Learning Context

This section will describe specific learning contexts, including community, school, classroom, teacher, and student characteristics.

Shown in picture: Tipps Elementary School

Instructional Implications of the Community

Cypress-Fairbanks ISD has a goal slated to be an exemplary educational community dedicated to the highest standards of quality at all levels and in all areas of endeavor. The students, parents, community members and district employees, will be committed to providing all students with an education which enables them to live successfully in an ever-changing society. The district's focus is to provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society.

Cypress, Texas, city of Cypress-Fairbanks ISD, is a stable, conservative, working-class community that exhibits support for education through the 81 campuses, including 4 Special Education facilities, and the district continuing to build schools and support facilities to aid their students. The city of Cypress, where Cy-Fair is located claims a total population of 853,165 people. The average family income for this area is $83,276. It is a largely Caucasian community (59 %) but it is shared with the Hispanic race at 34%, the African American race at 15%, the Asian race at 7% and others including Native American, Pacific Islander and Indian American at less than 1%.

The demographic make-up of the students enrolled in Cypress-Fairbanks Independent School District, according to the 2009-2010 AEIS (Academic Excellence Indicator System) report, is as follows:

	Total Students: 106,134
African American	16.8%
Hispanic	38.9%
White	35.7%
Native American	0.3%
Asian/Pacific Islander	8.8%

The vision and the goal Cypress-Fairbanks ISD has implemented shares many of the same ideas and values I possess. I feel that the learning environment should make the student feel as comfortable as possible and help them to develop a love for learning and education. I've noticed that in the classroom, when students do not trust their teacher, their success in that class isn't as great. Cy-Fair, as it's affectionately called, does its best to keep the rapport between their students and the teachers positive and compassionate to aid in the success of all students.

Instructional Implications of the School

Tipps Elementary School is located at 5611 Queenston Blvd. Houston, Texas 77084. Jane Maly Tipps was chosen as the namesake after serving as a counselor at Post and Yeager Elementary for nine years and principal at Matzke for 11 years. She showed her love for education by opening Ault Elementary in 1993 and retired in June 2002 after serving as the principal for 9 years. The campus utilizes the open-concept classroom layout; there are no doors

to divide the regular K-5th grade rooms, excluding 1st grade and a two 4th grade classes. The others rooms are located outside in the portables. Pamela Redd is the Principal; Erin Thaemlitz and Michele Ferdinand are the Assistant Principals. There are 77 teachers on staff at Tipps, including professional support members, and educational aides. The average student to teacher ratio is 15:1. As of September 15, 2010 there were 1,241 students enrolled; as indicated in the 2009-2010 AEIS report, the demographics are as followed:

African American	Hispanic	Caucasian	Native American	Asian/Pacific Islander	Economically Disadvantaged
20.1%	61.7%	10.9%	0.0%	7.3%	71.9%

These demographics show the drastic change from the city of Cypress and what they show in their Chamber of Commerce. It helps to emphasize the growth of the city, nevertheless, and how the every changing community will continue to grow.

A certified library media specialist, Pattie Lane, directs the Learning Resource Center, which houses supplemental multimedia materials and a wide variety of recreational and informational reading selections. This resource center provided for many of the effective lessons I taught my first grade class. The abundance of books and educational games, both online and board, allowed me to teach the lessons in various ways that may excite the students; they loved the games. The technology in the school, that Mrs. Lane also helped with, consists of five computers per classroom, including the teachers desk computer, one smart board per partner, one LCD projector per classroom, and overhead projectors and Elmo's were available upon request. She had all technological items the school may have needed in her access, including digital

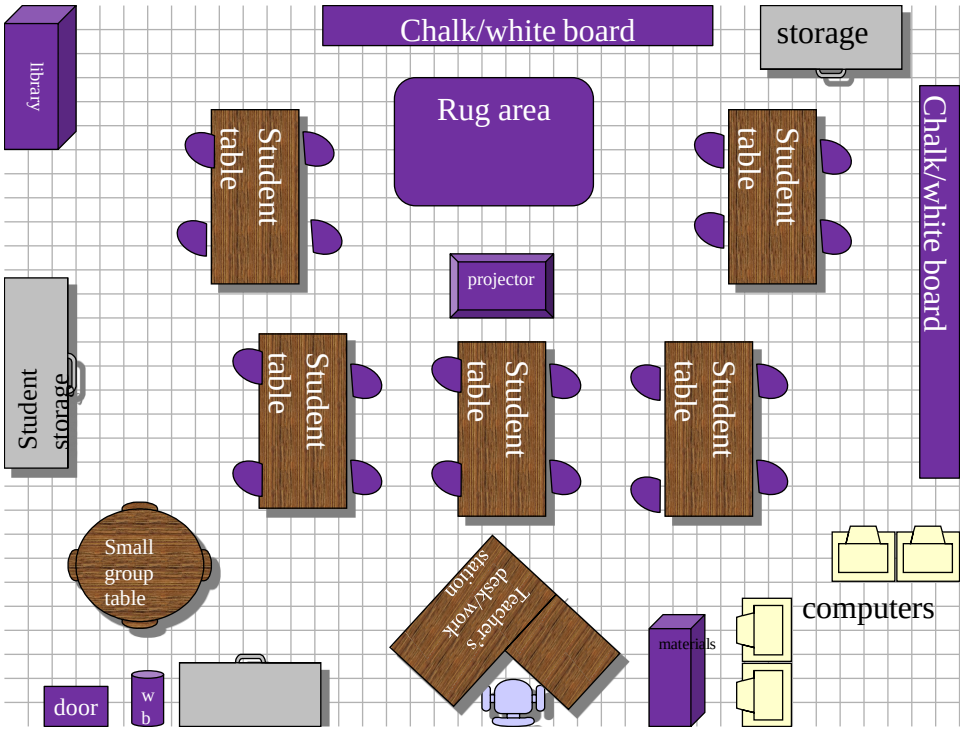
cameras, laptops, and calculators. Although the school did not have enough to give to each student it was available to them at their convenience in lesson.

There is a Preschool Program for Children with Disabilities (PPCD) or for Pre-kindergarten. These children are bused to sites that provide these programs and Andre' is one of them. CFISD has adopted a HORIZONS program for the academically gifted students. In Kindergarten gifted instruction is provided in mathematics and language arts; grades 1-5 concentrate on language arts, mathematics, science, and social studies. For students' whose home language is not English and have been identified as limited-English proficient, Bilingual and ESL programs are provided. Tipps Elementary also participates in many enrichment opportunities for their students. There are student clubs, tutorial sessions, cultural arts programs, academic competitions, and field trips. The enrichment activities give students who learn by using different styles than what is displayed in the classroom an outlet.

Instructional Implications of the Classroom

The classroom where I did my practicum teaching is in the portable add-ons of the school but retains an equitable amount of space for instruction, and keeps the open classroom concept that Cy-Fair ISD prides itself on. A clear and organized physical space is important in providing an effective learning environment. The first grade classroom floor plan was designed to model a stress free, uncluttered, and warm learning environment. If proper use of the physical space has been utilized, effective learning can take place. There are six tables that contain four storage compartments per table that act as twenty-four student desks, one teacher desk, LCD projector, overhead projector, two white boards perpendicular to each other, bookshelves, a semi-circle table, and four computers for enhanced technology learning. The desks were arranged in

horseshoe manner so that each student is given ample space and visual ability to see the board at all times. The high traffic areas are free of congestion, so all aspects of the classroom are easy to get to. The teacher's desk is placed so that we can see all the students from the desk. There is a library and reading corner, and computer station, which are both opposite of each other to keep students on task when they are at either station. There is ample storage for books, supplies, and student belongings. The technology cart is located in the front of the room, near the board, which made it simple to project things easily and quickly. The classroom was as arranged as follows:



This class is self-contained and we were under a pilot program for the Cy-Fair ISD which focused generally on reading, writing and mathematics, with science and social studies integrated through reading and writing.

When the students first arrive to class, they come in and put their backpacks away and finish their breakfasts. While finishing breakfast, a warm-up activity to be completed is projected while they await the morning announcements. After announcements we immediately go into our academic day, due to the rigorous schedule of a self-contained classroom. The daily schedule is as follows: 8:45-9:00am Just for fun Real Aloud, 9:00-9:30 Word Work, 9:30-9:45 Read Aloud with Accountable Talk, 9:45-10:45 Reading Workshop, 10:45-11:00 Shared Reading or Interactive Writing, 11:05-12:05 Lunch/Recess (Tutoring), 12:05-12:50 Writing Workshop, 12:50-1:40 Planning, 1:40-3:40 Math. 3:40-3:45 Pack up and Load Buses. The time varied some days because of various disruptions in the school schedule such as fire drills, classroom visitors, and Benchmark testing. The rules were very few. Students were not to talk during independent practice, and they were to remain seated at all times unless they had permission to be out of their seat. Students were rewarded often for exhibiting desired behavior with a school wide prize called 'Tiger Bucks,' they collected them and were given the opportunity to shop with them at the end of the nine week period. The rewards were effective in most cases, but in some I felt that the students were losing their intrinsic motivation to do what's expected of them. While doing group work, the students were grouped based on ability. There was one really low performing reading group, one high group, and two to three other groups who fell somewhere in between. For some of the mini-lessons from Reading Workshop, ability based grouping works best, but in some cases I felt that the groups should have been more diverse. In diverse groups, the students could work cooperatively to help one another.

Instructional Implications of the Classroom Teacher and Teacher Candidate

Mrs. M was a mid-aged Caucasian female. This is her seventh year teaching, after leaving a career in Computer Technology. Unlike myself who is enrolled in a traditional program, she went through the Alternative Certification Program at Lone Star College. She has a seventeen month old son, and she is expecting another boy, so she values a trusting relationship between the teacher and the student. She feels that she must be everything to the students that she would want for her son. She was previously a first grade Language Arts and Reading teacher, until this year when they became self-contained. Although first grade isn't a TAKS grade, she has been working diligently to prepare her students for the Reading and Math TAKS tests ahead. The teacher and I both noticed that during the benchmark exams, the practice TAKS test to determine what areas needed to be re-taught; the students were in dire need of hands on lessons so that they knew how to do the strategies taught.

I am a twenty-three year old African American female. My student teaching experience, which began in August of 2010 at Tipps Elementary, has been an interesting one. As far as teaching styles, I agree with Mrs. M that in order for the students to be successful, they must practice. One thing I disagreed with was the use of technology and musical mnemonics. She would skip out on the songs that were shared throughout first grade and rather use her own sense of teaching, that didn't always reach each child. If it were my classroom, my students would sing the songs and use the technology incorporated with the lesson daily to keep them excited about the work they are doing. Some of Mrs. M's teammates had opposite beliefs than she had and it was interesting to see how they used the different adjustments in their classes. During the benchmark exams, some students worked pretty well, and we had some so tired and frustrated of not understanding the strategies with the test that they literally cried. While preparing for the

benchmark test, to try to avoid the students getting burned out with the strategies, I would try to find ways to keep the student interest, with various types of mnemonics. The lessons should be innovative, so that the students will not dread coming to class to do mathematics and worksheets. I prefer to assign small projects that require students to inhabit a higher level of Bloom's than the traditional paper and pencil multiple choice tests.

As a future teacher, I understand how students differ in their approaches to learning and I will make modifications in the instructional strategies that are appropriate for all students to learn the content of the lesson. I will assess all activities with a pre assessment in order to gain knowledge of each students abilities and how best to accommodate them. I will assist aids, professionals, and parents to ensure students with special needs are accommodated throughout the lesson. This goes to show how I observed the different learning styles in the classroom while doing the practicum teaching. With some students being kinesthetic learners the auditory way of teaching did hinder them from grasping the lesson and so forth showed in the assessments of the students and daily assignments.

Instructional Implications of the Students

There are twenty first grade students in the class I taught in (nine African American, seven Hispanic, two Caucasian, and one Indian American)--twelve boys and eight girls. Each student is either six or seven years old and has no IEP, and one has been retained for not achieving grade-level expectations. There are no true cultural differences within the group as a whole—they all coexist amicably. The school is a Title I campus, and out of the twenty students, seventeen are at-risk or economically disadvantaged students. None of the students required

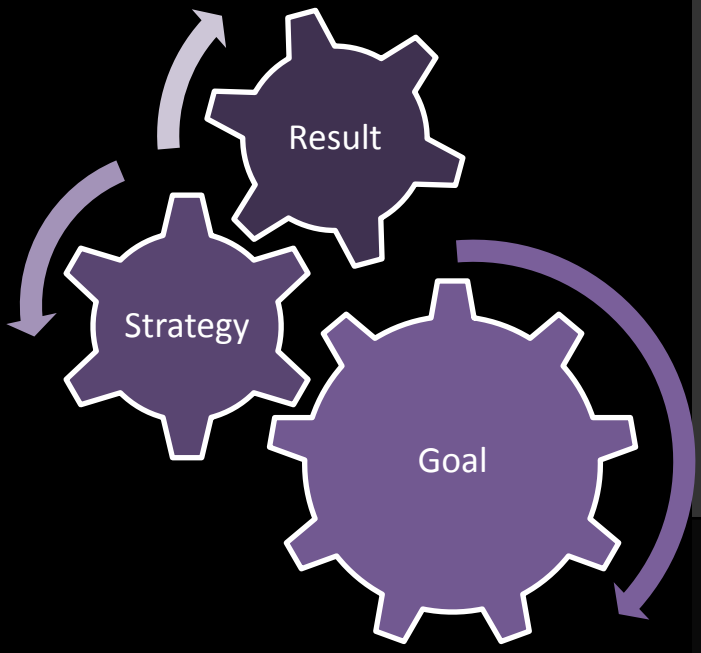
ESL (English as Second Language) services, although English is not the only language they speak. Some of the students are not reading on the first grade level, and some interventions are in place. Four of the students get pulled for different reading enrichment programs. There is a phonics, reading comprehension, and fluency tutorial session that is provided to the students to ensure the success of those students. Our students enjoy doing writing and computer-based projects, but preparing for the TAKS leaves little time for this to occur. Most of the students do not enjoy reading too much, so it's imperative that we find literature that evokes their interests. Many of the students enjoy writing and drawing, but often second-guess their own creativity; they eventually lose interest because they often feel inadequate as a writer. A few of the other students exhibit oppositional defiance; they simply refuse to do their work. It takes numerous reminders to get the students back on task, and for the students who are reading far below level, they simply act out because they don't feel they should even try or push themselves to do it. The majorities of the students are fully capable of passing the upcoming benchmark test, but only if they take their time, focus, and believe in themselves that they can conquer the test.

Literary Support:

Profile of Cypress-Fairbanks http://www.cfisd.net/aboutour/profile01.pdf

AEIS Report http://www.cyfairisd.net

Learning Goals and Objectives



This section I set learning goals and multiple learning objectives that offer variety and are appropriate to the learning content, challenging to students, and aligned with Texas Essential Knowledge and Skills (TEKS).

Learning Goal One:

The students will be introduced to money, its value, name, and characteristics. This learning goal is important because students will further their skills of counting and be further introduced to skip counting with coins and money. Students should be able to describe how they identify each of the coins. Students should also be able to compare coins on basis of value. Characteristics of both 'head' and 'tail' sides of the coin should be noted. (TEKS1.1c.) Students will use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter and their relationships.

Learning Goal Two:

Students should be able to describe how they identify each of the coins. Students should also be able to compare coins on basis of value. Students should also be able to identify the coins as real-life manipulatives and be able to count them in correct order. (TEKS 1.1c.) Identify individual coins by name and value and describe relationships among them. (TEKS 1.11a.) Identify mathematics in everyday situations. (TEKS 1.11d.) Use tools such as real objects, manipulatives, and technology to solve problems.

Learning Goal Three:

Students will be able to count pennies to 25 cents using their problem-solving strategies, knowing how to come up with a reasonable solution for every answer. The students will know the difference between the coins and be able to count them based on their correct value. The students will be able to create amounts of pennies based on their counting. (TEKS 2.3c.) Determine the value of a collection of coins less than one dollar. (TEKS 1.11b.) Use a problem-solving model, with guidance as needed that incorporates understanding that problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

Assessment Plan

In this section I planned appropriate assessments for each learning objective to evaluate student learning before, during, and after instruction.

Pictorial Pre-Assessment
TEKS 1.11a, 1.11b, 1.1c, 2.3c, 1.11d

Anne has these coins

1. What is the value of her coins?

2. Which coin has the same value?

A.  **B.**  **C.**  **D.** 

3. How is a penny different from a quarter?

4. Ashley has a coin in her pocket that has a value of 25¢. Which coin is it?

A. 

B. 

C. 

5. How many dimes are shown below?

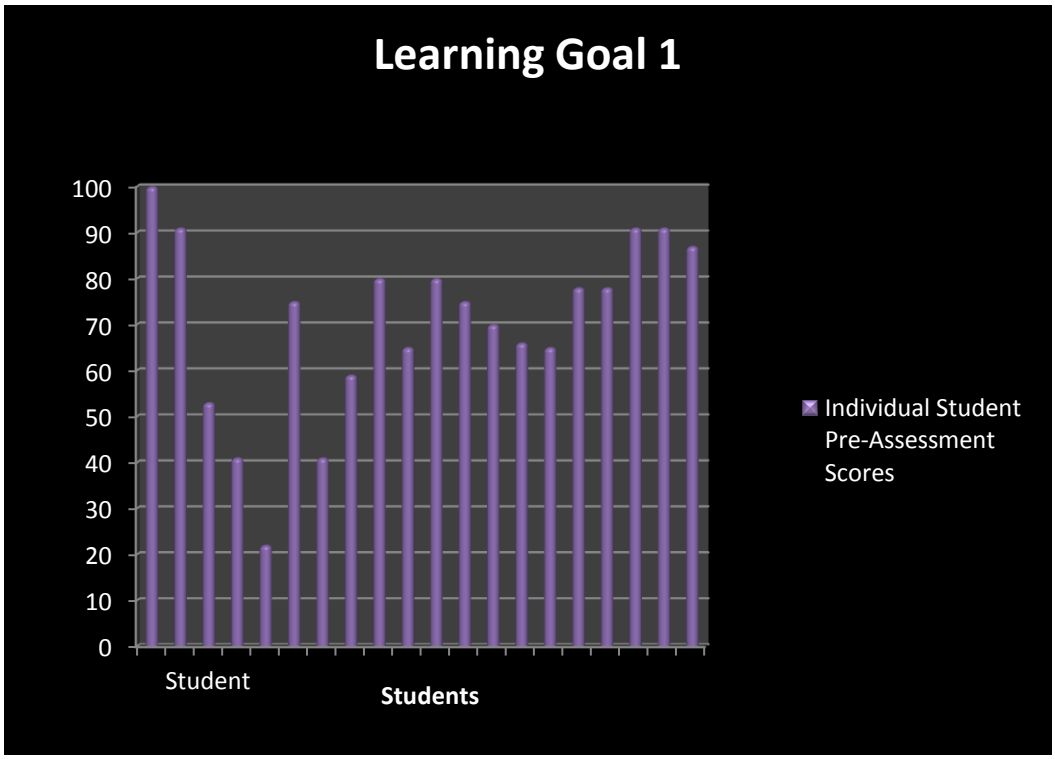
Pre-Assessment

Learning Goal 1:

The students were given a worksheet with the coins displayed in a row to be counted and given the number of coins shown. This assessment exhibited that the majority of the students struggle with these skill of counting to 30 when given pictorial problems.

Student	Score
A	100
B	91
C	53
D	41
E	22
F	75
G	41
H	59
I	80
J	65
K	80
L	75
M	70
N	66
O	65
P	78
Q	78
R	91
S	91
T	87

The results of this assessment are as follows:



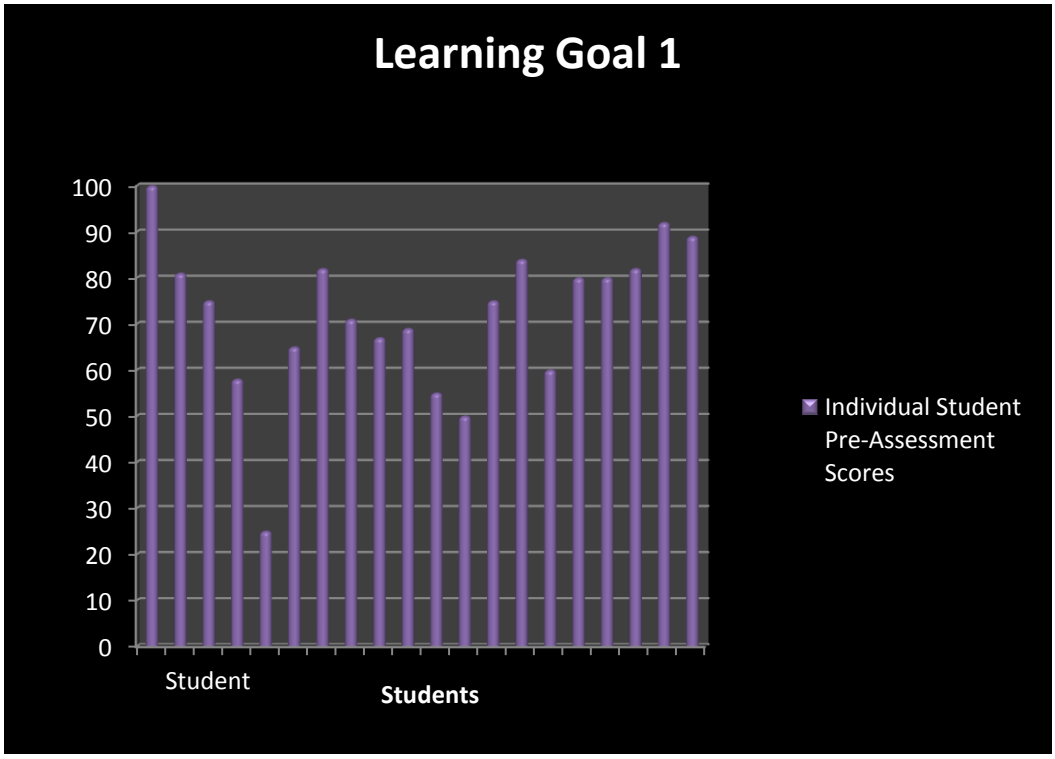
Pre-Assessment

Learning Goal 2:

The students were given a worksheet where they were asked to cut out coins and paste them on the 'piggy banks' based on values and characteristics. All heads were to be in one jar, and tails were to be in the other. Each coin had its own corner in the piggy bank and they were supposed to be glued together.

The results of this assessment are as follows:

Student	Score
A	100
B	81
C	75
D	58
E	25
F	65
G	82
H	71
I	67
J	69
K	55
L	50
M	75
N	84
O	60
P	79
Q	80
R	82
S	92
T	89



Pre-Assessment

Learning Goal 3: The teacher will post a power point slide up asking students to count the amount of coins shown on the screen and put the correct value on their desk with their manipulatives. Students will need to be able to differentiate between different coins and their values. Results are as follows:

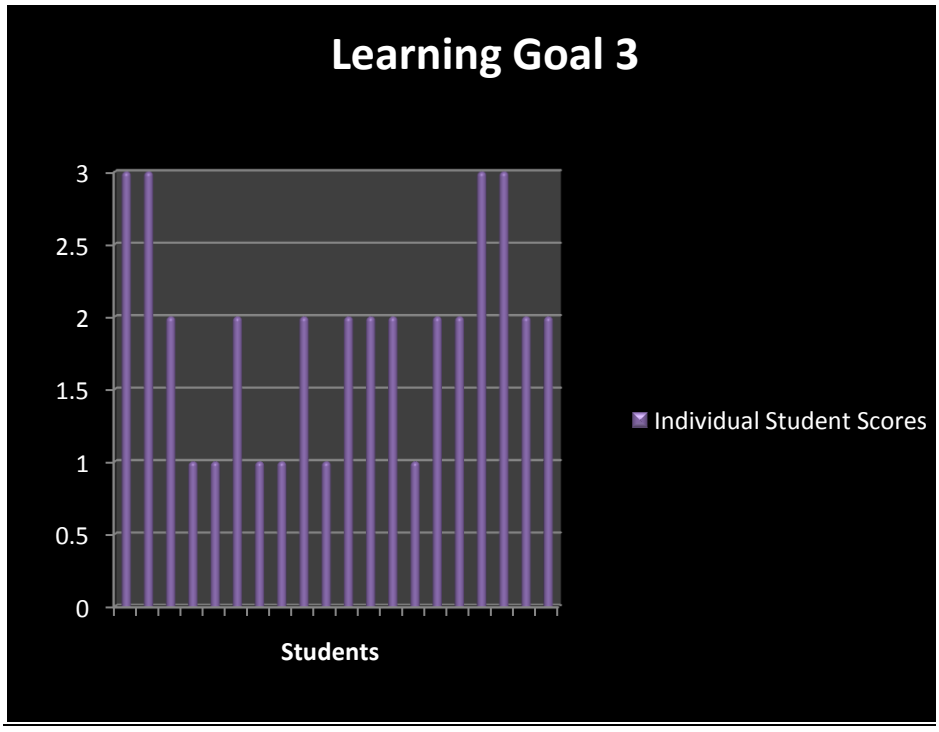
Student	Score
A	3
B	3
C	2
D	1
E	1
F	2
G	1
H	1
I	2
J	1
K	2
L	2
M	2
N	1
O	2
P	2
Q	3
R	3
S	2
T	2

Scoring Rubric

1- Students was able count the amount coins shown

2- Student was able to differentiate between coins and values.

3- Student was able to differentiate and count coins shown with correct value and count.



Assessment Plan Overview:

The plans for assessment for all three learning goals are as follows:

Learning Objective(s)	Type of Assessment	Assessment Format	Adaptations
LG1: Students will be introduced to money, its value, name, and characteristics. Students will be asked to count coins shown.	Students will count the amounts shown on worksheet and circle their answer.	Worksheet	Teacher will model counting coins and use strategies of putting the value of each coin shown at next to the picture.
LG2: Students should be able to describe how they identify each of the coins.. Students should also be able to identify the coins as real-life manipulatives and be able to count them in correct order.	Students will have to cut and paste coins on a worksheet that has heads and tail piggy banks, showing their knowledge of characteristics. .	Worksheet	The students will view the examples of the coins provided by the teacher to self-correct themselves while doing the assignment.
LG3: Students will be able to count pennies to 25 cents using their problem-solving strategies, knowing how to come up with a reasonable solution for every answer. The students will know the difference between the coins and be able to count them based on their correct value. The students will be able to create amounts of pennies based on their counting.	Students will have coins as manipulatives to count the amount given by the teacher.	Informal Visual	The teacher will explain the difference between the coins and ask students to separate coins by characteristics.

Reliable Assessment

Learning Goal	Pre-Assessment	Formative Assessment	Post-Assessment
1	The students were given a worksheet and asked to circle or write the correct answer based on their counting ability and knowledge of coins.	Students will count the amounts shown on worksheet and circle their answer.	Students were given warm-up counting drills that enforced their counting and visibility of coins in a real-life manner.
2	The students were given a heads and tails, cut and paste, work sheet to demonstrate their knowledge of the characteristics of a coin.	Students will have to cut and paste coins on a worksheet that has heads and tail piggy banks, showing their knowledge of characteristics. .	Students were to create a folder as a study guide with coins and their characteristics, including heads and tails.
3	The teacher will ask students to show amounts of coins based on word problems and present them on their desk as the teacher walks around and monitors.	Students will have coins as manipulatives to count the amount given by the teacher.	Students will be expected to re-evaluate the questions initially populated, and then formulate a reasonable answer showing strategies and work.

Valid Assessment and Scoring Procedures

Learning Goal 1: The warm-up/drills the students will be engaging in will be graded daily to show their progress. I plan to use the raw scores from the warm-ups to determine if re-teaching is necessary.

Learning Goal 2: After the students create the study guide folders they will be expected to review it daily and be assessed. The students will be assessed by how many they answer correctly. Determining the amount of students who performed well on the assessment will determine if an extra review will be used. The additional review, if needed, would be a power point presentation formulated by the teacher in order to give the students more practice with determining word problems.

Learning Goal 3: The students will show their work to all questions on review. The questions are to promote higher level thinking and exhibit their knowledge of the strategies taught. The students will be graded by the standards of the rubric* I formed. After the assessment, the teacher will model some examples of the word problems and the students will be asked to grade the teachers strategy knowledge.

Adaptations in Assessment Administration Procedures

For each assessment, there will be modeling involved. Students will have concrete examples of what is expected of them. For the learner who benefits from things they hear, reading aloud will help. The learner, who is more visual, will benefit from the modeling and manipulatives. The student, who is more tactile, may have more success during the warm-ups that allow the student to read the examples on the board and look at all of their answer choices and match them accordingly. The board work will also help those learners by allowing them to write the answers on their own dry erase board.

*see page 18

Design for Instruction

I've designed instruction for specific learning objectives, taking into account the entire learning context.

Interpretation of Application of Pre-Assessment Data

The pre-assessment data suggests that the students know how to count pictorial objects, but do not know how to differentiate between coins. The students showed that they are interested in learning when they were given a choice to pick which coin they would be titled during the unit. The lack of understanding of the characteristics stood out when they were asked to describe themselves as a group. I formulated a power point slide to be used in the daily warm up to show the different characteristics to familiarize the students with the different coins daily.

The plan I devised includes activities that build upon one another as the week progresses. To correlate the assignment to the student's lives, I brought in visual aids and used real-life manipulatives. I brought in coins so the students could feel and see them, and being able to touch them made it a lot more logical for the students. Also by seeing actual coins, the students were able to see what their finished project would mimic. The students were allowed to keep their fact study guide folders and heads or tail worksheets at their desks to refer back to while solving the word problems and warm-up problems daily. Also, at all times there were anchor charts, posters, and flash cards, a set per table, to reinforce what they were seeing to hinder students from second-guessing themselves when solving problems.

Impact of Learning Context

As stated in the section above, there were many different ways the instruction was presented to the students. It was presented in different ways to promote a more thorough understanding for learners with differentiated learning styles. The visual learner had ample visual aids, the auditory learner had examples read aloud to them, and the tactile learner had many examples to use and decipher to determine how to solve each problem. By using more than

one strategy to teach a skill, provides that many more opportunities for the student to be successful. It gives the learner options. I know that giving a learner options not only makes the success rate higher, but it influences the student to continue to do better and not give up on themselves. Confidence is grown in the student and they are more prone to staying attentive to lessons given and respond at a higher rate than previously.

Use of Technology

In this unit of study, the LCD projector is used to display article examples. Power point presentations were used daily for the warm-up and math drills. An auditory excerpt of each problem was given from a recorded CD made by the student himself so they can have that repetition in their minds. Computer programs such as e-tools were also used to help the learners who get a better understanding when they see examples. The program was not something to be purchased so the students could use the program at home. Parents did receive the link to the program allowing access to the students at their home computers and building their confidence when they are able to go home and show their family how they have learned and progressed at school.

Lesson Plans that Coincide with Learning Goals

Identifying Money

Topic: Money

Grade: First

Objectives: The students will be able to...

1. Correctly identify each coin and its assigned value.

2. Describe how they identify each of the coins by its characteristics.

3. Compare coins on basis of value.

TEKS Objective: Students will use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter and their relationships. (TEKS1.1c.)

Materials:

Dry Erase board/Overhead/Chart Paper

Plastic money

Pocket

Lesson:

A. Anticipatory Set

Allow the children to examine pennies, nickels, dimes and quarters.

Ask the students how much each coin is worth.

Ask the students what coin has the greatest value.

Ask the students what coin has the least value.

B. Concept Development/Activity

Engage students in creating a value chart of their own in their study guides and by cutting out and gluing pennies, nickels, dimes and quarters onto construction paper next to their correct value.

C. Practice

In pairs, the students will choose an envelope with a designated value amount written and shown on it. Using pennies, nickels, dimes, and quarters the students will place the specific amount of money in the envelope making sure they are matching the picture. After placing the coins in the envelope, the students trade envelopes with their partner. Each person checks what the other one did to make sure it is correct. Once each partner has completed the activity, the students trade envelops with another group. Now the partners repeat the entire activity following steps 2 - 5.

D. Closure

E. Assessment of skill

Students will do a worksheet that asks them to match the coin to the value by drawing a line from one to another.

Counting Coins

Topic: Money

Grade Level: First

Objective: The students will be able to…

1. Identify each coin and its assigned value.
2. Count money with different coins up to totals of one dollar.
3. Spend money.

TEKS Objective(s): Identify individual coins by name and value and describe relationships among them. (TEKS 1.1c.) Identify mathematics in everyday situations. (TEKS 1.11a.) Use tools such as real objects, manipulatives, and technology to solve problems. (TEKS 1.11d.)

Materials:

Alexander. Who Used to Be Rich Last Sunday by Judith Viorst

Dry Erase board/Overhead/Chart Paper

Plastic money

Pocket

Objects that students would like to purchase, PRICED

"Choice" Chart

Lesson:

A. Anticipatory Set

Read the book titled Alexander. Who Used to Be Rich Last Sunday to the class.

B. Concept Development/Activity

After reading the story, the whole class will make a list of how Alexander's money was spent, and how much each "choice" cost him. This list will either be made on the blackboard, a large sheet of chart paper, or the overhead, so that it will remain in the student's view (there are nine choices in all). The students will then need to work with a partner and calculate how much money Alexander spent all total. They will use their plastic money to count out the money, and then check their answer with the calculator. Everyone will then report their final answer and agree that Alexander spent a dollar in all.

C. Practice

The students will then work individually. The teacher will have, lying around the room, a variety of objects that would interest the students in her classroom, and every item will have a clearly marked price tag. The students will make a list of how they would spend a dollar, writing their choices on one side of the list and how much it will cost them on the other side. The students will be cautioned that although they do have a dollar, they do not have to spend exactly a dollar. They will then take their pocket, cut it out, and glue it to a piece of construction paper (making sure to leave an opening at the top to slide coins in). They will then count out enough money for every item and put the money in their pocket.

D. Closure

The students will trade pockets and count the money in each other's pocket. They will first count out the money, and can use a calculator to check their answer. The money in every person's pocket will be different, and they will need to check with the owner of the pocket to make sure that they agree on the amount of money in the pocket, and if they do not agree, they will need to work together to come with an answer that they do agree on.

E. Assessment of skill

Students will be assessed as they are shopping in the classroom store and making their choices.

Counting Pennies to 25

Topic: Money

Grade Level: First

Objective: The students will be able to…

1. Students will be able to differentiate between a penny, nickel, dime and quarter.
2. Students will be able to state the value of each coin.
3. Students will be able to gather different coins and combination of coins to equal a certain amount.
4. Students will be able to identify and fill in a chart on how many of each coin is needed to equal a designated amount.
5. Students will be able to countthe total amount of coins and compare two amounts to determine which one is greater.

TEKS Objective(s): Determine the value of a collection of coins less than one dollar. **(**TEKS 2.3c.) Use a problem-solving model, with guidance as needed that incorporates understanding that problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. (TEKS 1.11b.)

Materials:

Money Anchor Chart

'Coin Chart' worksheet

Plastic money

Various products with price tags

Visualizer

Lesson:

A. Anticipatory Set

Ask students to recall what they have been learning in math class for the last few days (counting money). Show students the bigger images of coins from the poster and explain that they are not the right size and they are also not proportional but I enlarged them so they could see the coins better. Show students the poster with the names of the coins and ask them which picture is the penny and place it on the chart. Ask what the value of

a penny is and place it on the chart. Continue the same steps for a nickel, dime and quarter. Ask students if I wanted to give each person in the room 10 cents, what coin or coins would I give to each student that would be quick and easiest? (one dime) Tell students that I don't have enough dimes to go around so what else could I give to equal 10 cents? (10 pennies/ 2 nickels/ 1 nickel & 5 pennies) Tell students that there isn't just one way to make an amount. There can be a combination of coins. Ask students how much money I would need if I give each of them 10 cents. Go around the room and count by tens to get the amount.

B. Concept Development/Activity:

Tell students that today they are going to practice making a certain amount using different combinations of coins. Tell students they will be playing our own version of the "Price is Right." There are various products with price tags on them. Each price tag is above one dollar. There are no dollar bills available to use. Does that mean we cannot buy the items? (No.)

C. Practice

Students will be placed in groups of 2. I will pick their partner and there will be no arguments about who they work with. They must work cooperatively with their partner. I do not want to see one person doing all the work. There will be no throwing of the coins or sliding them across the table. If I see any behavior that is inappropriate, they will have to sit at their seat and do the activity alone and that would not be fun.Each group will sit at a desk and get a sheet with the cost of each item. They will use the fake coins in front of them to count out how many of each coin they may need. Explain to students that they must use at least one of each coin in every problem. When they decide how many of each coin, they place that number in the appropriate column. The students will form two different ways to make that amount and write them on their worksheet. There will be one worksheet per group and they will be collected at the end of the game. Do one problem together and fill in the chart on the visualizer so the students understand. Encourage students to use trial and error to find how many coins are needed. Students will have about 15 minutes to find two different ways to make the amount of all the items and complete their worksheet. If they finish early, tell them to look at the challenge at the bottom of the worksheet and try to find various ways to make that amount. When everyone is finished, students will stay where they are seated with their partner. Allow students to work on the activity. The teacher will circulate and make sure they are on task and doing things properly. After about 15 minutes, we will go through each item and ask a group to share one of their ways to make that amount. Ask the students how they decided how many coins to use. Ask if anyone formed the amount a different way and share. Continue through all the products.

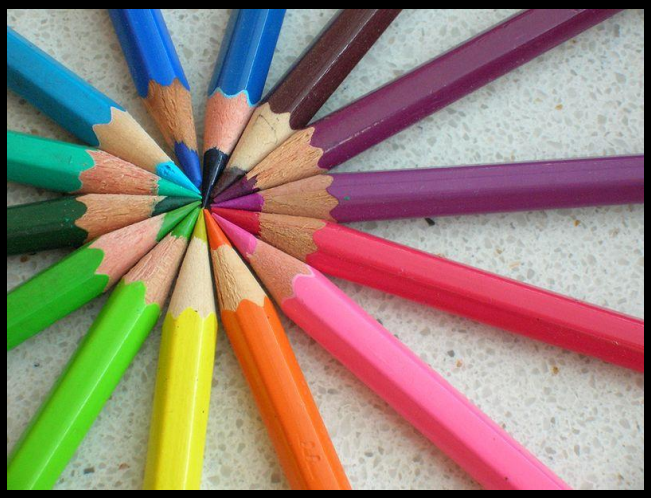
D. Closure:

Review with students the concept that there is not just one way to form an amount. There could be a combination of coins to create the same amount. Also, explain how we do not necessarily have to use dollar bills. Review with students how the same amount of money can be represented with a variety of coins. Pass out the homework sheet and explain the directions to the students. Explain that the homework should be completed for class tomorrow and then we will go over them as a class. Collect the worksheets from the groups.

E. Assessment of skill

Listen and evaluate students' identification of coins and their values. Observe how students work with their partners to find various ways to make the amount. Listen and evaluate students' coin combinations and their reasoning behind it. Collect and evaluate students' worksheets.

Instructional Decisions



I, the teacher candidate, make instructional decisions based on analysis of my teaching, students learning, and the learning context.

Instructional Decisions Informed by Student Performance

When I initially taught the lesson on counting coins, the students seemed like they understood, that is until they went back to their desks to work independently. As I looked around the room and noticed puzzled faces, I knew I had some re-teaching to do. I decided to provide the counting for them. I counted the coins on the overhead projector and ELMO in front of the class as they listened. Even after I did this for them, some of the students were still having difficulties matching the coins and the correct amounts. So I brought the students back to the carpet, and I modeled two questions and answers for them. I did two questions a day as warm ups until all questions were modeled for the students. This threw the schedule off slightly, but not too much. The majority of the students were able to keep up. The few who were having trouble staying on task were the students who often got pulled out of class for different tutoring sessions. For these students, I paid extra attention to during supplemental instruction time and worked with them in small groups during independent practice and morning tutorials.

A modification in classroom management had to be made due to the dynamic that existed between Mrs. M, the students, and I. Some of the students often times behaved undesirably so on one occasion I did not have the opportunity to finish the Writing lesson for the day. On this particular day I felt it was time to try a different method than what Mrs. M normally used. On an average day, the students had to be chastised verbally in a loud tone in order to get their attention. I refused to do this on this day; I made the class stay inside for recess in order to finish the Writing lesson. From then on out, I did not have as many disruptions as normal. I'm a supporter of rewarding students, but I will not reward constantly reward students who only display appropriate behavior when they expect to get a reward. Many of the students had lost the intrinsic motivation.

Instructional Decisions and Learning Goals

By making modifications to the lessons, this resulted in success regarding the learning goals. The class scores ranged anywhere from 22-100, so many differentiated learning styles had to be put in place. A few of my students were able to grasp the concept of counting coins after I gave an example. For the most part, many of the students needed help doing this, and by me making the modifications, this increased their understanding of the learning goal.

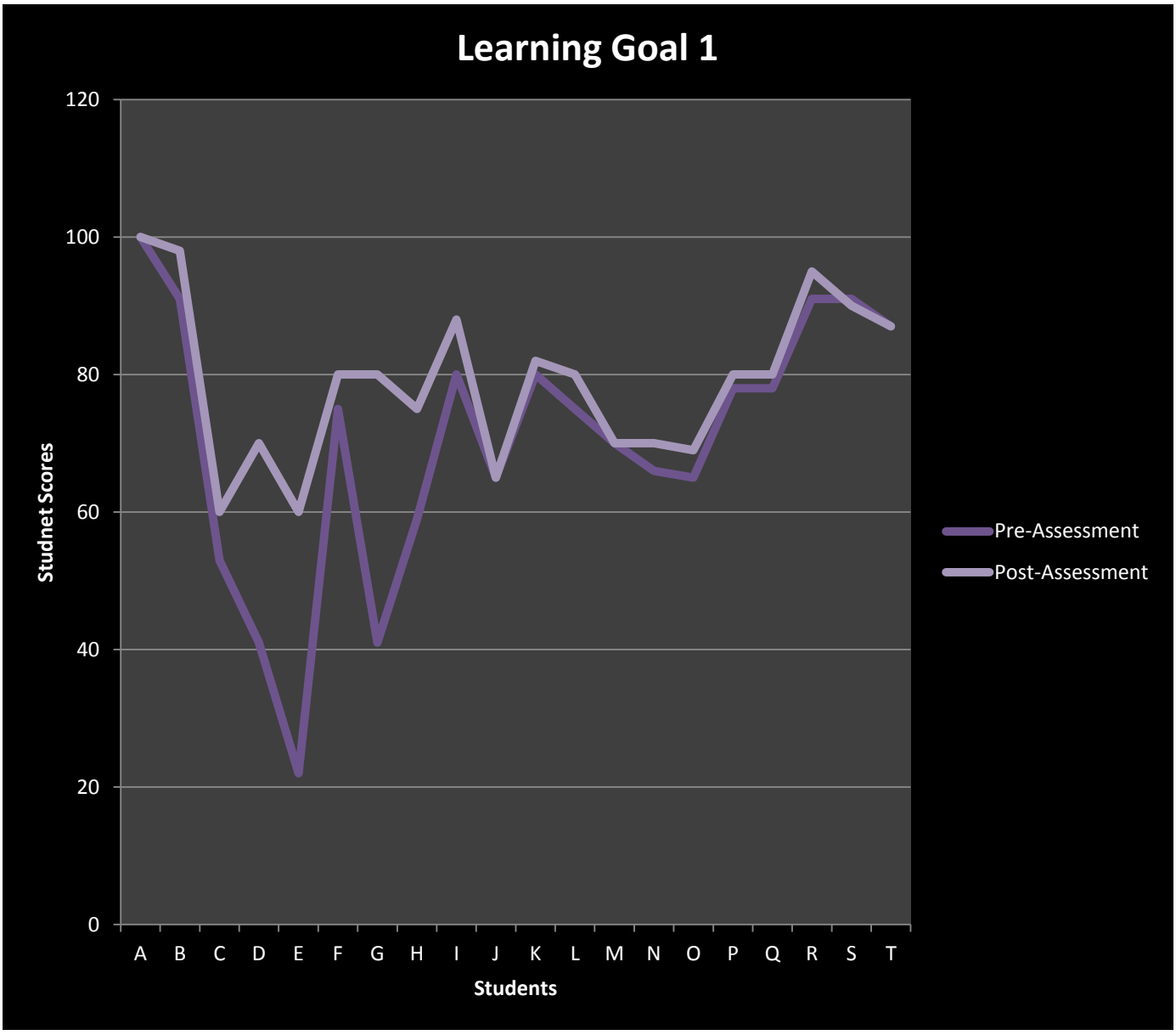
Instructional Impact on Student Attitudes and/or Behavior

When the unit first began, the students were really excited after I introduced the counting with their own money and being able to buy their own candy in the store. The students were allowed to choose their candy of choice, and this made the majority of the students eager to learn about money. When it was time to count the money, a few of the students disturbed the students around them instead. Normally this behavior would be viewed as solely being irresponsible of the student; in this case, the student behaved this way because they simply could not understand the directions given to them. So, instead of appearing upset or sad, the students would rather act out, than be embarrassed. It saddened me to see children in the 1st grade counting on Kindergarten level. The part of the unit that required the students to count the coins and write the correct values, showed a decrease in active participants. Some students simply gave up on trying counting. After I helped the students with the values and characteristics, they were back on task again. There was a section of the worksheet that required the students to give three to four differences in the coins, and the students were really eager to share their facts with one another. As the construction of the counting began, I began to see my struggling readers get off task again. A few of my students having difficulties would write a answer or two an hour,

simply because they did not comprehend what they were reading or how to count. Overall, the majority of the students enjoyed the unit.

Analysis on Student Learning

In this section I plan to use assessment results to profile student learning and present an analysis of student progress for each learning objective.


Learning Goal 1
120
100
80
60
40
20
0
Studnet Scores
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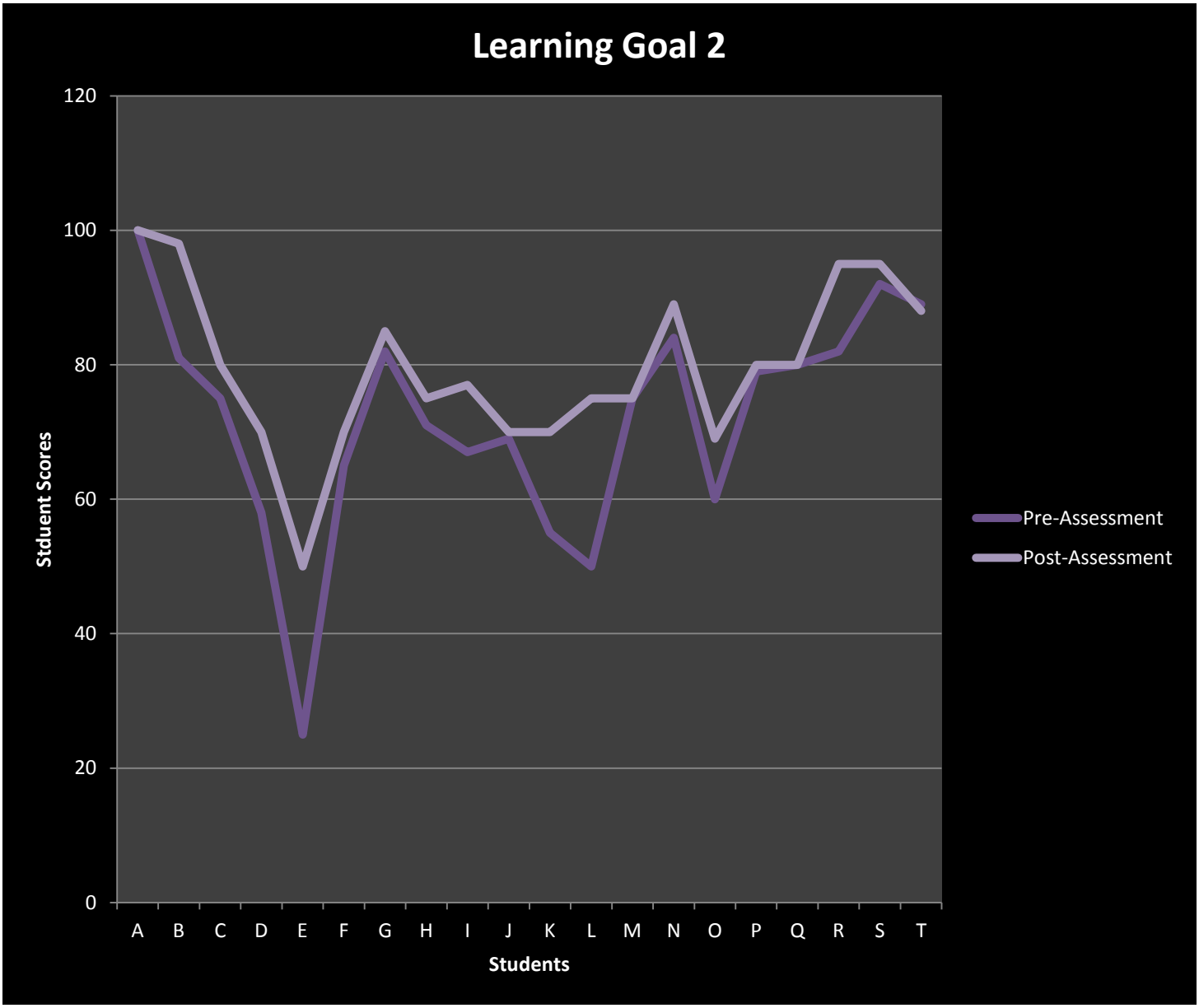
Students
Pre-Assessment
Post-Assessment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100
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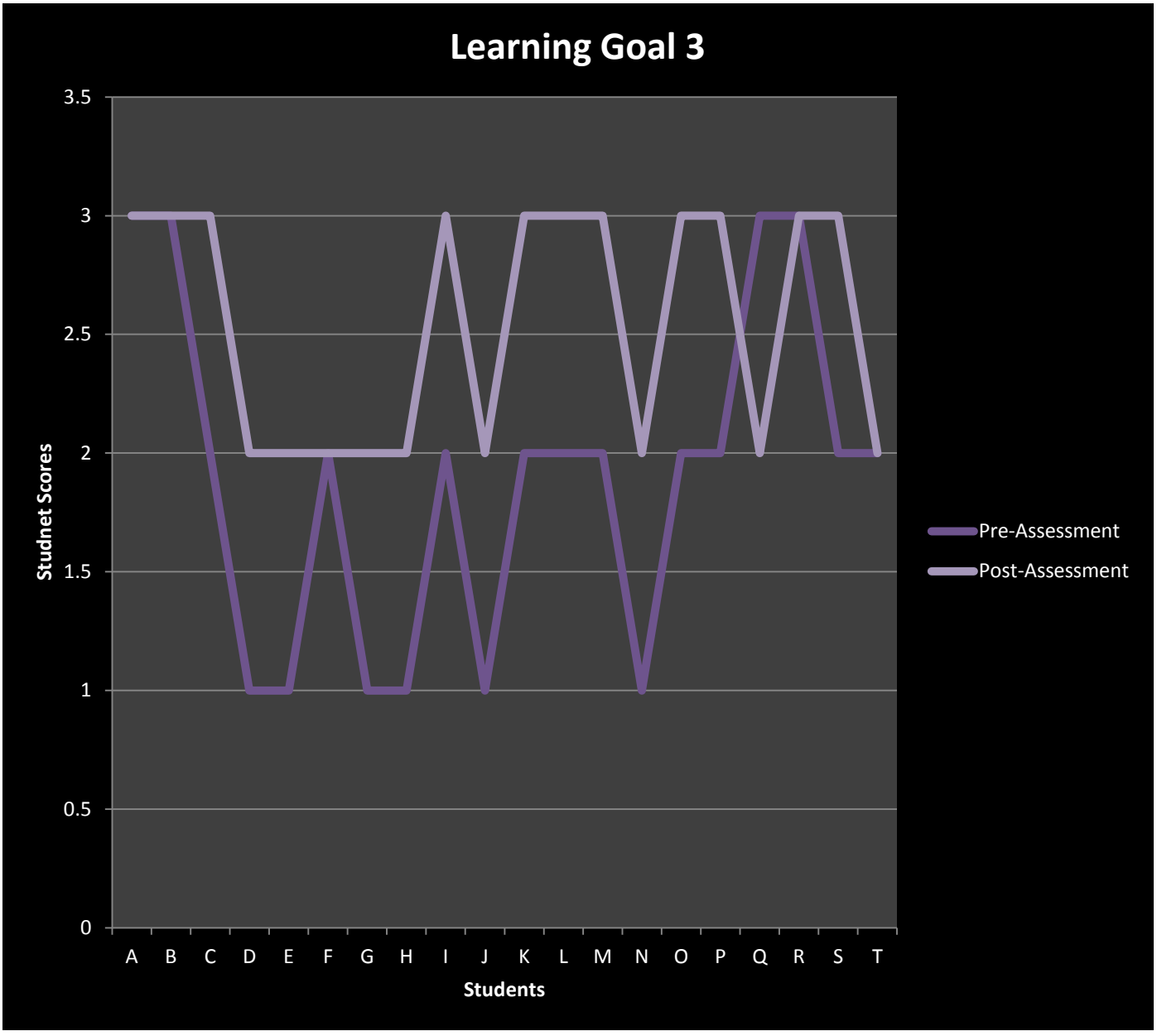
Stduent Scores
A B C D E F G H I J K L M N O P Q R S T
Students
Pre-Assessment
Post-Assessment


Learning Goal 3
3.5
3
2.5
2
1.5
1
0.5
0
Studnet Scores
A B C D E F G H I J K L M N O P Q R S T
Students
Pre-Assessment
Post-Assessment

Analysis of Student Learning

As the whole group is concerned, the progress made in learning goal 3 was significant. The rubric I used to determine whether the students mastered the goal was as follows: a score of 1 meant student was able to count the amount of coins shown, score of 2 meant student was able to differentiate between coins and their value, and a score of 3 meant student was able to differentiate and count coins shown with correct value and count. The majority of the class was able to easily count coins and tell the difference between them on their own after I modeled it for them. There were a few students who were reluctant learners; they were more than capable of identifying the coins, but when asked to count, I had to constantly try to get these students back on task. There is one girl, who reads on maybe a Kindergarten level, because of this, unless there is someone working one on one with her, reading to her, she will just guess what the answers should be to multiple choice questions. On an assignment that requires her to show reasonable answer and show strategies, she would rather talk and disrupt others before she embarrasses herself because she cannot read. Students like her need the one on one attention of a special education program in my opinion. The process has begun to get her tested for special education.

I chose to compare the females against the males in the sub-group study. The girls performed slightly better than the boys on the first two learning objectives, and the boys performed better on learning goal three. I believe the young ladies performed better on the first two because their attention spans were so different of that of the boys generally. It took more attention grabbers to keep the attention of the boys than the girls. On the first two learning goals, the topics were chosen for the students, there wasn't a choice for them to make, and reluctantly the boys generally do enough to satisfy the requirements of the assignment. On the other hand,

for learning goal three, the students had a choice of which animal they wanted to research, and this grabbed the boys' attention, and kept it for the most part. The girls were successful with this learning goal as well, but I felt like the boys really shined with learning goal three.

Interpretation of Assessment Results

During this unit of instruction, I noticed that the students were able to grasp the concept of comprehending what was asked of them in the problem, and finding the main idea. For some of the students, it was helpful of them to do the strategies immediately when looking at the question. This strategy does take some time, but if it helps the students pull the main idea of the problem, and I know it is worth it. Some of the students were simply overwhelmed with the numbers on the page, and they found it difficult to pull those strategies together in their minds.

When preparing the students to create their own study guides, initially the students were intimidated. They'd never taken created anything of their own in this manner, and some were primarily reluctant to even attempt to try. After I modeled the assignment the students slowly but surely warmed up to the concept, and the majority of the students were successful with the learning goal. They noticed that the folder would help them visually see what is being asked of them, which was important because they were to be displayed in the classroom. Overall, the students were pleased at that thought of knowing that all they had to do was refer back to their folders to count their money and define characteristics. Knowing this encouraged many of them to find as many characteristics as they could in order to have the best folder they possibly could.

Reflection and Self-Evaluation

This section I will reflect on my instruction and student learning to improve teaching practice.

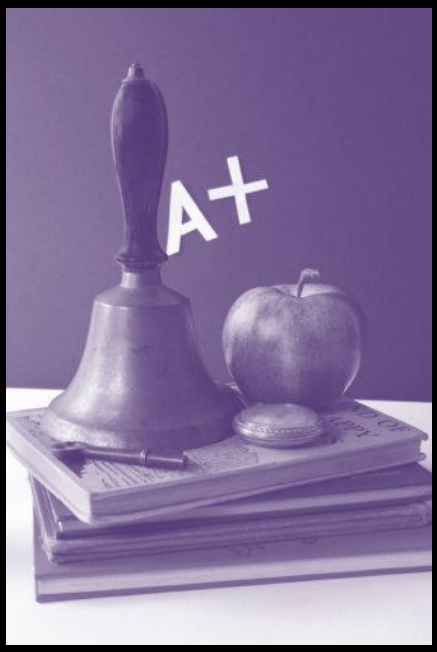
Reflections on Implications for Professional Development

As I research ways to become a more effective teacher, I will be sure to use more forms of technology. In this day in age, there are so many different avenues to take technology, that if you do not get on board with the times you will be left behind. I plan to use more games utilizing power point presentations, and finding more online books and fables that are interactive. The students really enjoy these activities, and sometimes after constantly doing paper and pencil drills preparing for the benchmark test and district quizzes, the students need another avenue that is just as effective as paper/pencil assessments. I created a daily power point warm up that kept the students on their toes and very interactive in class. The warm up was for Math that concentrated on the objectives they would be assessed on by the district quiz and state benchmark. The power point allowed the students to do the strategy on their own in front of the class on the board and be the 'teacher' for that period, as I informally assessed them. The use of technology made the lesson far more enjoyable than simply reading the problems to the students from the Math worksheets like they were used to. I want to be the innovative teacher who mentors and encourages others to be more innovative as well.

Throughout my experience student teaching I learned that not only are the students there to learn the content and objectives given by the governing body of the school, but they are there to be inspired by the teacher to learn and be excited about it. I will continue to read forums, journal, and attend all the conferences afforded to me. Recently I had the pleasure of attending the Houston Area Teacher Conference and I was really pleased. It felt great to be surrounded by those who enjoy teaching the way that you do. The seminars that were held, gave me many ideas that I plan to adopt for my own classroom one day, and it was very insightful. I have had the pleasure of working with two very highly respected, by their peers and administration, educators.

I know that I have a long way to go, but I feel I’m on the right track. “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." A quote from William Arthur Ward, that keeps me passionate about learning more so that I can be that great teacher to inspire my students to never give up on themselves and what they are faced with.

Competent Communications



In this section I will communicate about my teaching through a document that reflects clarity of thought and competence in written English.

Teacher Philosophy of Learning

My goal as a teacher is to produce children who are intelligent and ready for the next level. I want to help them to learn how to be productive and proactive beings. I want my students to be active and respectful. My goal is for them to participate and enjoy the things that we do and discussions we have in class. Staying focused on what we are doing at all times and at the same time staying interested is one of the main goals of learning and I feel my role is to teach to the best of my ability, be a confident for my students and make them feel comfortable about the lesson.

Being like a counselor for them and building a rapport to let them understanding that learning is a never ending process is my plan. I believe that mostly all methods have an effect on students. Lectures, note taking, experiments, and group learning are all apart of effective learning. Although learning is commonly known for being boring and done in a formal classroom setting, I know that it will be very important to reveal to the students that it will be times they will learn in and outside of the classroom. Many times learning will take place in a daily walk and social setting. I must cater to all methods of learning to teach different types of students and give them the confidence needed to know that they can learn whatever is being taught.

Out of all of the six contemporary educational philosophies, I chose the humanist approach of learning. I was drawn to this approach because as a child I was very insecure about my ability to learn and my teachers really pushed me to become the writer, reader, speller that I am today. For this approach, I need to be empathetic, considerate, and supportive. I want to provide for individual needs and motivate students to be their best to help them work toward their self-actualization. My goal is to help them cope with their psychological needs and learn in

their own way. In the end, my students will be able to seek independence and self-direction, develop greater acceptance of others, and use their talents and abilities to become fully actualized.

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