

## Section 1: Learning Context

### Instructional Implications of the Community

The Cypress Fairbanks region is located northwest of Houston. The two main crossroads are FM 1960 at U.S. Highway 290. The Harris County region gains a strong sense of community from association with territory found close to Cypress Fairbanks Independent School District's boundaries. Jersey Village is an incorporated city located within the area.

Cy-Fair Independent School District has been one of the area's major attractions. There are more than 55,000 students in this public school district, which ranks it second to Houston ISD in enrollment size within Harris County. (Cy Fair Texas Information). Cy Fair's population is 46,025 and is very diverse. Within the neighborhood of Holmsley Elementary is an array of families. The political climate of this community is Republican, and I do believe it has an impact on the school. For example, when President Obama gave his speech to the schools, there were many parents who kept their children home that day. They affected attendance tremendously.

The community supports the school in many ways. The Texas Roadhouse, a restaurant in the neighborhood, gives out free meals on certain days to all of the students; Chick-fil-A does this as well. However, they are not the only two companies who support the schools. I do not believe that the community will have that big of an impact on student learning during this unit of instruction, but if any, I predict it will be positive.

### Instructional Implications of the School

Holmsley Elementary was established in 1985, making it 24 years old. Holmsley is not the youngest school but it has held up very well. It is built of red and brown bricks. As of September 15, 2009, Holmsley has had an enrollment of 1,017 students. There are approximately 110 staff members working at the campus. There is a head principal and two assistance principals, whom are accompanied by two school councilors. The school contains both media and educational resources. There is a library that is open to all students and there is media technology in all classrooms. The parent involvement is massive here at Holmsley Elementary. The office is always filled with parents signing in to do volunteer work. One program in particular is Monday Moms, when the students' moms come to the campus and lend a hand all day. It is a great thing. I predict that these characteristics will enhance my students learning because they have such a huge support system.



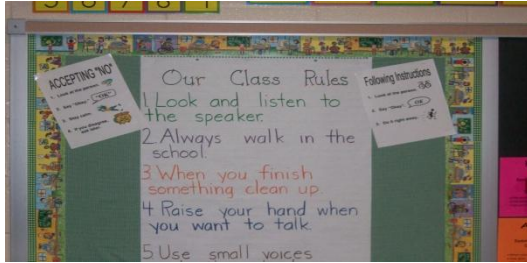
## Instructional Implications of the Classroom

Holmsley Elementary is an Open Classroom school. There are almost no walls separating classes in the entire building. Despite that, my kindergarten classroom does have a door separating the hallway and the classroom, but there is no separation between the partner teacher, whom we share the room with. The classroom is a pretty nice size. There is enough room for all students and teachers to move around comfortably. The way the room is set up is very organized. There is a place for the students learn reading, math, and writing. I believe this is important so that the students do not get tired of sitting in the same place. There are posters and educational graphics all over the classroom, which awesome for these kindergarteners who are learning to read. The classroom has very good lighting, they are bright and fluorescent. The rooms temperature can get a little cool, but I believe that is only when you are sitting still and being idle. If the temperature is ever a problem there is a thermostat located in the room that can be adjusted. The educational resources in the room include a classroom library, computers, and a listening center.

The first bell rings at 8:30 am, signaling the students to begin heading to class. The second bell rings at 8:45 beginning class. A few minutes after that the announcements are made and class continues. We open class with either sight-words or letter sounds, this lasts about 10 minutes. Next, we move on to the Writing lesson. Writing is allotted 40 minutes. Reading follows at 9:50. Included in the reading lesson everyday is; the lesson itself, seven minutes of independent reading of level books, three minutes of independent reading of “fancy books” (library books), five minutes of reading with their buzz partner, and fifteen minutes working in reading tubs. Calendar is then taught until 10:45 when we go to lunch. We return from lunch and recess at 11:50, go to the bathroom, get water, and get back to work. We continue with math until 12:20 and move on to Social-Studies and Science vocabulary. We switch classes between 12:30 and 12:35 pm and start the same routine all over again. The only difference is the PM class goes to P.E., Art, or Music at 1:55pm. The students go back to their home room at 3:30pm and school is dismissed at 3:45.

\*A Tour of Our Learning Environment is presented on the next page\*

## Classroom Rules



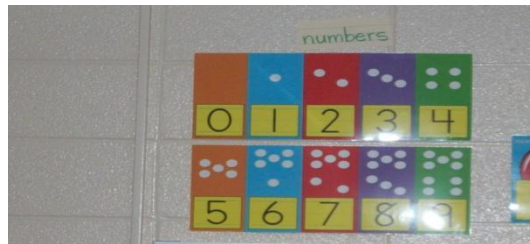
## Calendar/Math Area



## Reading Area



## Number Counters



## Sight-Word Wall



## Classroom Mail Boxes



## Writing Area (Whole Group)



## Bloom's Taxonomy



## Classroom Library



### Instructional Implications of the Classroom Teacher and Teacher Candidate

Mrs. Glisson is the classroom teacher I am assigned to. She grew up in LaGrange Texas and graduated from Sam Houston College. She completed her student teaching here at Holmsley Elementary and has been teaching here ever since. She is Anglo American and approximately 32 years old. This year will make her 9<sup>th</sup> year teaching. She is a wonderful role model and I feel very lucky to have been placed in her care. My name is Tonya Compton residing from Dallas Texas. I attend Prairie View A&M University where I am studying to become an Elementary Educator. My prior teaching experience includes years of work at the Boys & Girls Clubs of Greater Dallas. I believe that these instructor characteristics will help to guide my students during this unit of instruction. With Mrs. Glisson's experience and my willingness to learn, these students can't go wrong.

### Instructional Implications of the Students

I have a total of 14 kindergarteners students in my class. Compared to other classrooms, this is a very small number. Of the fourteen students, four are girls and ten are boys. My classroom is made up of 100% Hispanic students. I am working with a bilingual class participating in a program named Dual Language One-Way. My students speak only English in my class and when they switch at 12:30, they speak only Spanish with our partner teacher. Most of the male students are interested in Transformers, trucks, and scary movies, while the females' high interest is towards butterflies, flowers, and princesses. The learning styles of this group vary from visual to auditory. In the short past, whenever we have completed a math lesson the students were engaged. They will be able to use prior knowledge to help them with the knowledge and skills needed to obtain the learning goal of this unit. I predict that these students will not only learn and understand the concepts I will be teaching, but they will also be able to apply them to other lessons.

## Section 2: Learning Goal and Objectives

### Appropriate Learning Goal

The learning goal of this Kindergarten Math lesson is for the students to identify different ways to make the number nine. When the students are asked to identify, they are utilizing the Application level of Bloom's Taxonomy. This learning goal is aligned with the kindergarten curriculum for the 2009-2010 school year for the Cy Fair Independent School District.

### Multiple Objectives Lead to the Goal

Objective 1: My students will need to know how to use one to one correspondence and language such as more than, same as, or two less than to describe relative sizes of concrete objects.

Objective 2: My students will need to know how to use sets of concrete objects to represent quantities given in verbal or written form.

### Objectives Match learner Context

My classroom is 100% Hispanic, due to it being a bilingual program. Although this is not an ideal classroom with lots of diversity, the objectives presented remain appropriate for these students. Also, they are appropriate for the community, school, and teacher. Considering the achievement levels, prior knowledge, and learning styles of my students, I always conduct a thorough review of previous lessons that tie into the current objectives. This allows me to make sure everyone is as close to being on the same page as possible.

### Objectives Suggest Multiple Learning Activities

These objectives could be met by a variety of learning activities that would address the many different characteristics of my students. One could use number line activities; computer based activities, manipulatives, and many other materials and tools that would work great.

### Objectives Align with *Texas Essential Knowledge and Skills (TEKS)*

§111.12. Mathematics, Kindergarten.

(b) Knowledge and skills.

(K.1)Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:

(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;

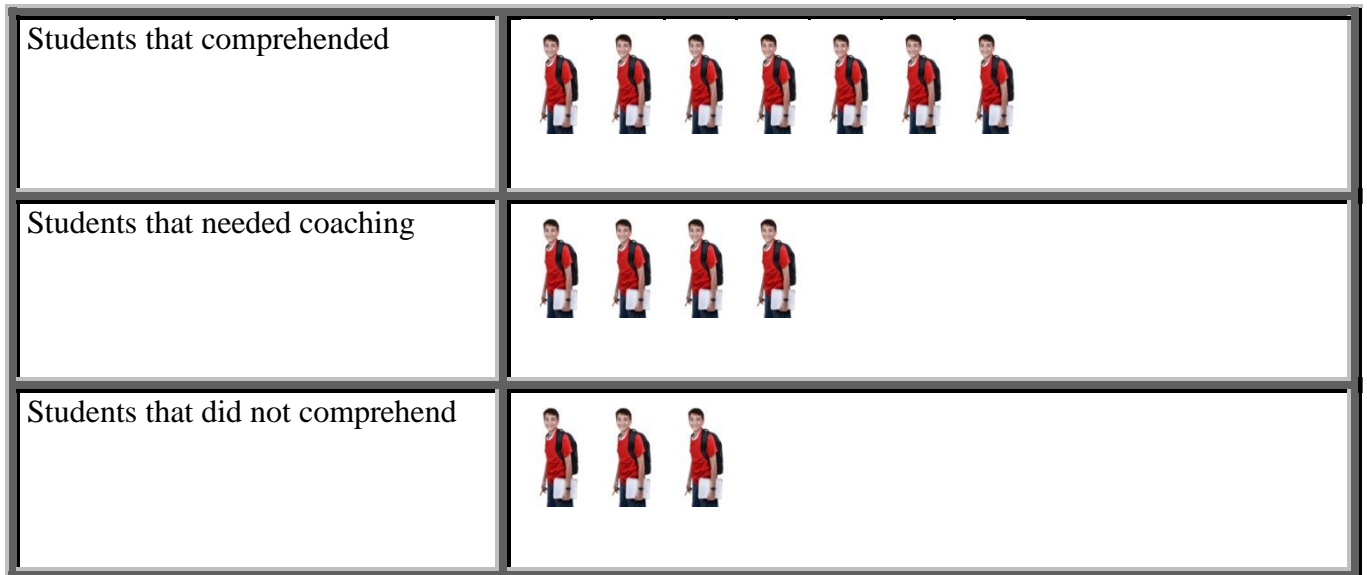
(B) use sets of concrete objects to represent quantities given in verbal or written form  
(through 9)

### Section 3: Assessment Plan

#### Pre-assessment

It is extremely important to implement a pre-assessment before a new lesson. The pre-assessment that I executed with my students was presented as a verbal review. Since the learning goal of this lesson was to have the students identify different ways to make the number nine, I asked the students to make numbers, lower than nine, in two parts. For instance, I called on a student and asked them how they could show me five in two parts. They raised three fingers on one hand and two on the other, indicating that the numbers two and three make the number five. To ensure that each student was pre-assessed, I used the classroom pop-sickle sticks. Each student has a pop-sickle stick with their name on it. I pull the sticks out of a cup to assure randomness and efficiency. The results of the pre-assessment are recorded in the pictograph below.

Pre-Assessment Graph



Each  = 1 student

## Assessment Plan Overview

### Overview of Assessment Plan

| Learning Objective(s)   | Type of Assessment    | Assessment Format                             | Adaptations   |
|---|-----------------------|---|---|
| K. 1A Use one to one correspondence and language such as more than, same as, or two less than to describe relative sizes of sets of concrete objects. | Pre-Assessment        | 1. Verbal Response                            | For my students whose English is still an issue, I will have manipulatives (blocks or cubes) ready and available if they need them. This adaptation will be used for all objectives and assessments. Seating changes. For students who need to be close to me (away from friends) to concentrate. |
|   | Formative Assessments | 1. Verbal Response<br>2. Manipulating Objects |   |
| K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 9).  | Post Assessment       | 1. Authentic Performance                      |   |

### Reliable Assessment

Each assessment strategy that I chose to implement to evaluate my students learning was aligned with all objectives. The pre-assessment that I gave included me giving a thorough review of vocabulary words and skills that had been gained during previous lessons. The vocabulary words included more and less and numbers 1-9. The skills I reviewed consisted of having the students show me different numbers less than nine in two parts. This would be considered addition.

The first formative assessment that I issued was a hands on activity named “Turkey Math”. The materials needed were; colorful construction paper, turkey tracers, feather tracers, scissors, glue, and crayons. The students were to trace the turkey’s body first; next they were to make the beak and the waddle. After that, the students were to choose two different colors of construction paper (two represent the two colors of feathers). Succeeding that, the students chose their numbers to make nine. If they told me they wanted one of their numbers to be 3, then I instructed them to figure out how many more they needed to have nine (six). They could have selected 1 and 8, 2 and 7, 3 and 6, or 4 and 5. The students then glued their turkey together. Last, the students glued the feathers to the turkey, making sure only to put one color on one side and the other color on the other side. I then wrote an example math sentence for the students to copy, only they had to plug in their numbers and colors.



The Process:



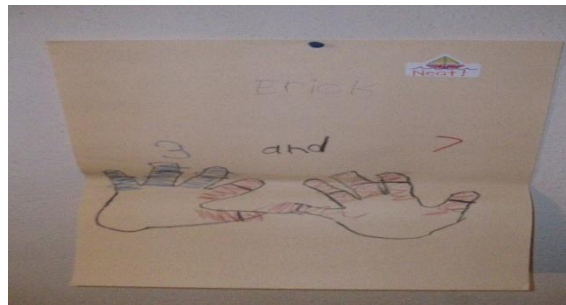
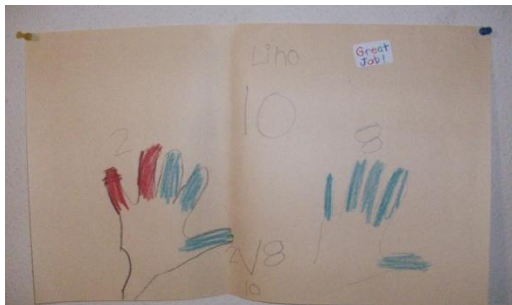
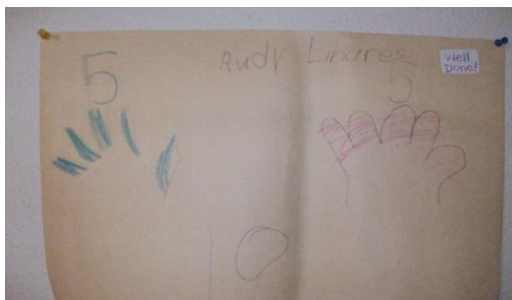
The result:



The second assessment that was given to the students was a manipulative activity. The name of this activity was “Making Trains”. The materials needed for this activity were; nine red trucks (or blocks) and nine blue trucks (or blocks). I sat the class in a circle on the floor. In the middle of the circle I lined up nine blue trucks. I told the students we were making a train of trucks. When a student was called on, they were to trade a blue truck for a red truck. After they traded the trucks, they were then to tell me what two parts made nine. The first student told me one and eight, the second one told me two and seven, and so on and so forth. I used the classroom pop-sickle sticks to call on the students to make sure each student was assessed.

The post-assessment administered to the students was another hands on activity. This activity was named “Trace It”. The materials needed for this activity were; construction paper and two different colored crayons. The students were instructed to first, trace both of their hands. Next, they were to color as many fingers on one hand as they wanted, on the other hand they were to color the number of fingers needed to make nine in the other color. The students could color two different colors on one hand if necessary to make nine. For example, two red fingers on one hand, three blue fingers on that same hand, and four fingers blue on the other hand to show two and seven make nine. The students had quite a problem with only making nine since there were ten fingers, so they were allowed to make ten in two parts.

The product:



1. I chose the pre-assessment strategy I did because that was the best way, I felt, to see where the students were. With the assessment that I implemented, I was able to see face to face which students needed help with what.

I chose the first formative assessment strategy I did because it was a hands on way for the students to practice the skills needed to identify ways to make the number nine. By it containing arts and crafts the students were really involved and were able to take something tangible from the lesson.

I chose the second formative assessment strategy I gave because it was another hands on activity for the students to get involved in. Kindergarteners are distracted very easily, so in order for me to make sure they are fully engaged in my lesson, I try to keep their interest.

The post-assessment strategy I chose was effective because it was, once again, another hands on activity. This assessment allowed me to observe the students working and how they were arriving at their answers. This assessment kept the students attention because they were using their own body parts.

2. The pre-assessment and post-assessment were not the same. However they both assessed the same knowledge and skills. During the pre-assessment the students were asked to identify ways to make numbers less than nine in two parts. During the post-assessment, the students were asked to make the number nine in two parts and some even did ten. Both of these assessments are calling for the students to utilize the same concepts.
3. There were enough items planned to reliably assess each learning objective.
4. The assessment items will reliably assess the stated learning objectives they are designed to measure because each assessment targets all the knowledge and skills necessary to reach the learning goal.
5. The purpose of the first formative assessment strategy I used was for the students to visually see and understand how to make the number nine in two parts. I did not want the students to just complete a worksheet out of their work books because the students that do not understand usually wait on me to give the answers or copy their neighbors, and the students that do understand finish their worksheet before instructed to do so, and then they become behavioral problems.

### Valid Assessment and Scoring Procedures

When considering scoring kindergarten work, it is often hard to give number grades outside of 100. Unless of course the students are being graded on a worksheet. All of my assessments were given through the form of activities with the exception of the pre-assessment, which was given in a question answer forum. I used the results of the assessments to make valid conclusions about each learners progress. I did this by comparing each students work to the previous assessment, or activity if you will. If I noticed that a certain student continued to need assistance with the same objective, I would find time to pull them for one-on-one conference or I would ask the paraprofessional to do so. The criteria I used to determine learner progress was an observation checklist.

### Adaptations in Assessment Administration Procedures

One of the adaptations needed for my students is, some students may need more visuals than others because their English is not as strong. I cannot implement a translator as an adaptation for those very few (one) students because they may only speak English in this class. There is a time when the students switch classes and then that is when they speak Spanish. The other adaptation needed for a few of my students is, a seating change. Some of my students just cannot seem to work while they are next to certain students. They just watch them work and talk. As a result I make them move..

## Section 4: Design for Instruction

### Interpretation and Application of Pre-Assessment Data

After analyzing the pre-assessment data, I came to the conclusion that 50% of the class understood the concept. About 30% needed coaching to arrive at the answer and about 20% did not grasp the concept even after coaching. This revealed that the 50% who understood were strong in the same areas and I would have to pay close attention to the other 50% to see exactly who was having a problem with what. Preceding drawing these inferences, I selected appropriate learning strategies that would enhance everyone's weaknesses.

### Plan for Instruction

#### Block Plan:

Pre-Assessment – Have the students sit on the floor in front of you. Review math words from previous math lessons that are appropriate for this lesson such as more and less. Have the students count from zero to nine to refresh their minds. Pull names from the pop-sickle stick cup to ask students to show you ways to make numbers less than nine in two parts (K.1A). (25 minutes)

“Turkey Math” - The materials needed are; colorful construction paper, turkey tracers, feather tracers, scissors, glue, and crayons. Pass out the turkey and feather tracers. Have the students trace the turkey's body first; next have them make the beak and the waddle. After that, the students are to choose two different colors of construction paper (two represent the two colors of feathers). Succeeding that, the students are to choose their numbers to make nine. If they tell you they want one of their numbers to be 3, then instruct them to figure out how many more they need to have nine (six). They may select 1 and 8, 2 and 7, 3 and 6, or 4 and 5. The students are then to glue their turkey together. Last, the students glue the feathers to the turkey, making sure only to put one color on one side and the other color on the other side. Finally, write an example math sentence for the students to copy; only they have to plug in their numbers and colors. (45 minutes to an hour)

“Making Trains” - The materials needed for this activity are; nine red trucks (or blocks) and nine blue trucks (or blocks). Sit the class in a circle on the floor. In the middle of the circle line up nine blue trucks. Tell the students we are making a train of trucks. When a student is called on, they are to trade a blue truck for a red truck. After they trade the trucks, they are then to tell you what two parts make nine. Use the classroom pop-sickle sticks to call on the students to make sure each student was assessed. (25 minutes)

“Trace It” - The materials needed for this activity are; construction paper and two different colored crayons. Instructed the students to first, trace both of their hands. Next, they are to color as many fingers on one hand as they want, on the other hand they are to color the number of

fingers needed to make nine in the other color. The students can color two different colors on one hand if necessary to make nine. For example, two red fingers on one hand, three blue fingers on that same hand, and four fingers blue on the other hand to show two and seven make nine. (30 minutes)

My plan reflects the contributions of Jean Piaget. Jean Piaget, a famous Swiss developmental psychologist, believed everyone goes through these cognitive stages. One of these stages, the preoperational stage, has a sub-stage named the intuitive thought sub-stage. This stage occurs during four and seven years of age. In this sub-stage, children begin to use primitive reasoning and want to know the answers to all sorts of questions (Santrock). When my students were involved in these activities they wanted to know everything about the lesson and were inquiring about future math scenarios.

### Impact of Learning Context

The contextual characteristics I am addressing include identification and application. The possible impact of the students learning how to utilize the characteristic of identification is they will or should always remember how to use this skill for higher numbers. For instance, if they understand how to identify ways to show nine in two parts, then it should not be that difficult for them to understand how to show twenty in two parts. The possible impact of the students adopting the characteristic of application is the students will remember how to apply the knowledge they have learned to other concepts, which is always a good thing.

### Use of Technology

I did not use technology throughout instruction. I did not use technology due to the fact that all of the assessments were hands on activities. The students received just as much knowledge without technology as they would have if technology would have been implemented. Also, technology is used for a plethora of other lessons.

Technology in the Classroom:

Computers, Printer and Listening Center



Smart Board



## **Section 5: Instructional Decisions**

### **Instructional Decisions Informed by Student Performance**

One modification I made due to a language barrier, in response to a student, was I used manipulatives to extenuate what I was explaining to the class. After seeing the visual he understood immediately. This also resulted in me modifying the pace of the lesson. The other modification that had to be implemented was in terms of classroom management. Certain students can't work next to other students so I had to change some seating arrangements. Conjointly, I did this to move students whom needed more attention closer to me. This was helpful in both situations.

### **Instructional Decisions and Learning Goals**

The instructional decision I made to use visuals to break the language barrier with one of my students led him to the realization of how to use sets of concrete objects to represent quantities given in verbal or written form. The instructional decision I made to rearrange some of the students seating led them to the realization of how to use one to one correspondence and language such as more than, same as, or two less than to describe relative sizes of sets of concrete objects.

### **Instructional Impact On Student Attitudes and/or Behavior**

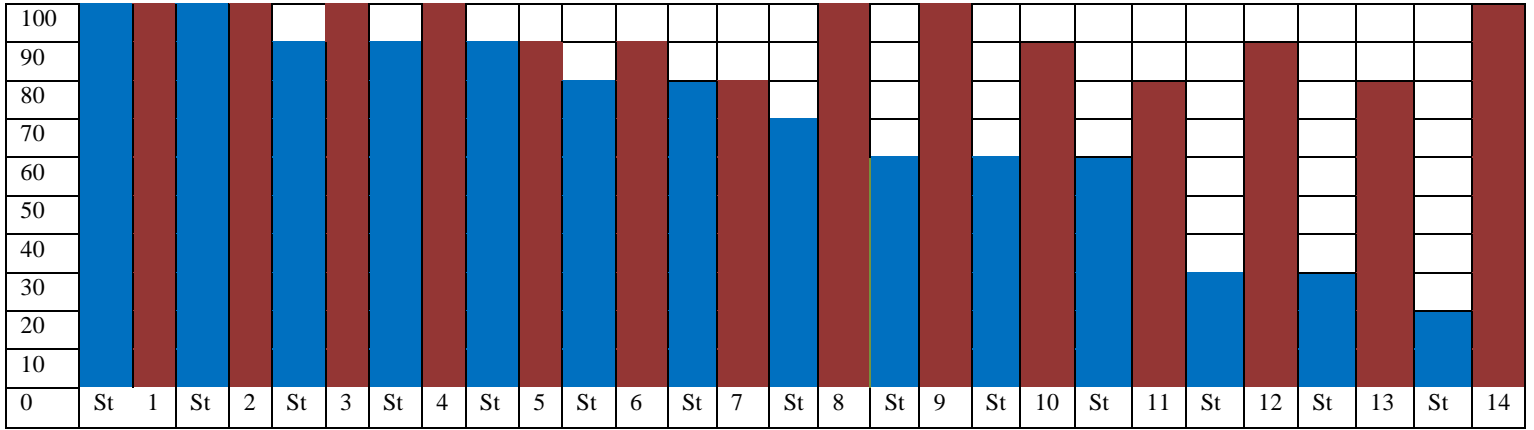
There were a few changes in student attitudes that occurred during and after the instruction. This was a positive change. The students who had trouble attaining the concepts at the beginning of the lesson had a kind of sour or unhappy demeanor. After we began the "Turkey Math" activity, those attitudes went from sour to sweet. It was nice to see actually. All of the students became more active participants in the learning process as the lesson progressed. I observed a very big increase in desire to learn after the students saw we were going to be doing a project. No students demonstrated more problem behaviors as the lesson progressed. I believe these changes occurred due to the lesson being so interesting to the students.



**Section 6:**

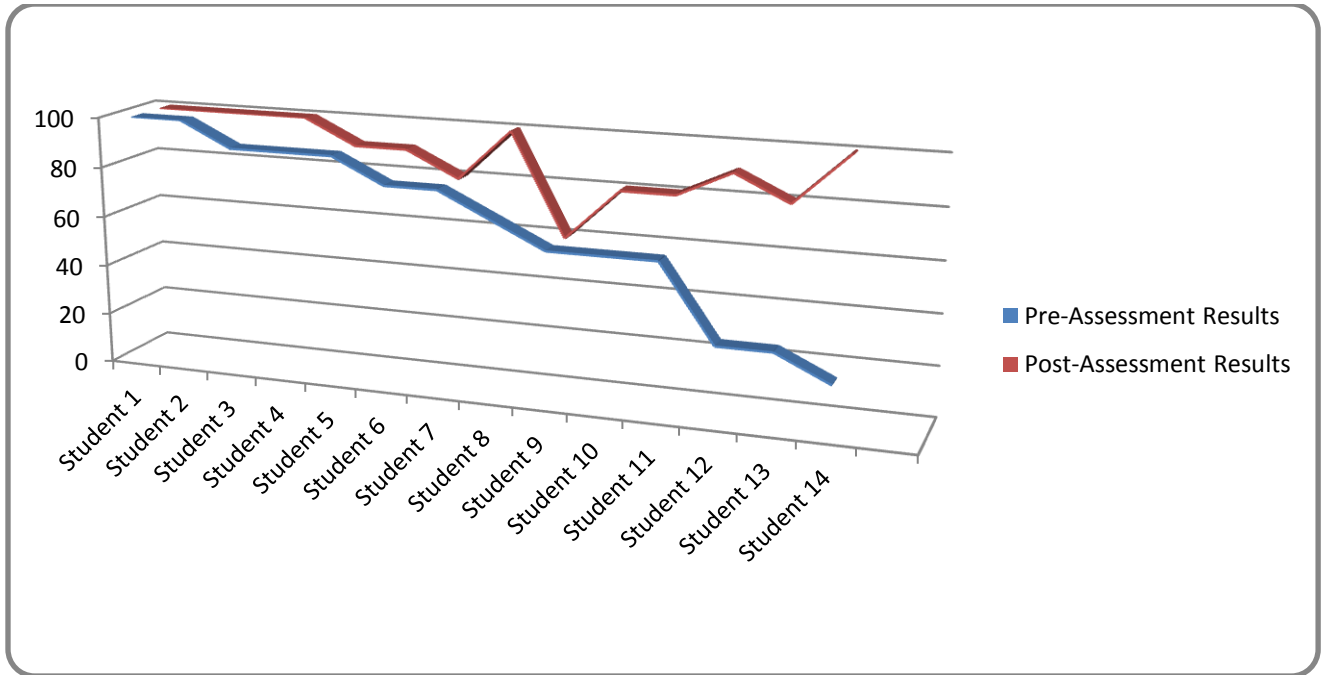
Graphic Presentation of Assessment Results

Pre-And-Post-Assessment Data



= Pre-Assessment results      St = Student  
 = Post-Assessment results

Graphic Chart Summary of Pre-And –Post-Assessments



## Analysis of Student Learning

Whole Group After analyzing the data from the Pr-and-Post Assessment chart and graph, I conclude that, overall, the entire class showed progression. The criterion for my objectives was an observation checklist. Over 50% of the students who needed coaching and who did not comprehend increased their grades to the 80<sup>th</sup> percentile.

Sub- Groups The sub-group I decided to compare for progress was boys and girls. There were similarities and differences among these two groups. The similarities consisted of, both groups contain members that are above and below level and also, both groups contain members that are always eager to learn versus having a lazy attitude. The difference in the two groups was the boys always tried to come up with the answers faster, which was not always the best route to take. No one group did particularly better than the other, they were pretty even.

## Interpretation of Assessment Results

Throughout this unit of instruction, my students learned how to show the number nine in two parts. They now know that the number combinations; one and eight, two and seven, three and six, four and five, and zero and 9, all make the number nine. From looking at the data in the graph and chart, I can see that some students understand better than others, but all students accomplished the learning objectives. The new knowledge and skills that my students demonstrated were addition and subtraction.

## **Section 7: Reflection and Self-Evaluation**

### **Reflection on Modifications to the Unit of Instruction**

As I reflect back over the entire unit, I believe I would change a few things to my assessments and planned activities. The first thing I would change would be to implement a written assignment as one of my assessments. I would also like to implement the same pre-and-post assessment to see how those results would graph. The change I would make to the learning activities would be to add a group activity to the unit. This way the children will have an opportunity to collaborate on a project to reach the same goal.

### **Reflections on Implications for Professional Development**

After planning and implementing this unit, I have realized that there is a lot more to teaching than I realized. Let me rephrase that . . . There is a lot more to implementing a unit than I realized. I have always felt like I can teach anything, but after completing this unit, I feel that I am a better teacher, professional, educator, and person. I will not be able to plan another lesson the same way. They will all be full of detail and they will have a set purpose, not that the ones I planned before were meaningless. I just feel as though I can benefit my students more now. One of my strengths throughout the unit was my ability to manage the learning environment.

Three areas I need personal improvement in are, my knowledge of assessment and assessment criteria, my planning skills, and my ability to present a lengthy unit of instruction. To emulate my skills in assessment, I will research ways to effectively assess students. I will also make sure that I use a variety of assessments when implementing them in the classroom. To improve my planning skills, I will become more organized. If I am more organized, then consequently so will my lesson plans be. Lastly, to extend my unit of instruction, I will implement more formative assessments in my assessment plan. In doing this, not only will I elongate my unit, I will be able to touch more bases as well.

## **Section 8: Competent Communication**

Student teaching has truly been one of the best experiences, not only of my college career, but of my life. I will never forget the example that my cooperating teachers have set for me, and I will do my best to follow in their footsteps. However, I will not forget to put myself into my teaching like they have taught me. Before student teaching I felt as though I could teach any and everybody anything. Not because I thought I knew everything, but because I thought I knew how to make connections with everyone, which is how I teach. I try to reach my students through connecting with them. But after I began student teaching, I quickly learned it is so much more than that. I still feel as if that is the stepping stone. I have learned that if a student is having issues at home, in gym class, at recess, it does not matter how much of a connection you have with them, if they are having issues then that is what they are going to deal with. Hence, I have realized that when my students act out of character and do not perform well on work, I do not “fuss” first, I ask them what is going on, or why do they think there is a change in them or their work. I know I will not have the chance to council every student, but a true teacher knows how to spot red flags.

## References

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