Evidence of Positive Impact on Student Learning

March 11, 2010

1. I did my positive impact on student learning unit with a group of 16 seniors at Central Valley High School, teaching them vocabulary in their Research for College course. I did the first two vocabulary reviews with them on Tuesdays (2-9, 2-16), then did the next two vocabulary reviews with them on Fridays (2-26, 3-5) due to Friday working better for them.

2. The learning targets were that the students would be able to define each of their vocabulary words and use each word properly in a sentence. The instructional procedure was that at the start of class, students would come in to the class and get out their vocabulary. I would then ask the class to give me the definition, 3 synonyms, and a sentence for each word- the volunteers who give answers got extra credit. This was all done orally. For the assessment, students had a vocabulary quiz the day after I did the vocabulary review with them, where they would have to match the definition and synonyms to the proper word. The evidence of student voice in the lesson was me asking the students if they really understood why were doing the vocabulary, and they responded by saying that it was so they could be smarter, and so they could be more prepared for college.
3. In the class, about 75% of the students scored well (above 80%) on all of their vocabulary quizzes after my reviews. There were students that did not score so well, but for them I altered my lessons as I will describe below.

4. During the unit, I modified my lessons slightly to help all of the students improve. I did not change the lessons drastically because the students were used to how we did things and I did not want to mess their routine up. I altered lessons by slowing down and specifically watching to make sure that all of the students were ready to move on, as opposed to asking if everyone was ready then moving on because no one spoke up. This helped students score better because they understood the material better and they all had a place they could refer to and study from outside of class.

5. During this unit, I had a great experience and it helped me very much as a prospective teacher. I feel like I learned how to change lessons so that all of the students are learning, and that changing the lesson will benefit everyone and as a teacher, I am not hurting everyone to help a few. Also, I learned how to gage student learning from week to week and look at progress as opposed to looking at each assessment individually. All in all, this was a very good experience and I learned a lot about teaching and assessing the unit as a prospective teacher.

6. Student Examples are Attached!
EXCELLENT JOB!!!!

Part 1. Matching

Instructions: Match the definition to the correct word.

1. Fathom  
   a. I cannot even begin to fathom why she chose the way she did.

2. Spartan  
   b. Bob was a true Spartan, because of his disciplined man.

3. Dunce  
   c. Whitney was such a dunce the day she fell down the stairs.

4. Hyperbole  
   d. My hyperbole statement was greatly noticed in the room.

5. Fatal  
   e. There was a fatal accident on I-90 the other day.

6. Achilles’ heel  
   f. Math is most people’s Achilles’ heel.

7. Pariah  
   g. The new kid was a pariah from the start.

8. Titanic  
   h. The ship was of titanic size.

9. Bellwether  
   i. In leadership class, I am taught to act as a bellwether.

10. Gadfly  
    j. Suzie is the biggest gadfly in class; no one likes her.

- Pittance: She gave a pittance amount of money to the babysitter.

- Pecuniary: Jim needed to make a pecuniary loan.

- Spurn: Kelsey was spurned out of the club.

- Preposterous: The little kid’s behavior in the mall was preposterous.

- Irony: It was such an irony when the Mariners won.

- Plagiarized: A student was caught plagiarizing when he turned his paper in.

- Asinine: When children are in the toddler stage, they are very asinine.

- Anachronism: The teacher made a bad anachronism when he mixed up the dates of WWII and WWI.

- Plummied: The car plummeted down the cliff.

- Stentorian: The car had a stentorian stereo system.
Austin is locked in a battle with a Spartan warrior. As the fight rages on, Austin is hit by a fatal blow to his Achilles heel. The Titanic opponent proceeded to his helpless prey and whispered, "I cannot fathom an opponent more worthless than you! Your skills are a pittance in comparison to my own." Austin cried back at him, "It's not my fault! I was a mere dunce with my life, never learning anything in school. I was spurned by my smarter classmates, who made me a social pariah. Even now, in this battle that is a complete anachronism, I long for one chance at a life lived less posthumously. I was as less than penurious bum, and lived with as much worth as one!"

The Spartan looked on him with pity and said, "That story contained no hyperbole, as it is 100% true. It is with great irony that I offer you the chance to plummet off this cliff instead of dying by my blade. Perhaps the bellwether of the world will allow you to live the great fall." Austin responded, "Your offer is amusing, yet I will nonetheless take it. Goodbye you Stentorian world!!"

\[
+ \frac{170}{100}
\]

Taylor,
I'm glad your story was not about me 😊
Sucks to be Austin in your story...
There once was a ship called the Titanic and it plummeted into the sea. The irony of this is that the Titanic was said to be titanic. I am in no way plagiarizing the movie by telling this story. When the ship was set off to sea everybody believed that the ship was a screw, but as the story goes this is not true. I cannot fathom how many fathoms the ship traveled before the world found the ship's Achilles' heel. Inside the ship there was a pariah named Jack who was quite a drone. It was very preposterous when he drew that naked girl. That girl's real boyfriend was a real gatlinfly and this is no hyperbole; he was extremely annoying! When sitting down to dinner one night Jack said only down a pintage of food before the bellwether of the ship called out that the ship was going down. The girl's boyfriend was a man only concerned with pecuniary matters so he ran to his safe to get his valuables. It seemed like an anachronism that this movie looked like modern times because the incident happened quite a while ago. Unluckily the crew was fatal, and Jack died.

\[ \frac{160}{100} \]

Very nice story, but why is it unlucky Jack died? I liked that part 😊
Vocab Test: 2-5

Part 1. Matching

Instructions: Match the definition to the correct word.

1. Fathom
   a. I fathomed the book.
2. Spartan
   b. Leonitus is the definition of a Spartan, which one?
3. Dunce
   c. The boy in my class is a dunce.
4. Hyperbole
   d. Saying everyone loves the snow is a hyperbole.
5. Fatal
   e. The car crash was fatal for everyone.
6. Achilles’ heel
   f. Achilles’ heel was his Achilles’ heel.
7. Pariah
   g. King Leonitus was a pariah for all of the Spartans.
8. Titanic
   h. The Titanic was a huge monstrous ship.
9. Bellwether
   i. My mother is the bellwether of the family.
10. Gadfly
    j. The child was a gadfly while everyone was watching the movie.

11. The meteorid plummeted into the earth.
12. The student plagiarized thier entire paper.
13. Sally’s crush on Bob is asinine.
14. I found it ironic when it rained on my wedding.
15. It would be preposterous to pack your bags and just move away.
16. Judy was spurned out of the group.
Instructions: Match the definition to the correct word.

1. Fathom  
   J. I was able to fathom what the word meant by using context clues.

2. Spartan  
   B. The man was named a Spartan after his rigorous fighting in the battle.

3. Dunce  
   D. My friend is a dunce for trying to go down stairs with butterflies.

4. Hyperbole  
   H. My coach gave a quick hyperbole that motivated the team.

5. Fatal  
   H. Ingesting too much CO2 could be fatal to anyone who does.

6. Achilles' heel  
   I. Running fast is definitely my Achilles' heel; I hate it.

7. Pariah  
   E. My brother didn't have many friends in high school & was known as a pariah.

8. Titanic  
   I. There was a Titanic girl on the team we played, no one could get around her.

9. Bellwether  
   G. I was known as the bellwether on our b-ball team this year because I was a senior.

10. Gadfly  
    H. My friend is a huge gadfly; I can only be around her for a certain amount of time.

10 extra words:

- Pecuniary - I have a pecuniary amount in the bank & I wish I had more.

- Preposterous - I made a preposterous comment that made a lot of people laugh.

- Ironic - The movie used a lot of irony, they had the viewers thinking one thing & then all of a sudden it would end up different.

- Plagiarize - The man plagiarized his entire paper from a famous author & got in major trouble.

- Asinine - I have an asinine of a friend; she died how much a pound of butter weigh.

- Anachronism - If King Tut lived today he would definitively be an anachronism.

- Plummet - The man jumped off a cliff & plummeted to his death.

- Stentorian - Bob a ckey gives stentorian speeches; you could hear him miles away.

- Pittance - I have a pittance amount of money & need to get a job.
Evidence of positive impact on student learning assignment
Quarter 2 – Educ. 338 and Educ 339
March 23, 2010

I worked with a small group of students in my 1st grade classroom that were in the same relative reading level throughout the winter quarter of 2010. The students I worked with were Beemnet, Nathan, Maya, and Braydn. My small group started as at a reading level of 11-12 at the beginning of the quarter – this is not high or low but about in the middle. Our weekly routine was for the first day to introduce new books and read them and the second day - reread the book, work with challenging words, and summarize the books. I saw great progress with the students over the coarse of the quarter – as they improved all of the way to reading level 18-20!

Learning Targets: After initially working with the students my goal was to improve each student’s reading comprehension, fluency and prosody.

Instructional Procedures: I found that graphic organizers are a great way to determine comprehension and the retell of story events. I used them regularly and tried to use the same organizer so that the students were familiar with it. The first organizer I used was not effective, and I had to use a different type. In small groups, we would read the book and then talk about it, or fill out the organizer.

Assessment Plan: The main assessment plan for these lessons was the review of the student work and their progression with reading ability. I could measure the prosody and
fluency of the reading by listening and measure the comprehension and summary by reviewing the graphic organizers.

**Evidence of student voice:** I allowed the students a choice in which book they would read for each week. I thought this would be a good way to find a book that was most engaging and gave them something to look forward to in reading for the next time we would meet. I think this was a great way of sparking their interest.

**Modification of instructional procedures:** Over the quarter I changed book levels because the students were climbing reading levels. It was amazing because as a group the students all moved together. We used higher-level books and I learned that they really mastered retelling stories and summarizing stories.

When I noticed that most students were struggling with prosody I thought this was an important area to focus on. I chose to assess on prosody because many students do not understand the importance of how they are saying what they are reading and the role prosody plays in comprehension. Each week I tried to focus on points that all students were struggling with. By the end of the quarter, all students had improved in all areas.

Overall, I feel like this data summary was useful for me as a future teacher. This quarter in general was very productive for me and I learned so much about classroom management and reading at low levels. I think it is great for reading major students to be in lower grades where students do not yet know how to read. I worked hard to teach the
struggling readers how to identify letters, sounds, and words and utilized all of the skills I have been learning at school.

**Data Summary:**
Data Summaries are based on a 1-5 point scale, 1 being the lowest and 5 the highest.

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Education 338

INSTRUCTIONAL PLAN

Teacher Candidate: Sophie Tilla
Cooperating Teacher: Kya Hanson
School District: Spokane District 81
University Supervisor: Celia Lundin

Date: 02/15/2010
Grade: 1st Grade
School: Logan Elementary

Subject: Reading

Title: The Hat Sale
Grade: 1st

Time: Morning Reading hour

EARLS:

Reading EALR2:
The student understands the meaning of what is read.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

GLE2.3.1: Understand similarities and differences within and between informational/expository and literary/narrative text.

GLE2.1.4: Understand and determine important or main ideas and important details in text.

Reading EALR2:

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE2.2.1: Understand story elements.

Learning Objectives:
The students will complete the graphic organizer, recalling important elements throughout the story.
The students will identify main characters, supporting characters, the setting, problem and solution of the story.

Rationale: It is important that students can identify important pieces of the story and appropriately categorize them. This is a good opportunity to reinforce the concepts we covered last week and practicing is the best way for the students to master the concepts.

Procedure:
Pre-Reading:
I have already chosen the book that my group of students will read – which is leveled and contains appropriate content. I will ask the group if they have ever read the story, "The Hat Sale," and if they have any guesses of what it may be about. We will review some key story elements and I will remind students to think about these elements.
During Reading:
As the students are reading the book to themselves, I will go through and ask each student to read the page they are on out-loud to me, for fluency monitoring. I want to be sure they are all successful while reading. We will then all read the book aloud together. When any student struggles on a word I will write it down to cover at the end of the book.

After Reading:
We will first talk about the words they miscued on and discuss their pronunciation and meaning. Then we will discuss the story together and I will ask the students to do their best to complete the graphic organizer provided, which covers setting, main character, supporting characters, problem and solution. We will talk about the organizer together when they are finished and allow any missing answers to be filled.

Differentiated Instruction:
Since this is a leveled reading group the students are currently all at roughly the same reading level. Level 14 is relatively high but an important level to be challenging the students and really exploring some story elements.

Management Plan:
The students will come in from their first recess and sit on the reading rug, following their regular daily routine. Since the 1st morning job is reading – and everybody has their own jobs to do, I will then pull my group aside. There are 5 students in the level 14 reading group.

Resources:
Book – “The Hat Sale” by Joy Cowley
Graphic organizer containing story elements (attached).
Pencils

References:
Hanson, K. (2010). Reading Groups. Spokane, WA.

Assessment:
Pre: During pre-reading activities the students will be observed and graded on participation according to my usual 4-point scale. I have a roll sheet that the students receive 1-4 points on based upon participation. I will give them all a 4 at the beginning of the lesson and only take points away if they are not participating or engaging in horseplay.

During: The during-lesson assessment will be based upon the same 4-point scale as the pre activity assessment. The 1 is the lowest grade possible and the 4 is the highest grade which will be given for actively engaging in our classroom discussion and reading.

After: The students will be assessed on their performance and effort on the graphic organizer that we fill out together. They will be expected to use proper vocabulary terms and match the words to the terms that they describe. The graphic organizer will serve as our formal assessment piece.
Standards Reflection:
The focus of this lesson is for the students to practice identification of important story elements. This will assist them in comprehending text and gives them a useful tool to use. They have first verbally identified the elements and then written them down and organized them so we have a formal assessment piece.
Title and Author:
The hat sale comes to town.

Problem:
He could not find a hat.

Solution:
He saw the jelly bean hat.

Main Characters:
Mr. Gumby and the little boy.

Supporting Characters:

Setting:
in the store.

Story: The Hat Sale
Title and Author: Mr. Gumby by Joy Cowley

Main Characters:
- Mr. Gumby

Supporting Characters:
- Kids

Setting:
- Hat Sale

Problem:
- Mr. Gumby had a problem. The kids didn't want to have the hat.

Solution:
- Mr. Gumby had a jellybean hat. Then the kids said yes. The kid said yes.

Great Graphic Organizers To Use With Any Book! Scholastic Inc.

http://teacher.scholastic.com
Story: The Hat Sale

**Story Map**

**Main Characters**
- Mr. Gumby

**Setting**
- Hat Sale

**Supporting Characters**
- Kids

**Title and Author**
- Joy Cowley

**Problem**
- Mr. Gumby had a hat and a Haf the man at the store gave him $5 for all the hats.

**Solution**
- The kids took a self-earned hat.
Tens go Fish

Author: Sophie Tilla  03/07/2010 05:40:00 PM POT

Subject: Mathematics

Grade: 1

Time: 1 class period. 1 Hr per class.

Learning Outcomes: The students will develop fluency with and generating the 2-addend combinations of ten.

The students will find relationships among different combinations of numbers up to 10.

Solving a problem in which the total and one part are known.

The students will practice using numbers and standard notation to record.

Rationale: This is a great way to practice using addition and subtraction with the students. They are working on fluency with groups of 10 in math and this game allows them to practice using a fun game that is highly engaging.

Procedure:

1. Introduce Tens Go Fish - a game derived from the familiar card game, Go fish. Display the transparent primary number cards on the document camera.

2. Tell students that the goal is to find pairs of cards that add up to 10. Each player will get five cards to start.

3. Show the students my first cards and show them one way to make a 10, using the 9 and 1. Ask for more examples.

4. When you find a pair of cards you put them down and draw two more cards. When there is no longer any pair that makes 10, I can ask the other player for a card that I need to make 10.

Example: I have a 2; what card will make 10? How did they figure that out? If your partner does not have an 8 then you go fish.
5. Demonstrate with a partner until most of the class understands how to play. Answer questions as needed.

6. Distribute materials and allow students to play in pairs as demonstrated. The game is finished when all of the cards from the deck are gone. Continue playing until the students are finished with the lesson.

7. Gather students back to the reading rug and ask for strategies for how they solved the questions.

**Differentiated Instruction:** Some students may benefit from playing with you in a small group before using a partner. Also provide cubes for additional representation of 10's. The students can also use their name tags which have a number line on it. Switch pairs of students if necessary to use fair pair method.

**Management Plan:** We will start on the reading rug while I model the game and give examples. I will use the day's superstar to play the game with me in front of the class. Afterward, I will hand out a set of cards to the students who are sitting attentively at the reading rug. They will be asked to return to their desks in pairs.

**Resources:**
- Materials and resources:
  - 15 sets of cards for students to play with.
  - Cube manipulatives
  - Number Lines

**References:**

**Assessment:**

Assessment targets may be:

How easily are they able to find pairs of cards that equal 10?

How do students decide which card to ask for? Do they ask for cards at random or use counting strategies

Are the students able to keep track of the cards that other players have asked for in order to tell them which cards they need?

**Standards Reflection:**

This game is an active way to get students engaged with
math and lets them practice addition and subtraction with fluency, without using a typical worksheet.

**WA - Washington State Grade Level Expectations**

- **Subject**: Math (2008 update)
- **Grade/Course**: Grade 1
  - **Content Area**: 1.1. Core Content: Whole number relationships (Numbers, Operations)
    - **Performance Expectation**: 1.1.F Fluently compose and decompose numbers to 10.
    - **Performance Expectation**: 1.1.G Group numbers into tens and ones in more than one way.
  - **Content Area**: 1.2. Core Content: Addition and subtraction (Operations, Algebra)
    - **Performance Expectation**: 1.2.G Quickly recall addition facts and related subtraction facts for sums equal to 10.
4 + 7 = 10
5 + 5 = 10
10 + 0 = 10
8 + 2 = 10
9 + 1 = 10
7 + 3 = 10
5 + 5 = 10
4 + 6 = 10
2 + 8 = 10
7 + 3 = 10
6 + 4 = 10
8 + 2 = 10
4 + 1 = 10
$5 + 5 = 10$  $10 + 0 = 10$  $8 + 2 = 10$

$9 + 1 = 10$
$4 + 6 = 10$
$0 + 10 = 10$

$7 + 3 = 10$
$8 + 2 = 10$
$4 + 6 = 10$
$6 + 4 = 10$
$3 + 7 = 10$
EDUC 420
Lesson summary

Number of Students: 23  Academic Level: 8th Grade  Subject: Music

Lesson Plan:
Learning Target:
1. The learning targets will prepare the students for life and introduce them to new concepts 1C.
2. The learning targets presented in this lesson will prepare the kids for the musical experiences by helping them understand rhythm and compositional skills.

Instructional Procedure:
1. Hand out music theory and composition packet.
2. Every Tuesday go over new lesson

Assessment:
1. Student go over lessons on Tuesdays
2. Thursday they have a test over Tuesday’s lesson.
3. I receive the papers and grade them and hand them back
4. If the students need extra help I go over it again or give them one on one help.

3. Each week the students go over a lesson in their theory packet and are quizzed. I receive their paper and use descriptive data to make sure the students are meeting the learning targets. The students learn counting and hearing protection, and composition.

4. When I first go over counting the students did moderately well, but I knew they could do better so I went back revamped the teaching and broke down each count into its subdivision. I then administered the test again and the scores went up. To help students understand the hearing protection quiz we used a decibel meter to show how loud drums are when they are played. Composition was difficult and each time a student would turn the work with a mistake I would circle the area with the problem and give it back to the students. The students have the requirements for each composition and I go over the list and with them.

5. As a prospective teacher I believe this is going to help me because I am learning how to give work during class, and what is the best way to grade the work. It is also beneficial because I am learning to adjust my teaching so the most optimal learning is happening.
Counting Quiz #1

1. 2+ 2. 3 3. 2+ 4. 3

5. 6. 7. 1+ 8. 2

9. 10.
1. Zand
2. 3
3. Zand
4. 3
5. 1
6. 4
7. Zand
8. Zand
9. Zand
10. 4
Hearing Protection Quiz
Answer all questions in complete sentences.

1. Prolonged exposure at what decibel level can result in hearing damage?

2. Does loud music need to hurt your ears in order to cause damage?

3. Name two ways you can reduce the risk of hearing damage.

4. What is the medical term for “ringing in the ears” and if you have this condition what is damaged in your ear?

5. Why should you protect your hearing?
Hearing Protection Quiz
Answer all questions in complete sentences.

1. Prolonged exposure at what decibel level can result in hearing damage? 85 decibels

2. Does loud music need to hurt your ears in order to cause damage?

No, it doesn't need to hurt

3. Name two ways you can reduce the risk of hearing damage.

Short loud sounds & long medium & quiet sounds

4. What is the medical term for “ringing in the ears” and if you have this condition what is damaged in your ear?

Tinnitus, the cochlea is damaged

5. Why should you protect your hearing?

So you don't get hearing damage
EDUC 310
10 March 2010

Final Reflection

This quarter was filled with numerous learning opportunities. One of the things that I really enjoyed about this quarter was seeing the alignment of my academic studies with my classroom placement. I enjoyed the partnership of working alongside my master teacher to develop lesson plans and deliver instruction to the students. Although I worked with my master teacher by observing her last quarter, this quarter I really began to see my role in her classroom. My relationships with students deepened, and I learned how to evaluate their personal needs and how I could best meet them. I was able to observe my master teacher model effective classroom management techniques that I could in turn administer as well.

I learned how to assess my students quantitatively and qualitatively this quarter. I grew in observing the students in the classroom with both my eyes and ears. I learned how it is critical that I make my verbal and written instructions very clear and model my expectations. I also grew in modifying my instruction to meet the needs of individual students. Through writing lesson plans, I gained both knowledge and experience in how to clearly state the desired student outcomes as well as how to assess the students’ achievements.

Through this course I learned that strategic readers have numerous tools in their tool belt that they use to assist them in comprehension. It is my role as the teacher to instruct my students and model these skills. They will learn to apply these skills so that they become strategies that they can use as they read and seek to comprehend a wide variety of literature.
Lesson Plan #1 Reflection

Prior to teaching this lesson, I would seek to get a sense of what the student already knows about vocabulary terms that will be presented to him in the lesson. The purpose of this would be to see what he already knows, and what he is not clear on so that I can focus my instruction on these aspects. After pre-testing the student on his knowledge of the terms, I would brainstorm with him to see if we can break apart the vocabulary words into identifiable words. Additionally, I would probe the student to see if he has any connections with the terms. From here, I would launch into my lesson plan.

Overall, the student received a seven out of the nine possible points available in the scoring rubric for his work. The student received a two for the name, date, and lesson title. The student received a three on the scoring rubric for writing the main idea accurately and placing it in its appropriate location on the graphic organizer. The student received a two for the definitions of key vocabulary aspect of the graphic organizer.

Some of the ways in which I assessed this student qualitatively while performing instruction was asking him questions at the end of each paragraph. When the student or I finished reading the paragraph, we would discuss it. I would ask the student questions such as, “How were colonial homes different from homes today?” The purpose of our discussions was to assess the student’s comprehension of the text. Another purpose of our discussions was to engage the
student with the text and provide him an opportunity to reflect on what was just read and share
connections that he has with the text. As I performed these tasks, it was very apparent to me that
the student was well aware of what the text was about and how colonial life differs from his life
today. As I evaluate the student’s graphic organizer, I notice that the student put his name and
the correct lesson title in their appropriate places but neglected to write the date. While the
student did an excellent job correctly defining the majority of the terms, he did not define
‘import’ correctly.

One of the things that I enjoyed about teaching this lesson was that my attention was
solely on this single student. This student had my full attention and through this interaction I was
able to assess his understanding of the material in a more complete way. As I assessed the
student’s understanding of the material while teaching, I was able to make modifications and
clarify different aspects of the lesson that met his personal needs. One of the things that I would
do differently in this lesson is how I would conclude the lesson. My lesson concluded with me
quickly checking over the student’s graphic organizer to ensure that he completed each portion. I
would change the end of my lesson plan by asking the student to rate his understanding of the
material on a scale of 1-5 (5 being the highest). The student would orally rate his understanding
of the main idea of the text, his understanding of each individual vocabulary term, as well as his
general sense of using proper dictionary skills. As the student rates his understanding, I would
quickly write down each score so that I can think through how I can re-teach and review each of
these items the next time we meet together. As I review the student’s graphic organizer, I notice
that he neglected to write the date. Possibly the student was not aware of the date? Two ways
that I can help him in the future with this is making sure the date is either written on the board
and visible from his desk, or making sure that he knows where the classroom calendar is located.
In the future it may be helpful for me to offer this student a bookmark to place directly underneath each sentence in the dictionary as he copies the term onto his graphic organizer. Also, it may be helpful to offer a variety of dictionary formats to the student – he may be more comfortable with a different format. Additionally, I may need to re-teach proper dictionary usage. This re-teaching would include reviewing with the student how to correctly look up a term and how to decide which definition is most appropriate.

One of the ways in which my view of teaching reading in the content areas has changed throughout this course is seeing how strategic readers use a variety of different skills while reading. These include strategies such as: re-reading, predicting, summarizing, and inferring.

The most important thing that I have learned about classroom management is the need to constantly model and communicate my expectations. This means modeling on the white board or using the aversion to perform specific tasks. I have noticed that when I do not communicate clearly my students seize the opportunity to behave inappropriately.

Overall, I think that my placement is going okay. I’ve really enjoyed watching my master teacher model effective teaching strategies, and I’ve also enjoyed watching her teach lessons. I’m really looking forward to the opportunity to be more involved in the classroom and teach lessons.
EDUC 310
22 February 2010

Lesson Plan #2 Reflection

Since this is a lesson that I did not have the opportunity to teach in the classroom, I was unable to collect any data on its outcomes. If I had the opportunity, the following would be the data that I would collect.

Some of the quantitative data that I would collect after teaching the lesson would be that I would use my observational checklist to keep track of whether or not each student responded to the classroom discussion and/or answering questions on the graphic organizer. If my students were eager and fully participating, I would eliminate the Popsicle stick method and allow the students to freely respond as they feel the need to do so. Also, at the end of the lesson I would collect the students' graphic organizer and read their responses. As I review the students' graphic organizers I would look at the students' responses to each individual question. If there is a common theme that the students did not understand a particular question, I would go back and re-teach that topic. If the students demonstrate mastery, I would implement the next steps in this lesson by having the students evaluate their own personal books that they have chosen to read for their future book report. I would use the same format in this graphic organizer.

The qualitative data that I would collect would be the following. I would assess the students informally by asking probing questions such as what is a thesis statement. If the students are hesitant or unsure of what a thesis statement is, I would go back and briefly re-teach and remind them. I would also ask the students to recall what tracking is. Specifically, how we do it
and why we do it. Asking them what their schema is for different phrases or terms that may be unfamiliar is an important task. If the term or phrase is unfamiliar to them, I will briefly explain and describe it. While I give the students the opportunity to read a paragraph and make tracking notes on their own, I will walk throughout the classroom monitoring and observing the students to ensure that they understand this skill.
Lesson Plan #3 Reflection

As a whole, I believe that my third lesson was a success. I entered the lesson thoroughly prepared and anticipated different classroom management as well as content situations and questions that might arise during this lesson. This preparation made me eager and excited to be observed by my classroom teacher and supervisor.

Qualitatively, I noticed that Student #1 was actively engaged in the whole group instruction. When I asked questions seeking a response this student was quick to raise his hand. This student also worked diligently to complete his graphic organizer and raised his hand to ask clarifying questions as needed. This student also completed each portion of the graphic organizer. Student #2 seemed checked out and disengaged throughout whole group instruction. When I walked past this student’s desk during independent work time I noticed that his graphic organizer was on the floor under his desk and the corner of his graphic organizer was missing. This student only completed portions of the graphic organizer in which the answer was given during the whole group instructional time.

As I assessed these two students quantitatively, I observed that Student #1 received a 36 out the 40 possible points available in the scoring rubric for his work. Student #2 received a 6 out of the 40 possible points available in the scoring rubric for his work.

After completing the lesson and speaking with my supervisor, she pointed out to me that the students in the back of the room probably had difficulty reading the Avervision. I should
have adjusted the lighting so that the students could see the text better. When I reviewed the rules of suffixes with the students I should have photocopied these rules and passed them out to the students so that they could reference them as they worked independently on their graphic organizer. One of the ways in which I would modify my instruction to meet the needs of Student #1 would be by providing a copy of the rules for him so that he could reference them as he completes his graphic organizer. When assessing his work I noticed that he added an extra $p$ when adding the $er$ suffix to develop. I would re-teach our third suffix rule with him: “For words that end in a stressed syllable with one vowel and one consonant double the final consonant before adding a suffix that begins with a vowel (for example, forgot/forgotten).” Since the word develop does not follow this rule, re-teaching the rule should help him in the future. The first way that I would modify my instruction to meet the needs of Student #2 would be by moving this student to the front of the classroom so that I can more easily observe and correct his off-task behavior. Also, it may be helpful for this student if I allow him to work with his neighbor to complete the graphic organizer.
EDUC 310
12 March 2010

Lesson Plan #4 Reflection

As a whole, I believe that my fourth lesson was a success. I entered the lesson thoroughly prepared and anticipated different classroom management as well as content situations and questions that might arise during this lesson. This preparation made me eager and excited for another opportunity to teach and be observed by my classroom teacher.

Qualitatively, I noticed that Student #1 was actively engaged in the whole group instruction. When I asked questions seeking a response this student was quick to raise his hand. This student also worked diligently to correct his homework and raised his hand to ask clarifying questions as needed. This student also completed each portion of the graphic organizer. Student #2 seemed checked out and disengaged throughout whole group instruction. This student did not complete his homework from the night before.

As I assessed these two students quantitatively, I observed that Student #1 received a 43 out the 45 possible points available in the scoring rubric for his work. Student #2 received a 0 out of the 45 possible points available in the scoring rubric since he did not complete his work.

After completing the lesson and speaking to my master teacher in the effort to reflect on this lesson’s effectiveness, I discovered several ways that I could have improved this lesson. One of the ways in which I would modify my instruction to meet the needs of Student #1 would be by reviewing with the whole class when to drop the y in words. When assessing his work I noticed that he dropped the y in both monkey and journey when seeking to make these words plural. He
spelled the plural form of *monkey monkeies* and the plural form of *journey jounieies*. I would remind the students to use their inner intuition as they seek to spell the plural form of words correctly. I would also encourage the students to speak to a parent or use the dictionary to check their work. The first way that I would modify my instruction to meet the needs of Student #2 would be by moving this student to the front of the classroom so that I can more easily observe and correct his off-task behavior. Also, it may be helpful for this student if I allow him to work with his neighbor to complete the graphic organizer. Another way that I can help this student is checking with him before he leaves each day to ensure that he has taken all of his homework with him. Also, it may be helpful for me to allow this student to take his spelling homework with him to his learning center time for one-on-one guidance and help.
Lesson Title: Making a Living

Main Idea: People in New England made a living from the land and sea.

Key Vocabulary:
- Import: An item brought into one country from another.
- Triangular trade: Trade between Africa, Europe, and North America.
- Middle Passage: The voyage enslaved Africans made against their will, from Africa.
- Industry: A business that makes a product or offers a service that can be sold to other people.
- Shipyard: A place where ships are built and repaired.
Sub Heading: Trading, Fishing, and Shipbuilding

Focus Question: Why were trading and fishing important to colonial New England?

Important Information:
- A great deal of shipping went on between Africa, Europe, and North America.
- The triangular trade made New England merchants very wealthy.
- Oludah Equiano was taken away from his West African village as a boy and sold into slavery by the triangular trade.
- The forests provided an endless supply of wood for ships.
Visualize From the Lesson – Make a colored sketch and caption.

Europe, Africa and North America trade between the triangular trade.
Lesson Title: Making a Living

Main Idea: People from England made a living from the land and the sea.

Key Vocabulary:
- Import: a person who comes to live in a new country
- Triangular Trade: trade between Africa, Europe, and North America
- Middle Passage: the voyage enslaved made against their will from Africa across the Atlantic Ocean to the Americas
- Industry: a business that makes a product or offers a service that can be sold to other people
- Shipyard: a place where ships are built and repaired
Visualize From the Lesson – Make a colored sketch and caption.
Skill Test

Add the able suffix.
exchange exchangeable measure measurable recognize recognizable
What word is different? exchangeably Why? don't drop e just add able.

Add the er suffix.
thick thicker develop developer shopper
What word is different? thick Why? add er just

Add the est suffix.
warm warmest tiny tiniest short shortest
What word is different? tiny Why? drop y add est

Add the ed suffix.
notice noticed address addressed attach attached
What word is different? notice Why? drop e add ed

Add the ly suffix.
similar similarly busy busily final finally
What word is different? busy Why? drop y add ly

Add the s suffix.
instrument instruments couple couples discuss discusses
What word is different? discuss Why? add es

Proofreading Test

Circle the word in each row that is spelled right.
weather marck poseable instead
animal already hundred preparing
distance changable hundered simple
beyond interesting carried factoryes
becauses interesting deciding
theyre busyer their's death
therefore capital necessesary
ment whose's region
opposite weight pleasing
material position varyious

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Skill Test

Add the able suffix.
exchanger exchangeable measure recognize
What word is different? Why?

Add the er suffix.
thick thicker develop
What word is different? Why?

Add the est suffix.
warm warmest tiny short
What word is different? Why?

Add the ed suffix.
notice noticed address attach
What word is different? Why?

Add the ly suffix.
similar similarly busy final
What word is different? Why?

Add the s suffix.
instrument instruments couple discuss
What word is different? Why?

Proofreading Test

Circle the word in each row that is spelled right.
weather mark possible instead
animal already hundred preparing
distance changable carried simple
beyond intresting deciding factorys
because untill theirs death
therey busyer necessary anciert
therefore capital region churches
tment capital pleasing temperture
opposite wight varyous happily
material position engene fresch

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Student Worksheet, Investigation 2, Part 5 How Winds Are Formed

Draw a diagram that shows how winds are formed.

Be sure to include:

- Temperature
- Pressure.

5. Cool air sinks

6. High pressure

7. High pressure always move toward low pressure

8. Wind pressure decreases

1. Sun warms land & water

3. Warm air rises

4. As air rises it cools, pressure increases

2. Air warms
Student Worksheet, Investigation 2, Part 5 How Winds Are Formed

Draw a diagram that shows how winds are formed.

- Temperature
- Pressure.
Zig looks at his first reading and his most recent. He wants to know how many spaces the meter will go from the first reading he watches for 15 hours.

First reading: 35,961
Most recent: 36,061
Zig took two readings on a meter:

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</table>

- How many kilowatts were used between readings?

\[
\begin{align*}
7 & .8212 \\
1 & .645 \\
\hline
651.577
\end{align*}
\]

Kilowatts were used.
List all the factors of each number.

1. 12  \[1, 2, 3, 4, 6, 12\]

2. 45  \[1, 3, 5, 9, 15, 45\]

3. 41  \[1, 41\]

4. 54  \[1, 2, 3, 9, 18, 27, 54\]

5. 48  \[1, 2, 3, 4, 6, 8, 12, 16, 24, 48\]

6. 100 \[1, 2, 4, 5, 10, 20, 25, 50, 100\]

7. 117 \[1, 3, 9, 13, 39, 117\]
Decimals

Total Problems: 40

Problems Correct: ___

1. \( \frac{82.3}{24.23} - 42.38 \)
   \[ \frac{38}{51} \]

2. \( \frac{93.56}{21} - 42.38 \)
   \[ \frac{51}{18} \]

3. \( \frac{47.82}{14.28} - 2.67 \)
   \[ \frac{33.04}{0.58} \]

4. \( \frac{31.25}{21.1} - 2.67 \)
   \[ \frac{29.68}{16.7} \]

5. \( \frac{29.99}{23.28} - 3.248 \)
   \[ \frac{5.73}{21.6} \]

6. \( \frac{8.821}{5.11} - 62.9 \)
   \[ \frac{392.4}{191.3} \]

7. \( \frac{6.9}{15.5} - 2.67 \)
   \[ \frac{2.3}{0.67} \]

8. \( \frac{8.837}{3.924} - 3.248 \)
   \[ \frac{2.302}{2.02} \]

9. \( \frac{7.642}{5.269} - 2.982 \)
   \[ \frac{2.373}{0.67} \]

10. \( \frac{38.49}{15.4} - 341.2 \)
    \[ \frac{52.11}{159.4} \]

11. \( \frac{4.9}{28.23} - 42.93 \)
    \[ \frac{26.55}{20.2} \]

12. \( \frac{8.94}{28.23} - 42.93 \)
    \[ \frac{26.55}{20.2} \]

13. \( \frac{8.148}{7.281} - 62.9 \)
    \[ \frac{392.4}{191.3} \]

14. \( \frac{9.302}{7.281} - 62.9 \)
    \[ \frac{392.4}{191.3} \]