Make sure all information is correct. ***You will need a MINIMUM of 15 questions/problems WITH answers turned in at the end.***

**Fourth Assignment: Elementary School Mini Lesson Project**

**Step 3:**

***Use the following format to explain how and why your lesson is appropriate based on the PIES information we have learned. Be specific.***

**PIES Core Assessment**

Using P.I.E.S as a guideline, justify how your project is developmentally appropriate: (Use notes and text for information if necessary).

**Physically** (refer to both kinds of motor skills and explain exactly what students do, ***NO theorists should be mentioned***):

**Intellectually** (refer to the specific intellectual skills needed to play game and how your project specifically reflects ***at least one theorist’s information including correct stage names and ages***):

**Emotionally** (what might the students be feeling, both good and bad, and why, as well as how your project specifically reflects ***at least one theorist’s information including correct stage names and ages***):

**Socially** (discuss the interaction involved and how your project specifically reflects ***at least one theorist’s information including correct stage names and ages***):

+ \_\_\_\_\_\_\_\_\_\_\_

25 points

**Rubric for Elementary School Mini Lesson Project:**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mini Lesson Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Elementary Grade Level: \_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Physically Appropriate** | **Intellectually Appropriate** | **Emotionally Appropriate** | **Socially Appropriate** | **Quality of Mini Lesson** | **Teaching Quality** |
| **Advanced** | Project is **completely** physically appropriate for your classroom. Children are completely physically able to participate in Mini Lesson. | Project is **completely** intellectually appropriate for your classroom. Children can completely understand directions and are able to intellectually participate in Mini Lesson. | Project is **completely** emotionally appropriate for your classroom. Children can be completely comfortable emotionally while participating in Mini Lesson. | Project is **completely** socially appropriate for your classroom. Children can have completely appropriate interactions with others while participating in Mini Lesson. | Mini Lesson is **awesome**, extremely well created, has all parts necessary to teach, includes great directions, is error free, PPT/visual is extremely interesting and challenging for students. | Mini Lesson was taught **extremely well**, student knew the information thoroughly, was able to completely engage students, answer questions, make adjustments if students didn’t understand, and did an **awesome** job. |
| **Proficient** | Project is **mostly** physically appropriate for your classroom. Children are mostly physically able to participate in Mini Lesson. | Project is **mostly** intellectually appropriate for your classroom. Children can mostly understand directions and are able to intellectually participate in Mini Lesson. | Project is **mostly** emotionally appropriate for your classroom. Children can be mostly comfortable emotionally while participating in Mini Lesson. | Project is **mostly** socially appropriate for your classroom. Children can have mostly appropriate interactions with others while participating in Mini Lesson. | Mini Lesson is **good**, mostly well created, has all parts necessary to teach, includes good directions, is mostly error free, PPT/visual is interesting and challenging for students. | Mini Lesson was taught **well**, student knew the information well, was able to mostly engage students, answer questions, make adjustments if students didn’t understand, and did a **good** job. |
| **Basic** | Project is **somewhat** physically appropriate for your classroom. Children are somewhat physically able to participate in Mini Lesson. | Project is **somewhat** intellectually appropriate for your classroom. Children can somewhat understand directions and are able to intellectually participate in Mini Lesson. | Project is **somewhat** emotionally appropriate for your classroom. Children can be somewhat comfortable emotionally while participating in Mini Lesson. | Project is **somewhat** socially appropriate for your classroom. Children can have somewhat appropriate interactions with others while participating in Mini Lesson. | Mini Lesson is **ok**, basic in its creation, is missing parts necessary to teach, includes incomplete directions, PPT/visual is not interesting or challenging for students, and has several grammatical and spelling errors. | Mini Lesson was **fair**, student knew the some of the information, was able to somewhat engage students, couldn’t answer all questions, or make adjustments if students didn’t understand, and did a **fair** job. |
| **Below Basic** | Project is **not** physically appropriate for your classroom. Children are not physically able to participate in Mini Lesson. | Project is **not** **intellectually** appropriate for your classroom. Children cannot understand directions and/or are not able to intellectually participate in Mini Lesson. | Project is **not** emotionally appropriate for your classroom. Children cannot be comfortable emotionally while participating in Mini Lesson. | Project is **not** socially appropriate for your classroom. Children cannot have appropriate interactions with others while participating in Mini Lesson. | Mini Lesson is **poor**, below basic in its creation, or not done, is missing parts necessary to teach, doesn’t include directions, PPT/visual is not at all interesting or challenging for students, and has several grammatical and spelling errors. | Mini Lesson was **poor**, student didn’t know the information, was not able to engage students, couldn’t answer any questions, or make adjustments if students didn’t understand, and did a **poor** job. |

**Mini Lesson Write Up: \_\_\_\_\_\_/25 points** Specific format is followed and lesson is easy to follow and extremely detailed telling every part of what you plan to do with the students.

**Core Assessment Total: \_\_\_\_\_\_/25 points** Core Assessment includes grade from rubric above.

**Finishing Total: \_\_\_\_\_\_/25 points** Finishing includes colorful, laminated, professional looking project with all pieces/cards/dice ready to be giving to classroom teacher.

**Teaching Points: \_\_\_\_\_\_/25 points** Students will present their lesson to the SAC class before going to the elementary school both for practice and grading.

**Final Total = \_\_\_\_\_\_\_\_\_\_\_/100 \_\_\_\_\_\_\_\_\_\_%**

**Fifth Assignment: Elementary Teacher Thank You Letter**

You need to have a thank you letter written on nice stationery or typed; grammatically correct and spell-checked, ready to turn in to me **the day before our last visit** to the elementary school. This is a requirement, as well as something nice to do. People always value knowing something they did was appreciated. ☺ Include a special experience you had while there and something you want to remember in the future that you learned through this experience.

**This is worth 5 points**.

**Sixth Assignment: Final Reflection of Elementary School Experience**

**This must be word processed using 12-font, double spaced, one-inch margins and a minimum of 1½ pages. Discuss in detail, using paragraphs to separate them, all of the following topics:**

* **Start with what grade and teacher you visited** **as your header**. THEN BULLET/SEPARATE EACH OF THE FOLLOWING TOPICS in paragraphs.
* Discuss your overall thoughts of the elementary visit experience.
* Explain what you learned about teaching; give at least two specific examples.
* Explain what you learned about yourself; give at least two specific examples.
* Explain what you learned about children; give at least two specific examples.
* Compare how the students at the age you visited are different than when you were in that grade.
* Describe how you feel your project was received by the students and the teacher. What are examples to support this?
* How has this experience influenced your future plans – are you (still) interested in teaching or not, and why? If not, what else do you want to do and why?
* What would make the elementary school visits experience better (not the course in general)? (***You can’t say go more often or stay longer***.)

**This reflection is worth 40 points.**