

Classroom Connection: Quick Reference Guide on how to include the Art of the Interview in your classroom

Part 1. Teacher Planning and Modeling

- Teachers plan, collaborate, and select a non-content related topic such as favorite food, games, sports.
- Define the term and purpose of an interview to students and explain the role of the interviewer and the interviewee.
- Select images of folklorists or reporters interviewing and the tools they use (notepad, pen, recording devices, cameras).
- Create a graphic organizer with a primary question and space for illustrations and words, (see Figure 4 above and blank worksheet below).
- Make an anchor chart with question words (see Figure 2).
- Model an interview with a colleague or student and take notes.
- Students discuss and reflect what they have seen and heard.

Part 2. Peer-to-Peer Interviewing

- Students practice interviewing with classmates (partner A/partner B) or whole class with the teacher.
- Students record questions and answers (interviewer writes keywords and/or illustrates key information on recording forms/graphic organizer).

Part 3. Family Interviewing

- Students take the graphic organizer home to interview their family member.
- Students bring completed interview forms back to the classroom to share with the class.
- Classmates ask and answer questions about the work presented (which often leads to students returning home to learn more).
- Students share what they learned and summarize their findings.

Part 4. Content-Related Interviewing

- Teachers prepare content-related topic and interview forms.
- Repeat process through modeling, peer-to-peer interviews, and family interviews.
- Assist students in sharing and reflecting on what was learned and how the new learning connects to the overarching concepts and ideas in the content area.
- Create spaces to display work and ongoing student questions.

Part 5. Assessing (*Below find examples of questions and student responses from our projects.*)

- Teachers connect student learning to overarching concepts, for example, stability and change.
- During assessments allow students the opportunity to explain, write, or draw responses.

Part 6. Final Projects

- Students create a culminating project, for example, museum exhibit, gallery walk, parent night, collage, or storytelling.
- Teacher invites experts such as community members, artists, or a technology specialist to assist in creating final product.

Part 7. Celebrating and Reflecting

- Students create an invitation and invite family and community members to celebrate student work. This may include a classroom celebration, museum opening night, festival, or an international night.
- Students reflect on what they liked most about doing research and presenting their work.

Other Considerations

- Allow students time to brainstorm and articulate questions and ideas before conducting interviews.
- Emphasize the importance of active listening, the interviewer does not talk about their own personal connections, rather the interviewer gets information by asking questions, allowing wait time, and recording responses.
- Invite parents, community members, and experts into the classroom to participate in a student-led interview.
- Create a system for organizing student work. Some examples include use of a folder, binder, or family culture notebook.

Photos and Examples of Finished Projects



Mural completed by 5th graders depicting leaving students' homeland.

Classroom Connection: Weather Science Unit Examples and Worksheets

The standards we use to teach a 2nd-grade weather unit.

Overarching Concepts: Stability and Change

Students understand that some things stay the same while other things change.
Students learn that things may change slowly or rapidly.

Virginia Standards of Learning—Second Grade

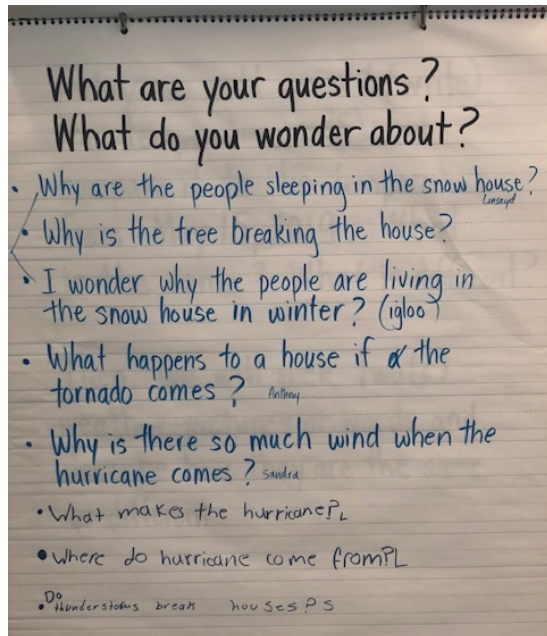
SCI.G2.6.a identification of common storms and other weather phenomena

SCI.G2.6.b the uses and importance of measuring, recording, and interpreting weather data

SCI.G2.6.c the uses and importance of tracking weather data over time

SCI.G2.7.a effects of weather and seasonal changes on the growth and behavior of living things

SCI.G2.7.b weathering and erosion of land surfaces



Pre-assessment:

What do you know about weather?

What kinds of severe weather have you experienced?

What are the similarities and differences of the four seasons?

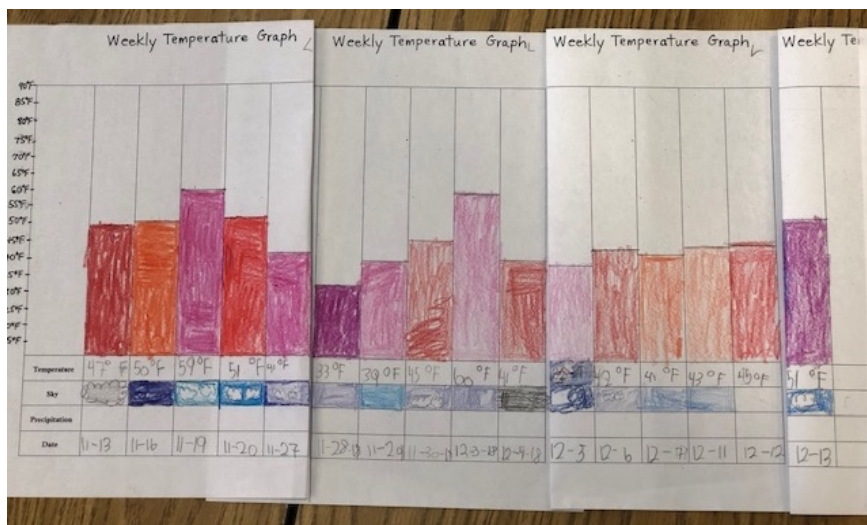
Create a diagram showing the parts of the water cycle.

Match photos of weather with vocabulary words.

Ongoing assessments:

In what ways does extreme weather affect the local community?

Read and record temperature changes over time and look for patterns and changes.



Top Photo:

An example of a pre-assessment generated by student wonderings.

Bottom Photo:

Weekly temperature graph.

Post-assessment:

How does severe weather affect change?

Give examples of how weather and seasonal changes affect the behavior of living things.

How does severe weather impact the community?

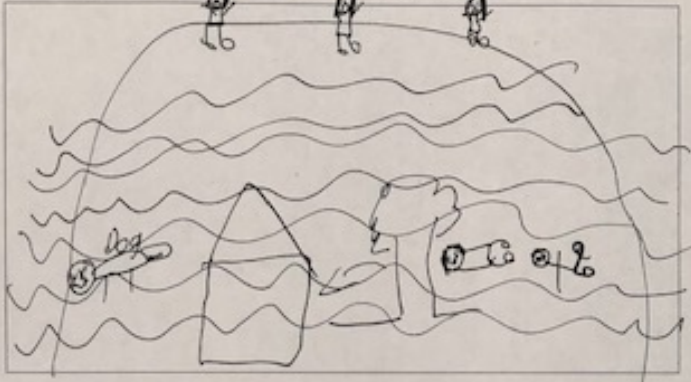
Research, explain, and write about how severe weather affects or makes changes to a community.

Name _____

Weather Assessment

Choose one of the following extreme types of weather: (hurricane, tornado, blizzard, thunderstorm, or flooding.)

Draw and write how this weather affects the community (people, buildings, natural resources, plants and animals.)



bt flooding people die the tree
fall down to the house animals
die the house break then they
don't have, food, rope, light and bed.
and the people life change to
die or don't have nothing else
like no house then there
life change to have things
in school this hapen to my mom
when she was litle in this
hapen

Weather Self-Assessment Checklist

How well am I doing?

I can...	Not yet	Starting to	Yes, I can!
Record weather data			
Describe the weather			
Describe the changes in weather over time			
Predict weather patterns			
Describe the four seasons and how they impact the environment			
Draw and label the water cycle			
Give examples of three states of matter: solids, liquids, and gases			
Explain how a solid, liquid, or gas can change its state			
Name the dangerous types of weather			
Compare and contrast two different types of weather			
Describe how dangerous weather can change a community (people, buildings, natural habitats, plants and animals)			

I still want to learn more about

Weather Research

Date _____

Interviewer (you — the person who asks questions) _____

Interviewee (the person you ask questions) _____

Tell me about a time that you experienced extreme/dangerous weather.

What happened?

When did it happen?

Where was it?

Who was with you?

Did the stormy weather leave a change in the community? In what ways?

Date _____

Interviewing: Asking questions to learn more information

Topic: A game you played when you were my age

Interviewer's name (my name) _____

Interviewee's name (person you interviewed) _____

What is the name of your game?
How did you play the game? (draw and/or write)
Who played with you?
Where did you play?
When did you play?

Fecha _____

Entrevista: Hacer preguntas para obtener más información

Tema: Un juego que jugaste cuando tenías mi edad.

Nombre del entrevistador (mi nombre) _____

Nombre del entrevistado (persona a la que entrevistó) _____

¿Cuál es el nombre de tu juego?
¿Cómo jugaste el juego? (dibuja y/o escribir)
¿Quién jugo contigo?
¿Dónde Jugaste?
¿Cuándo jugaste?

Date: _____

Interviewing: asking questions to learn more information

Interviewer's name (my name) _____

Interviewee's name (person you interviewed) _____

Topic: Tell me about a favorite food you ate with your family when you were growing up.

What is the name of your food?
Who made prepared) the food? (draw and/or write)
When did you eat the food? (Breakfast, lunch, snack, dinner?)
Where did you eat the food?
Other questions (How often did you eat the food, was it made for a special celebration, what did it look like...?)