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Learning Context



Silvercrest Elementary, home of the stallions, is located in the heart of Pearland, Texas. This superb elementary has been serving and educating the students of Pearland since 2002. This wonderful school is surrounded by the warming community of Silverlake and its many subdivisions. There is a golf course located right across the street from the school. The surrounding communities are very upscale and generally are gated. Located on the immediate right side of the school is the community's recreation center. There is a park, pool, and tennis court within the facility.

The community is very active in relation with the school and its students. A well known barbeque place in Pearland, Spring Creek Barbeque, is one of the many surrounding businesses that support Silvercrest. During the fifth week of school, Spring Creek hosted Silvercrest's parent, teacher association night. The teachers served rolls to the parents and the students, and a percentage of the earnings from that night went towards Silvercrest's PTA. One major participating restaurant is Chick-fil- A. The students first spirit night of the semester was supported by the local business in which a percentage of the earnings was donated at the school. To boost the students' morale, the company's mascot, a cow, was waiting after school to greet students as they left for home, and welcomed their parents as they picked them up. Other restaurants include Gringos and Firehouse Subs, which are all located within a five mile radius of the school.

According to the census of the zip coded area the school is located in, the leading race in the community is mostly Caucasian with African Americans being the next largest race in the population. Hispanics and Asians are just about neck and neck in the population falling right behind the two largest groups. Alaskans, Pacific Islanders and others hold a small percentage in the population.

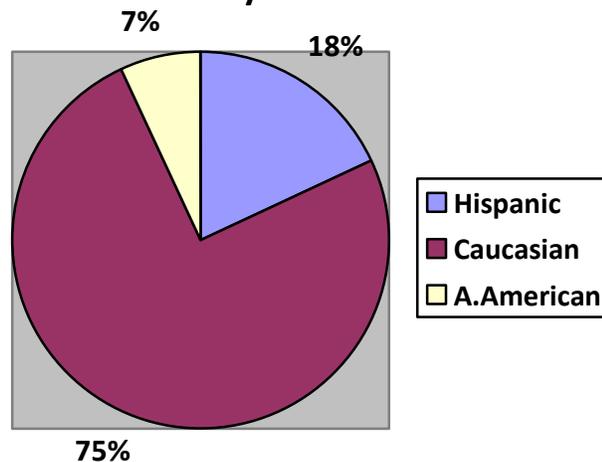
According to census.gov, more than eighty percent of the community have attained a high school diploma and about 30% have gone to obtained a Bachelors degree or higher. From looking at the

demographics of the education in the community, one may assume that the parents of the school have very lengthy educational backgrounds and aspire for their children to follow the same path. About half of the population is married, which means that the majority of the students will be coming from two parent households, which are financially stable. The occupations of many of the parents are management, sales, and medical jobs.

The elementary caters to students with in the grades of kindergarten to fourth grade. There are about 930 students and 45 teachers. The principal is Cortenay Colling, and the two assistant principals are Lori Campbell and Doug Hagar. All of the teachers, faculty and staff are all women, except for one of the assistant principals, who is the only male faculty member in the entire school. Silvercrest is one of the biggest elementary schools in Pearland Independent School district. Its numbers of students are almost about the same as some of the high schools in the district.

The professional staff that covers special education has six members apart of its team. Two are strictly resource teachers, one person helps with speech, another with life skills, and another who specializes in helping students with dyslexia. These professionals pull students out of class and work with them within small groups. Each of these professionals have their own room to work with these students. Both the students who need the help and the other students in the classroom are very comfortable with the transitioning of the students from the classroom. At times, the other students may remind their peers that it's time for them to leave the classroom. There is only one instructor for students who are learning English as a Second Language.

Teacher Ethnicity Breakdown



There are also three music teachers, all of which who teach a different aspect of music. This “three dimensional” music program has newly been implemented because of music being taken out of the Pearland ISD. Since art has been taken out of school, teachers must designate a time and day out of the week to take their students to the art lab. Students are supposed to participate in the art activity for about thirty minutes. The art activities usually have some relevance to the content that is covered in class or it may be a project that the entire school is working on. One project that the students worked on while in the art lab was their Christmas cards. One student from each grade will be chosen for their best Christmas card drawing. Students will then be entered into a contest in which their cards will be compared to other students in the district. The student with the best Christmas card, will have their drawing made in to the district’s holiday card that every teacher in the Pearland district will receive.

There are two female coaches at the school and one librarian. On both sides of the library are two computer labs. The students go into these labs for their designated computer times, and the teachers also use these facilities to design posters and other materials for their classrooms. There are also two technology professionals who assist with the ENO boards (smartboards), slates, and projects that are located in each of the classrooms. These two are only on campus a few days out of the week to iron out issues with the technology, assemble the computers, and to also install new and updated software on the computers. Every teacher has their own personal computer and also a printer on their desk along with at least four other computers for the students in their classroom. Along with their own personal computer, the teacher also has a laptop that is connected to the document camera, projector and smartboard.

The core of the school, the office, is held to gather by three female staff members. This includes one receptionist, an attendance clerk, and one secretary. These three women are in no way limited to the restrictions of the office. You may find them covering a teacher’s class, helping with lunch duty, and also helping with afterschool duty. There are eight permanent teaching assistants in the school that offer help with life skills students and students with disabilities. There is a head nurse who is at the school every day, and she has one assistant nurse that comes in a few days out of the week. There is also one licensed specialist in school psychology who assists the school counselor with issues that the students have.

The teachers have one workroom that is also connected to teachers' lounge. The amenities in this room include a laminator, copier, die cutter, and many other resources. This room also houses the teachers' mailboxes which are one of the main lines of communication for the school. This workroom is not only shared by the teachers but also the parents. Most, if not all, teachers have parents that come in and volunteer with making copies, cutting, and laminating papers. These parents are a part of the parent teacher association and can be found in the workroom everyday of the week at different times. There is also another room for VIP parents, who are somewhat like the gold members of the PTA. Many of the parents are also responsible for the bulletin boards and decorations that can be found throughout the school. The parents not only show their appreciation for the teachers by helping them within the classroom, they often times provide lunch. With parents being so active in the school, this shows that they are very active in children's education.

At Silvercrest, there aren't any sports that students are able to participate in. Though many of the students are involved in sports, they are through the city of Pearland. Many of the students are soccer, baseball, and football players. Several of the female students participate in cheerleading activities, dance classes, and ballet. Not having sports in the school keeps students more focused on their academics. Students are still able to participate in sports, but the school is upholding their vow to produce and prepare these young scholars.

Silvercrest however awards their students when they read selected books. This program is known as accelerated reading. The books in the library are marked with colored stickers, which signify that they are participating reads for the program. When students are allowed on the computers, they select their books and take an AR quiz. Students receive points based on the number of questions that they answer correctly. Every grade, all the way down to kindergarten, and back up to fourth grade can participate in the AR program. Every class in the different grades are competing with one another to be the class with the most points. At the end of the school's semester, the classes with the most points are rewarded some type of incentive. Also, after every other sixth weeks, students who have accrued points are able to take a trip to the AR store. For one day, the multi-purpose room is converted into the AR store and house different knick knacks for students to choose from. The students' points are used to purchase different items. This encourages students to read and also develop a liking for reading because they will be rewarded if they do so.

The classroom that I spent my first eight weeks of student teaching was Ms. Brown's fourth grade Reading and Language Arts class. The morning class is identified as gifted and talented students. The afternoon class includes students who are on level, below level, and several of the other students have learning disabilities.

As the students come in to the classroom, they are greeted and reminded to put their belongings away quickly and quietly and are to start on their daily warm-ups. This sheet is given to them every Monday, and has four sections on the page for days Monday through Thursday. Each day has a small paragraph that is related to the previous one before it and has four to five questions that they must respond to about the provided text. Students are allowed to work on these for a few minutes before they go to specials. Before students go to special, the morning announcements come on approximately 8:05 a.m. Announcements include the Pledge of Allegiance, the Texas Pledge, and a moment of silence. Students also recite their self-esteem poem for the six weeks. The lunch menu is also read, and students and teachers whose birthdays are on the day are also recognized.

**“I take pride in me,
In all that I can be
My looks, my work, my friends
My attitude depends
On how I feel about me,
So I take pride in me”**

Specials include physical education, the library, computer class, art, and music class. Specials last about forty five minutes, and each day the students go to a different special. When students come back to the room, those who need extra time are allowed the opportunity to finish up their warm up. While students are waiting for their classmates to finish their work, they are to read a book of their own choice. With any free time, students are supposed to read unless told to do otherwise. Each week a student is picked for a different duty in the class, and the warm up leader is one of them.

Being a warm up leader allows for student to have a sense of responsibility and gives them an acting role as the teacher. The warm up leader stands at the front of the class, reads the passage, and selects different students to answer the questions. If students don't give answers that are correct or not enough information, from time to time I will interject and redirect the question and

allow students to answer the question correctly. It usually takes about five minutes reviewing and answering the questions for the activity. Their assessment is given on Friday which also relates to the daily warm-ups. When completed, students place their sheets in their reading folder and know to take out their reading spirals to wait for their phonics lessons to begin.

The phonics lessons come straight out of the spelling text. The lesson is either on different spelling patterns, sound patterns, or sentence dictation. When patterns are being taught, students usually create a chart in the spirals from the words that I write on the board, which the students call out to me. By writing the words on the board, this gives the students the opportunity to correct any misspelled words and to self check. The examples that we go over Monday through Thursday are usually on their word and skill test that they take every Friday. I usually go over the learned skills that they will be tested on right before that take it. I demonstrate examples on the board and allow for students to equally participate. This lesson may also be demonstrated orally in which students have to listen to sentences dictated to them and write them down. I then asked for volunteers to write the sentences on the board. This allows for students to correct themselves and also for the teacher to assess the skills and abilities of the students.

After our phonics lesson, we move to the floor for our read aloud. We dedicated about ten minutes to this activity everyday of the week except for Friday's. The designated book is a chapter book that has little to no pictures and one that is age appropriate for fourth graders. Before reading we make inferences and predictions on what's to come next as we read through the book. While students are still seated, I may introduce the next lesson which is reading. Often times the skill is taught through whole group instruction and the students take turns in answering questions over the material. Students then do independent work at their seats or go to their appointed stations. During this time, one group of students will be at their stations, the other will be doing independent work or reading at their desk, and another group will be with Ms. Brown. The students in the homework usually only participate in stations or independent work because they all have a good grasp on the content because of being gifted and talented. The afternoon class rotate back and forth because majority of the class has an issue in some area. Often times it is with reading. Ms. Brown grouped the students with their peers who have similar issues so that when they come to her for one on one, she can basically teach and help them on the same level.

The classroom setting is a bit different from the traditional classroom. This is due to the fact that we are separated from the main school building and are located in portable buildings. The portable is about 50 feet away from the main building and is positioned directly behind it. I felt that this isolation away from the school had a slight effect on the students in the class. Since there was not a restroom located in the portable, students had to travel all the way back to the building to use the restroom. I feel like this was a great distraction because students would take their time going to the restroom and mostly asked just to get out of the classroom. I remember looking out of the window to see that many of the students would be walking slowly and take their times going to and from the restrooms. Often times, other classes would be at recess, while we were in the classroom learning. This was a distraction to all the students, because of the laughter but most of all one of the students who was autistic. Students would hear their peers outside on the playground and immediately look at the clock and ask how long they had until it was time to go to recess. At times, our autistic student would even venture out of his seat and go look out the window at the children playing outside.

As one enters the classroom, there is a water fountain on the left side along with a sink. On the right side there is a door connecting to the homeroom's shared class and right along this wall is the classroom's library and long with a large cubby that houses the students' belongings. Adjacent to the cubby is a kidney shaped table in which I and my cooperating teacher Ms. Brown work from. In front of us are two sets of desk grouped by fours. In the center of the room there are a set of desks grouped together by five. On both side of the middle set are two sets of desks that are equally grouped by five. In the middle of the classroom, there is a space for the cart that holds the projector and the document camera. This is used most during our guided reading times in which students actively participating in whole class instruction.



On both sides of the room, right in the middle of the wall, are two spacious windows. One window faces the school and the playground, and from the back window you can see the garden in which every class gets to plant some type of vegetable. In front of the window on the left side, there is a table that has the classroom's homework basket, in which students turn in their homework every Friday along with graded papers that are sent home on Thursday's to be sent back on Friday. If students don't turn in their homework or their papers signed, they will get a work habits mark in their conduct folder. The work that is to be completed for the day is also laid out on the table so that it is accessible for the students and the teachers.

Right next to this table, there is a file cabinet that contains documents related to many of the lessons such as books, worksheets, and other activities for enrichment. Nestled alongside the file cabinet is the teacher's "formal" desk. It faces the wall and has an announcement bulletin board

right above it. Her computer, paper holder, and other supplies sit right on top. Ms. Brown can rarely be found sitting at this desk because it somewhat isolates her from the students having her back turn. One of Ms. Brown's favorite mottos is "Teach from your seat, not from your feet". The only time you may see Ms. Brown seated is if there is down time in the classroom or if the students are taking the test. Only after I took complete control over the classroom, is when Ms. Brown was found sitting down. Facing Ms. Brown's desk is a bookshelf that is right against the wall, adjacent to the white board. The books that fill the shelves are designated read alouds, books related to the content being taught in the classroom, and other resourceful books for the students and also the teacher.



At the front of the classroom, in the middle of the wall, is where one can find the whiteboard. On the whiteboard, the day's assignments for each subject, Reading, Language Arts, Spelling, and Writing, are written in the left corner. In the far right corner, the time schedule for the class is listed.

This schedule keeps students aware and on task for what needs to be done. The students are quick to remind the teacher when snack time, and recess are near. On the right hand side of the whiteboard there are a set of tall wooden cabinets. Inside are extra textbooks and resource workbooks, and the other supplies that the students use, but not necessarily on a daily basis. On the doors of the cabinets is the classroom's word wall. These words are generated from the weekly stories that the students read from their textbook. The words are organized in alphabetical order with the coordinating letter above them.



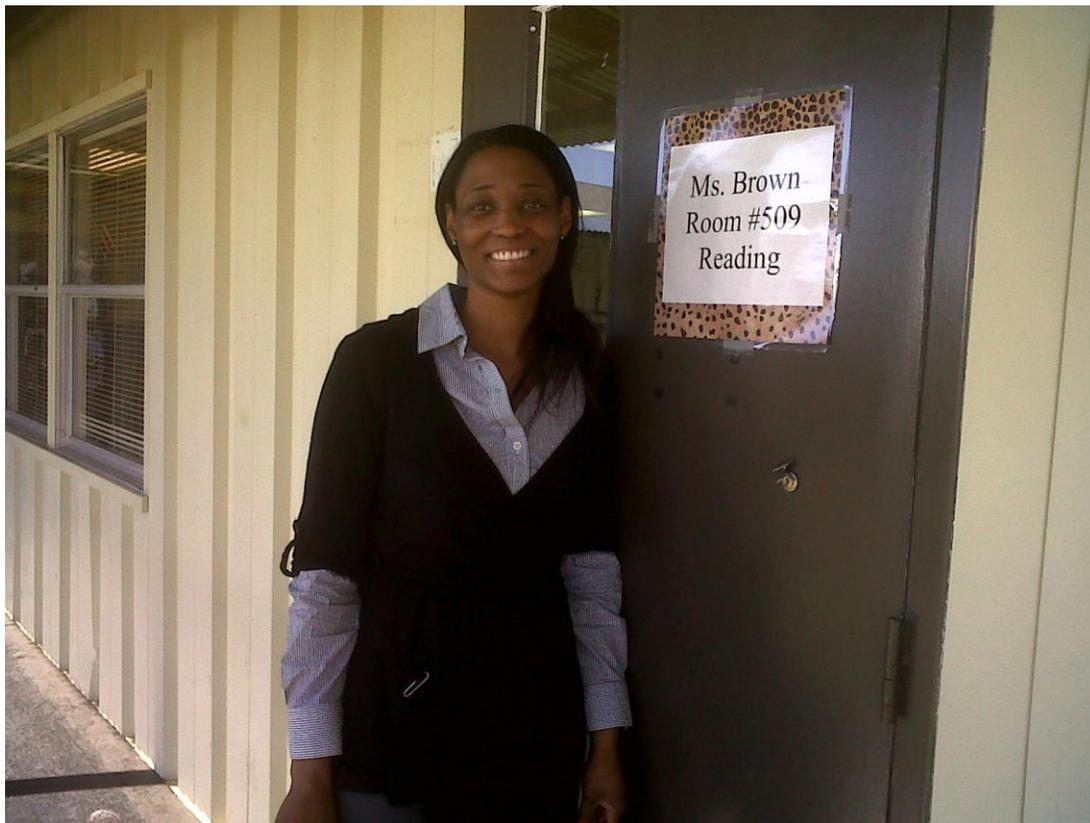
To the right of the wooden cabinets, there is a table that is positioned in front of the window that faces the school's garden. On this table, there are a set of four computers, which is known as the computer station. Students come here when they rotate for stations, and usually play academic games related to reading and language arts, or they may take quizzes on books they have read. This is a part of the school's accelerated reading program. Next to the computers, there is a cardboard fixture with slots in it that is known as the homeroom's mailbox. Here, students get flyers and announcements, forms that need to be returned and graded work. This is a great time saver because class time will not be sacrificed to pass out all this paperwork.

Randomly placed on the walls of the classroom are charts written by the teacher that were created by the students during shared readings. The skills on these charts and posters relate to reading and writing. The only poster that one may find on the walls that have no relation to the content of the classroom would be the student of the week poster. This poster is created by the student and reflects their hobbies, friends, and family members. They share the poster with their peers, and it hangs in the classroom for the entire week.

Though the rules aren't posted on the walls, the students know what is expected of them. Students are to complete their homework and homework in a time fashion. They are to not talk out of turn and to stay quiet while walking through the hallways. Not only must they respect themselves, they have to respect the teachers, their peers, and the school. During the first week of school, students are to sign a contract stating that they will abide by the rules, and are fully aware of the consequences of breaking them. When students break the rules, they receive conduct marks in their conduct folder. Each of the rules are numbered and when one is broken, the number for that rule is written down in the folder.

Students can either get marks for the conduct or for their work habits. As students get marks, their conduct grade begins to get lower. Each student starts the week off with a 100. The number of conduct marks they get determines the type of grade they will have at the end of the week. Every Thursday, the students take home the conduct folder and their parents must sign by their child's conduct grade for the week. If students manage to not get any or no more than two, they not only get a 100, they also receive stickers. Within the conduct folder, there is a sticker chart and when this chart is filled, the teacher will reward the student with some type of incentive. This reward system is one that encourages students to uphold what the teacher expects of them, and to basically be responsible for their actions.

The classroom teacher is Ms. Angel Tyinique Brown. She is an African American female who is thirty-two years of age. Ms. Brown has been an active teacher for about eight years. She has been at Silvercrest for about three years or so and has always taught the fourth grade here. Before she started teaching here she taught kindergarten and even high school. She received her undergraduate degree at the University of Houston and is now pursuing a master's degree in counseling at Texas Southern University. Ms. Brown's teaching is one that is closely related to the Socratic method of teaching. She loves to question her students and allow for them to basically self check themselves. She gives many relatable examples when teaching her students, and often asks for students to share their own experiences that may be relevant to the lessons at hand.



The student teacher, Chelsea Ratliff, is also an African American female who is twenty two years of age. She has no teaching experience, but she has many hours in observing in the classroom. The characteristics of the classroom teacher have definitely affected the student teacher because her style of teaching seems to be very effective. After being able to take control and teach the classroom, the student teacher has noticed that several of the characteristics of the classroom teacher can be found within herself.



There are twenty-students in both the homeroom and the afternoon class. There are ten girls and thirteen boys in our homeroom. There are six Caucasian males and four Caucasian females. There is one African American female, and two African American boys. There is only one Hispanic female, four Asian girls and five Asian boys. In the afternoon class, there are eight Caucasian boys and six females of the same race. There are three African American students with two of them being females. Two Hispanic females are in this class along with one Hispanic boy. There are three Asian students with one being one being a female. Though the primary language of both classes is English, some students speak French, Italian, and also Spanish.

The students of the homeroom class are all classified as gifted and talented students. These students have DRA (Developmental Reading Assessment), score of 40+, which ranks them at the upper level of the fourth grade, and some on a fifth grade level. The students in the afternoon class are right on level, below level, some have learning disabilities, classified as special education students and some are at risk of failing. The average DRA level in this class is at a 36, which places them at an average reading level.

In the afternoon classroom, there is a paraprofessional that steps in for about forty-five minutes of the day to work with students that have IEP's. These students are all grouped at one table, which makes it easier for the paraprofessional to step in and help. Three of the students, one black female and two Hispanic females are taken out the class to get one on one time with a specialist that helps with content mastery. The specialist and the teacher are on the same page when it comes to the content being learned in the classroom. Whatever is being taught in the classroom is also being taught by the specialist. This means that when students come back in to the classroom, they won't be lost in the lessons being taught.

Learning Goal and Objectives

The students of this fourth grade classroom will be well prepared for the next important stepping stone in their life, middle school. Often times students go from one grade level to next and aren't well prepared for the content that they should be ready to learn. This places a burden on the new teacher, because she must play catch up and help the student to remember and learn the content that he should have learned the previous year. This halts the learning process, because time being wasted on previously learned content could be spent on introducing new information.

One can't place full blame on the teacher because students lose knowledge of what they've learned over the summer break or during any long period of time spent away from the classroom. Like any normal person, when one does not practice what was previously learned, they most likely will soon forget about it. The students of this class should also be fully aware of the content on the TAKS test and know the strategies and skills that they will be tested on. Throughout the eight weeks of being in this classroom, several of the lesson plans fulfilled these objectives and goals.

These goals were also set to mirror the objectives of the TEKS for Fourth grade Reading and Language Arts, they included, but were not limited to the following.

§110.6. English Language Arts and Reading, Grade 4.

- Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);
- describe mental images that text descriptions evoke (4-8);
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8);
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);
- write to entertain such as to compose humorous poems or short stories (4-8);
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).
- spell accurately in final drafts (4-8).
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
- write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);
- use conjunctions to describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8); conjunctions to connect ideas meaningfully (4-5);

Students were introduced to these TEKS objectives through lessons taught and daily routines that were established such as independent reading during down time. Every single lesson that was taught in the classroom was directly aligned with TEKS and also correlated to the TAKS test. In most schools, the teachers and administration tend to drill TAKS day after day and tend to only be worried about their students meeting their marks. Within this classroom, TAKS worksheets are not needed because the content of the test is incorporated into the lessons and daily learning. Though we focused on many of the TEKS objectives, my planning will mainly focus on verbs, one of the components of parts of speech.

Assessment Plan

Starting school the same time as the student did, made assessing the students a pretty easy task. By sitting in on planning meetings, and getting an overview of what the teachers are supposed to teach, according to the district, was very helpful in my choices for assessing the students. Around the third week of school is when I decided to give my pre-assessment and post assessment. The subject matter that the students were graded on were verbs. Seeing as though there are several components to learning about verbs, the assessments were scattered throughout the week because of the amount of material that needed to be learned about this subject.

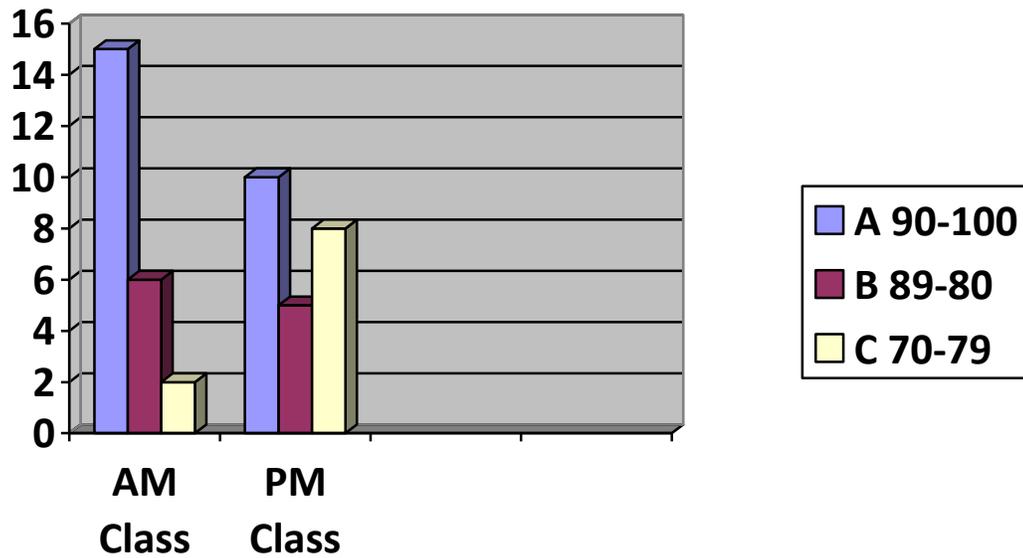
At the beginning of the week, students were introduced to their new grammar lesson and asked to share their knowledge about verbs. During our read aloud on Monday, I read a book called “A Verb for Herb”. This book was a story about a little boy learning about verbs and it gave a basic introduction to the different verbs such as helping, action, and main verbs. To reinforce this lesson, we did a guided practice and then independent practice from the language book about action verbs.

The next day the students practiced from their language books and then completed a worksheet on verb tenses called “The Case of Mary had a Little Rooster” which was a parody of Mary had a Little Lamb, in which students had to select the correct verb tenses that were listed in the paragraph on the sheet. The next day, the students completed another worksheet that was similar to this one but it covered subject verb agreement instead. Before completing the assignment we practiced from our book. The two worksheets from Tuesday and Wednesday were the pre-assessments. The students seemed to have a good grasp of the content. Thursday there was no worksheet to complete but the students did practice from their text book. This was sort of like a review day over all of the verbs because the students were to take their post assessment on the next day.

Seeing as though the homeroom class is gifted and talented, no grouping or modifications were really needed. Grouping was much needed for those students in the afternoon class were classified as special education students, at risk, and students who had IEP’s. The students seating arrangements for this class are based upon their learning needs. Students who have IEP’s were seated near each other, and students who had learning disabilities were also seated by one another. Students in these subgroups were pulled by the teachers, to get one on one direction to help with the assessments.

The test on Friday was a mixed review because he had all of the verbs that we covered throughout the week on it. There were two sections to the test that the students had to complete. On the first part of the test, the students had to circle the main verbs of the sentence and underline the helping verb if there was one in the sentence. On the second part, the students had to rewrite the provided sentence with the correct verb tense from the parentheses at the end of the sentence. The following chart graphs the results of the test.

Pre-Assessment Results



Learning Objectives	Type of Assessment	Assessment Format	Adaptations
The student will be able to understand the different tenses of verbs and know which tense to use.	Formal	This was a worksheet that contained a paragraph in which students had the choice between two words to select the correct verb tense.	
The student will understand that the subject and predicate must have an agreeing verb between the two.	Informal/Oral/Shared	This assessment is shared with the entire group by using the projector. Students will volunteer or be called upon to choose the correct answer to the questions being asked.	With the assistance of the paraprofessional, student with disabilities were able to complete the assessment.
The student will be able to use prior and newly introduced information on the subject matter and be able to combine this knowledge and select the correct answers.	Formal	This was a worksheet that combined all elements of verbs. Students had to identify the different verbs and denote which was which.	Some students did not have to rewrite the sentence but simply circle the correct answer.

The scoring procedure for this assessment was one that was basic and straight to the point. Grading is based upon 100 point scale in which 100-90= A, 89-80= B, 79-70=C. Anything under a 70 is considered a failing grade. Students were graded based upon the answered choice that they selected. There were no questions on the test that were in the grey area. The answer was either incorrect or incorrect. Grades were taken every other day to observe the progress or lack that of from each of the students.

My homeroom class is majorly made up of typical learners and high performers. There few to no adaptations made in this classroom. For students who had issues with the activities, the only modification needed was to help the student reread the question and figure what was being asked of. The main issue was that students were getting confused as to what was to be circled and what was to be underlined. Most of the students got questions wrong because they don't read the directions thoroughly.

By giving students other activities that weren't necessarily assessments allowed for students to learn about the skill at hand without being anxious and nervous about receiving a grade for their work. Going between the activities, the textbooks, and share reading, this allowed for the students to get a bit of variety out of their learning. This lesson was essential because in order for students to write well on the TAKS test, they need to first learn to write a simple or compound sentence, which will always have a verb in it. If students don't know when to use a verb in its correct tense, they will most likely struggle with writing essay.

Design for Instruction

The pre-assessment data results showed that students had an overall grasp of the functions of a verbs and the purpose that they serve. The students knew how to identify the verbs because they knew that there were works that expressed an action. The problems that we began to encounter came with using different tenses of the verbs. Several of the students were fixed on simple adding the suffix –ed to the end of the words to show that the action happened in the past. The students were confused as to when they should use the helping verbs has, have, and had. Subject verb agreement is pretty much a general issue with many students and writing because students get confused as to when to use is and are with their subject. A series of plans and activities were designed and implemented to help students attain the knowledge of using verbs correctly, when writing and speaking. Between the two classes, the same activities and plans were used. Modifications were only incorporate with students who had some learning disabilities and need extra help. Instead of having to circle, underline, and rewrite questions, these students only had to identify the verbs but circling all of them. This showed that they at least had some grasp over identifying what a verb is instead of having to categorize each different verb.

Subject: Grammar

Grade Level: Fourth Grade

Objectives: The students will be able to identify main verbs and their helping verbs.

Standards: (18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(C) Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

Materials: Students will only need a worksheet which is provided by the teacher and also a pencil.

Activities and Procedures: The students will be introduced to verbs formally through their textbooks with the teacher guiding them through several examples. Students will then independently practice on question from the book, and the teacher will review work for accuracy. Students will then receive the worksheet for independent work at their desk and receive a grade.

Assessment: The student will be assessed on the following worksheet. Not on will their accuracy be taken in to account, so will their time spent on completing the assessment.

Modifications: Students who needed modifications only had to circle the verbs in the sentences. They were assess on whether they were able to identify verbs.

Enrichment: Students were able to play the verb game in which they used note cards that had verbs, subjects, and predicates segmented, in order for students to create their own sentences.

Main Verbs and Helping Verbs

A **main verb**-states the action of the subject.

*Timothy **went** to the store yesterday.*

A **helping verb**- works with the main verb to tell about an action

Melissa will go to the movies tomorrow.

Exercise: Underline the main verbs in the sentences and circle the helping verbs. Remember to look for helping verbs, and to leave out words that separate the main verb from the helping verb.

1. We went to the beach three times last summer.
2. I have never been to Canada.
3. My sister's plane will arrive at 3:00 p.m.
4. My family leaves on vacation next week.
5. I am going skiing for the first time next weekend.
6. Jimmy and I will finish raking later.
7. It hasn't snowed much this winter.
8. We haven't planted a vegetable garden for two years.
9. The boys were quickly collecting the tennis balls.
10. The man was carefully crossing the street.

Verb Charades

Subject: Grammar

Grade Level: Fourth

Objectives: The students will be able to demonstrate the functions of a verb.

Standards: (18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(C) Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

Materials: Note cards and a marker

Preparation: The teacher will create ten sets of cards with verbs written on them.

Activity:

1. Have a student pick a card.
2. They are to act out the verb on the card for the class
3. The student's partner is to guess what verb is being acted out.
4. When all of the students have had a chance to act out a verb, have the students tell you some verbs while you write them on a large piece of paper.
5. Display the paper in the room for reference.

Assessment:

The assessment of this activity will be rather informal because the students will basically be grading their peers. The students will have to determine whether or not their peer demonstrated their knowledge of acting on the verb.

Enrichment: Students will compose short funny stories using a variety of action verbs. Students are free to be creative with their ideas and plots.

Subject: Grammar

Grade Level: Fourth

Objectives: The students should be able to

1. Understand that verbs can tell about actions that happened in the past.
2. Name past tense verbs when given present verbs

Activity and Procedures:

1. Teacher gets a pupil to do a jumping action. Ask students to name the verb that he is acting out (jump). Write the verb on the board. The teacher will do so for 4 other verbs: walk, kick, shout, laugh. Teacher asks students to construct sentences using each of the verbs. Teacher gets students to read the sentences. Teacher explains that the present tense is used when the action is done today or at the present moment. If the action was done yesterday or in the past, they have to use past tense. Teacher tells students that past tense means adding 'ed' behind the verb. Teacher refers to the sentence constructed on the board and adds 'ed' to the verb 'jump', and adds in 'yesterday' to the sentence. Teacher gets students to read the sentence. Teacher asks students to change the other 4 sentences into past tense by doing likewise. Teacher explains that there are special words that change their spelling when they become past tense. Show a few examples: run-ran, see-saw, come-came, go-went.

Assessment:

Teacher gets students to construct sentences using these past tense verbs. Teacher hands out a list of commonly used past tense verbs. The students are to do varied individual work according to their abilities. The high and middle ability students are to identify and edit present tense verbs into past tense verbs. The low ability students are to match past tense verbs to their respective present tense verbs.

Enrichment

Teacher arranges students into groups, distributing the different ability students. Each group is to write a composition based on a given picture, using past tense.

Instructional Decisions

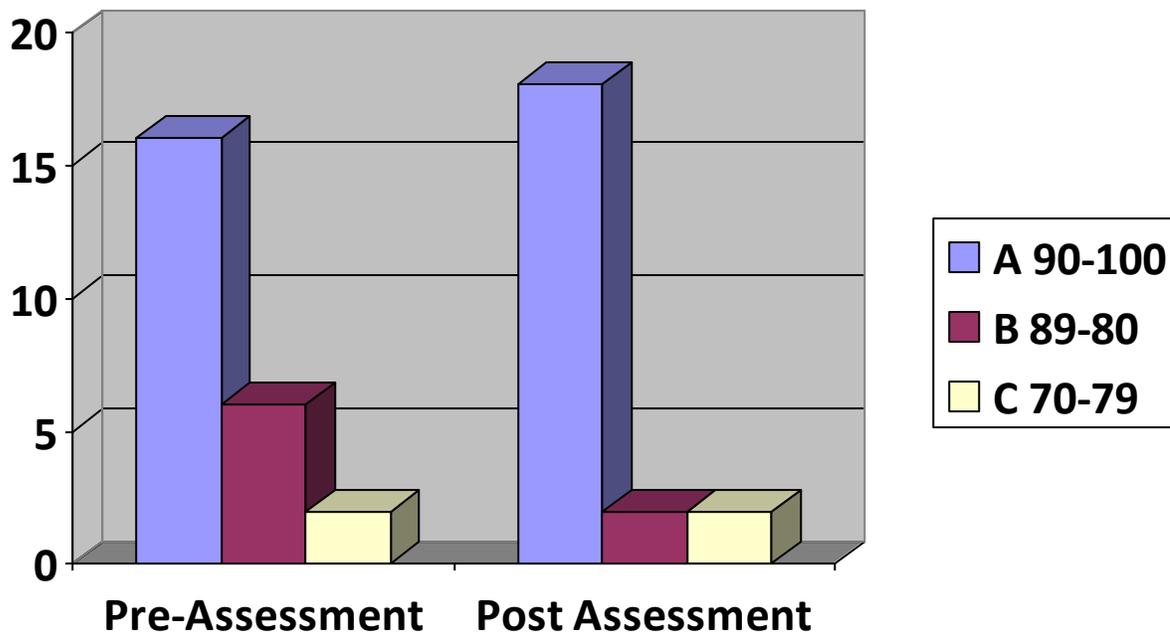
Implementing modifications were not greatly needed in either of the classes because the lessons were very simple. Changes to the plans were not drastic at all, and were only done because some students have IEP's and the paraprofessionals felt that modifications were needed to honor their needs. There was only a small number of students who needed modified instructions to complete their work. These students are actually grouped together in their daily seating arrangements. This made it easier to help them.

During the week of this lesson, I don't believe students grew bored of the subject. The reason for this is because there so many angle taken in teaching the lesson. Some parts of the lessons were formal, informal, and some were actually fun. The students did however get a bit rowdy when playing the verb charades game. Students were warned during the course of the game that if they voice levels rose to a point that was not made for the inside, they would lose their privilege of playing the game. Students who were on a higher level than some of the other students completed the assignments and participated in the activity, but did so in a short amount of time. These students quickly ran through some of the activities and were ready for what was next. Students who did this were allowed to read independently at their seats or either work or take quizzes through the accelerated reading program.

The majority of the classes' attitude was one that was eager to learn and were quite positive. The behavior of some students changed for the worse when they became frustrated with certain parts of the assignments that they didn't understand. These were usually the students who needed modification to their work. Others were from students who were at risk, who would just sit and look at their papers before asking for help. When these students were identified, they were pulled in their groups and received one on one instruction from the teacher.

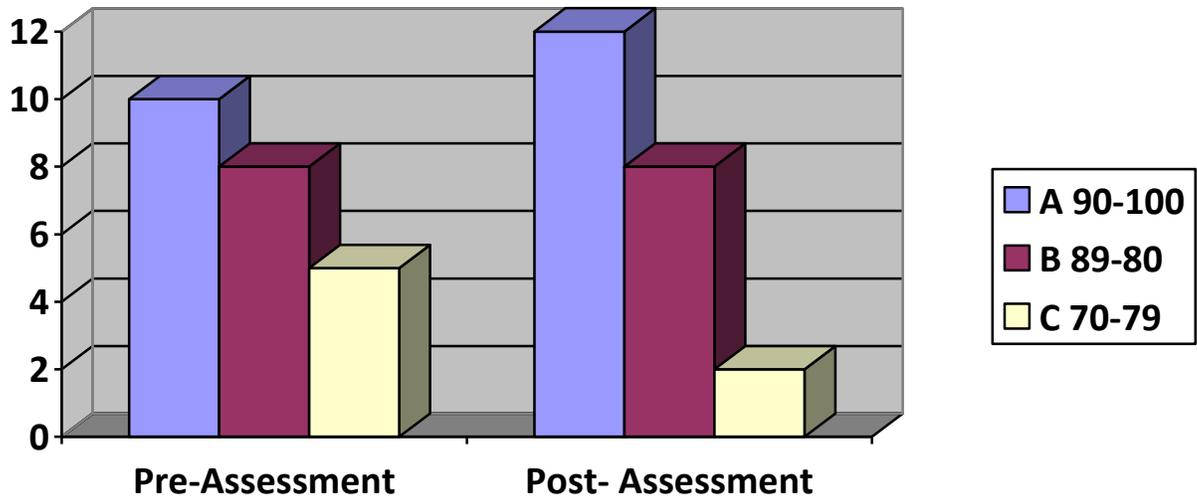
Analysis of Student Learning

Homeroom Class



The students of the morning classroom, or the homeroom class, showed that they were very knowledgeable on both the pre-assessment and the post assessment. Students recalled information learned from previous grades to complete the assessment. This was somewhat of a review of information that already knew. Some of the students didn't do well on the assessment because they didn't read the directions. Overall this class had a great handle on the content and knew what to do.

Afternoon Class



The students of the afternoon class struggled on the pre-assessment because they didn't fully understand the different components of a verb. Most of the students were able to identify what a verb was the purpose of it, but they found it hard to understand that a verb could be the main, linking, or helping verb. After going through guided practice and independent practice, the students did fairly well of the post assessment. Some of the students in this classroom had modifications for their test due to being under an IEP. The students received the same test, but had modified direction as to how that completed it.

In both classes, there was an improvement between the pre-test and post test. In each class, there were about five to seven students whose grades improved. These improvements may have been caused by the enrichment activities we did in between the test during the week. The students were able to play games, and read books, and also practice from their test book. Also before taking the last test, students received a review from the teacher through whole group instruction. Students were asked questions about verbs and were called upon to share their responses. By doing this, students who were lost or weren't quite sure about the content, were able to solve any issues that they were having.

Reflection and Self-Evaluation

As I reviewed the data results for both classes, one of the main changes would have been for me to cater more to different learning styles. For majority of the lesson, I was very formative with presenting the material and the assessments. I did however incorporate a few activities that were hands on and active for the tactile learner. I believe that I was probably unfair to some of my students who more of auditory learners and those who learn from repetition. I believe I was so focused on making sure the lessons weren't monotonous and boring, that I may have changed it up too much. When things are repeated over and over to someone like an auditory learner, they may retain the information. Other media such as the CD player could have been incorporated in the lesson to allow for students to hear a story being read to them, which stressed verbs.

While teaching the lesson, I had no trouble with finding activities for the students. I believe that the activities somewhat over powered the formative parts of the lesson. In some instances I found myself teaching the lessons and letting the students take the reins on their own instead of spending more time in front of the teaching. At times I also would quickly go through the lessons without taking a lot of time on things because of my assumptions that the lesson was merely a review for them. I did this often with the students that are labeled gifted and talented. I figured that none of them would have no issues with handling the content, but I realized that some did based on the results from the assessments.

I know for sure that I had no problems with captivating the students interests with the activities that we engaged in because the students would be disappointed when it was time to move on to something else. I believe students go so caught up in the fun part of the activities, that failed to realize that there was really a lesson behind them. I say this because at times students tended to get loud and excited when we played games that caused for them to make some kind of movement or to participate with a group of people. However, this did not affect the learning environment because I had a great handle over the classroom management. My downfall with having such great classroom management is that I feel like I may have given more consequences than I did with praises. Telling students that their special privileges would be taken away if they can't control their behavior is a technique that works well, but it may also discourage students who have lively personalities and kill their spirits.

I would like to learn how to praise my students more even though at the same time I will be give warning to them having consequences for acting out of character within the classroom. Overall, my choices in the activities and learning goals were very much on target, but I feel as though I should warrant higher level thinking from the students. I noticed that I probably didn't challenge my students who were GT because with most of the class work and assignments they completed, they were done quickly. I wouldn't say that I want to make their work harder so that they don't understand it , but make it challenging enough to where they need to spend more than ten minutes at a time completing them.

By observing and taking notes from my cooperating teacher, I have already started to improve upon these things. As I look over how I've interacted with the students, and the lessons that I have taught, I feel as though I am right on target. I will make sure to get more experience and utilize many resources to better myself so that I may continue to progress, and work hard to be one of America's Greatest Teachers.

Competent Communication

When I walked in to Silvercrest at 7:00am on August 23, 2010, I was a nervous wreck. I was not only worried about the students accepting me but also the staff. When I signed in at the front desk, the secretary wasn't too friendly but she wasn't rude either. She just seemed question who I was and was very formal with the procedures that I needed to take care when I came in for the mornings. I wondered around the school for a while because my cooperating teacher was not on campus yet. When she finally made we introduced ourselves to one another again because we had already met one another on meet the teacher night. I felt very comfortable with her straight on because she was open, kind, and friendly.

When I met my homeroom students I was still nervous because I didn't know how I would gain respect from them. To my surprise the students were very mannerable. They questioned why I was there and wanted to know how long I would be there. For the first two weeks or so I sat in the background and observed the way things worked. Further along, I started to assist and help students with their work, and later I started to enforce conduct rules in the classroom. The students gave me respect and had no problem with honoring rules, but I did notice a few who kind of pulled away from me.

The staff and other teachers at the school were very nice, and spoke every time we crossed. I even conversed with several of them because they had questions just as the students. Some of the teachers I met also had no reservations in sharing their student teaching stories. Several of these stories were shared in the teacher's lounge, which was a place that I was scared to go in. Though some of the teachers would gossip I never commented on anything, and was happy that my opinion was not asked for.

One thing that I greatly admired about the classroom that I was in was the fact that when there is free time during class, the students are allowed to independently read at their desk. When I was in elementary, I don't remember being able to sit and casually read. It was not the fact that I wasn't allowed to do so; it was never suggested by any of my teachers.

As the flow of things started to come into order, I had to go to faculty meetings, parent conferences, open house, and planning meetings. I was prepared to do all of these things, but that does not mean I enjoyed them. Of these things that I mentioned, the one that I like the least were the faculty meetings. These meetings were about an hour long. For most of these meetings, the speakers spoke of seminars they attended, upcoming events, and basically inquired about updates with the different teams. I'm sure that much of this will valuable to my teaching, but it was pretty much boring.

After taking complete control of classes, I was happy to see that they respected me just as they respected their teacher Ms. Brown. Of course for the first week of having full control, I was nervous and quite unsure of myself. After seeing the students respect for be grow more and more each day, so did my confidence. I can honestly admit that at no time during this part of my student teaching did I have to raise my voice at any of the students.

Around the fourth week or so, there was a substitute needed for the whole day. I felt as though I may have taken over what the substitute was supposed to do. In way I felt as though I was very capable of handling the class and didn't need a substitute to be there. I did give her respect and allowed her to give instruction to the class too. I believe she noticed that I had a good handle over the class, and for the majority of the time she allowed me to take over.

The only time that I became nervous after having full control, was when it was time for me to be observed by my university supervisor. When she came and gave me feedback on my teaching, I realized that there was no need for me to be nervous because she too was confident in my teaching abilities.

During the last week of me being in fourth grade, I realized that I most certainly did not want to leave. Thinking back to the first of me being in that classroom, I would have never guessed that I would get so attached to these students. When I mentioned to them that my last day in their class was write around the corner, mostly all of the students were sad to know that I would be leaving. On the last day, a Friday, Ms. Brown was absent, and I had the classroom all to myself. This day felt different from the others because even though Ms. Brown wouldn't be in the classroom the whole time, she would be in and out. The day sort of started off kind of emotional because one of the students made a goodbye card for me. This creative and thoughtful gesture almost brought me to tears. At the end of the day when I was saying goodbye to the students, each one of them hugged me at the door and sad they were going to miss me. Even though I was going to be at the same school, it was still like I was going away because I wouldn't be in their classroom anymore. I can tell you that I fought back tears as each of them said their goodbyes.

I didn't really want to go the second grade because of two reasons. The main reason was that I didn't know how I would integrate myself into a classroom that is already established and has a routine. The other reason was that I heard from several of the second grade teachers that this second grade group, every single class, was the worst class they've ever encountered. These stories were very discouraging to me, but I did not let it affect my attitude towards the students. Now that I am in the second grade, I can say that they are way more needy and more dependent than the fourth graders. I will try my best to make lemonade with the lemons that we have, and I strive to make a difference is some or even one of my student's life.

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