

Prairie View A&M University- Whitlowe R. Green College of Education

Teacher Work Sample- Fall 2009  
December 7, 2009

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\*Certification: EC-4

\*Specialization/ Teaching Field: Generalist

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Student Teaching Campus: Field Store Elementary School

School District: Waller Independent School District

TWS Classroom-grade level: 4<sup>th</sup> grade

TWS Subject taught: Language Arts and Reading

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# SECTION 1: LEARNING CONTEXT

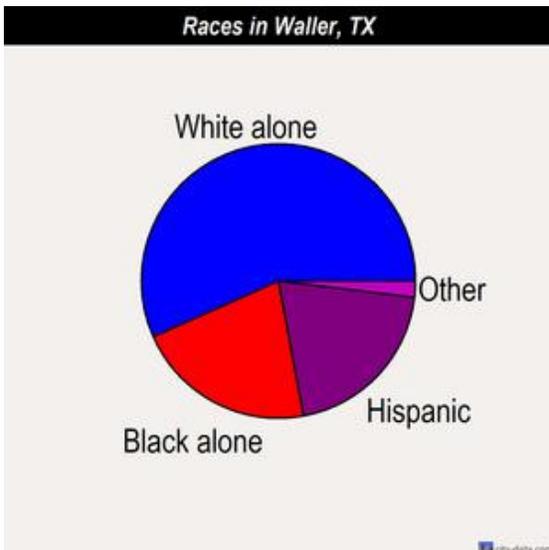
## The Community

Field Store Elementary school is in a rural community, known as the Field Store Community, located in Waller, Texas. It is a predominately white area that is not very populated, in which students travel from other rural communities in the area to attend this school. According to the city-data.com website, there are 593 students who attend Field Store Elementary School. The school district works to provide the school with as many educational resources as possible, including smart boards, elmos, and other educational technologies. This community has a low socioeconomic status and most of the students in the school are involved in the agriculture that highly populates the Waller County area. Most of the families in this area use agriculture for a means of income and involve the whole family in raising animals to sell or show to make money.

The socioeconomic status definitely affects these students learning because some of the students are constantly absent and/or moving from one household to another to live with a relative or another guardian. In the classroom I was in, there were many unstable families, where they had one or both parents that may have been incarcerated, a parent(s) that has died, or parents that may be involved with drugs and other narcotics.

With these things occurring, it made it challenging to work with the students to try to get them to the place they needed to be as fourth grade student because the lack of parental involvement in this particular classroom had these students uninterested in learning and their behavior became unacceptable. They would choose not to participate in group activities and not turn in their work. Because of the un-involvement of the parents, there was not much that we could do to motivate the students to learn since their parents weren't encouraging them to do so at home, but we made our best efforts and though not all, some gained an interest in learning and bettering themselves!







## The School

Field Store Elementary has been open for seven years and it still has the appearance of being brand new. There are approximately 600 students that attend the school, and about 60 teachers. There are bilingual teachers for each grade, and starting with 4<sup>th</sup> grade the bilingual students are integrated into the English speaking classrooms with the other 4<sup>th</sup> grade students for content area instruction. The school is arranged adequately with a hallway for each grade level that all meets to the center of the school where the administration offices and teacher work room is located. It's one big circle so you can never get lost, but will end up back at your starting point.

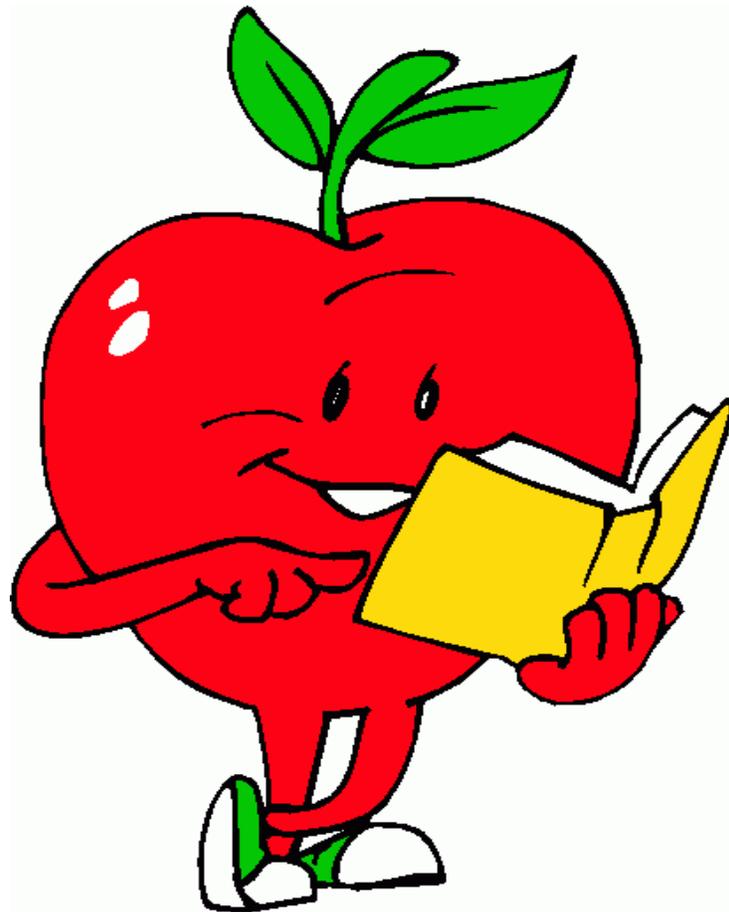
Field Store has a great staff and they are such an immense support system for each other. They have become a family of teachers, and when one teacher struggles, they will do whatever they can to support that teacher and build them back up. The administration is a great leader of the campus and is a big part of the reason that Field Store is an exemplary campus.

The school has plenty of resources that help to enhance student learning such as smart boards that can actively engage students in learning. They also have a media room where teachers can use the green screen and have students to prepare videos for assignments and projects. Various classrooms have the new technology known as the elmo, which is an overhead projector that allows you to put papers, books, and other educational resources on top of it to display on the screen for the whole class to view without having to use transparencies.

There are lots of enrichment activities that the students are capable of participating. For example, on Tuesday and Friday mornings, third grade thru fifth graders have clubs that they each participate in from 8:30-9:15 that are led by Field Store teachers and staff that have chosen to have a club. At the beginning of the year, each student chose a club that they wanted to participate in and on a first come, first serve basis. They have clubs such as 4H for agriculture, spelling, reading, writing, math, dance, choir, art, recycling, etc. They have clubs that meet the needs of most, if not all, students. The students participate in that club for the entire fall semester, and have the opportunity to sign up for a different club or stay in the club that they are in for the spring semester. Though each student will be in a club, if their behavior is not suitable, they can always be removed from a club and spend that time in the In-School Suspension room.

The Parent Teacher Organization (PTO) is very involved with the school and the money that they raise all goes to help provide enrichment opportunities for the teachers and students of Field Store Elementary. The school has a lot of parental involvement, and since it's such a small community, the community is greatly involved as well.

This school creates a positive, enjoyable environment for the students to learn, and with all the encouragement from the staff and parents, these students are growing to be productive and self-motivated and have a desire to learn more.



**TEXAS EDUCATION AGENCY**  
**2008 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES**

**DISTRICT NAME: WALLER**

**CAMPUS NAME: FIELDS STORE ELEMENTARY**

**CAMPUS NUMBER: 237904106**

Campus Rating: Recognized

Grade Span: EE - 04

Analysis groups used to determine ratings are highlighted in **BLUE**.  
 Academically Acceptable standards are shown in parentheses.  
 Special formats ('\*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2008				2007			Required Improvement			
	Number Met	Number Taking	Pct Met	Stud Grp %	Number Met	Number Taking	Pct Met	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (70%)											
All Students	164	181	91%	100%	189	210	90%		1		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	42	53	79%	29%	52	66	79%		0		
White	119	125	95%	69%	133	140	95%		0		
Econ Disadv	70	81	86%	45%	84	101	83%		3		
Writing (65%)											
All Students	94	98	96%	100%	99	108	92%		4		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	97%	*	*	*	94%		3		
White	63	66	95%	67%	68	75	91%		4		
Econ Disadv	*	*	95%	*	47	52	90%		5		
Social Studies (65%)											
All Students	*	*	*	*	*	*	*		*		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	*	*	*	*	*		*		

White	*	*	*	*	*	*	*	*
Econ Disadv	*	*	*	*	*	*	*	*
Mathematics (50%)								
All Students	173	182	95%	100%	179	213	84%	11
African Amer	*	*	*	*	*	*	*	*
Hispanic	48	54	89%	30%	47	67	70%	19
White	122	125	98%	69%	128	142	90%	8
Econ Disadv	77	82	94%	45%	80	104	77%	17
Science (45%)								
All Students	*	*	*	*	*	*	*	*
African Amer	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*
Econ Disadv	*	*	*	*	*	*	*	*

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EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2007?	Exceptions Applied
12	1	3	N/A	N/A	N/A

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October 2008

**TEXAS EDUCATION AGENCY**  
**2008 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES**

PAGE 2

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Field Store Elementary was an exemplary campus based on their TAKS scores for the 2008-2009 school year. 164 of the 181 students passed the Reading part of the TAKS test. Majority of those students were Anglo American, 119 of the 125 passed. And the rest of the scores were by Hispanics that factored in 42 of the 53 of them passed the Reading part of the test. Almost half of the students that took the reading test were economically disadvantaged, with 70 of the 81 students passing.

On the writing part of the TAKS test, there were 98 students that took it and 94 of them passed. 66 Anglo Americans took the writing portion of the test and 63 passed, and though they were not score 95% of the Hispanic students passed this section of the TAKS test.

For the mathematics portion of the test, 173 of the 182 students passed with 98% passing of Anglo Americans and 89% of Hispanics passing. 94% of the economically disadvantaged students passed the math section of the TAKS test.

All students that took the test at Field Store were Anglo American or Hispanic; they have no scores for African Americans or any other ethnicity. No students were scored on the Science or Social Studies sections, and though they 12 students were evaluated for exceptions for the test, only one was allowed, though three were needed.

Overall, Field Store did a great job on the TAKS testing and has previously been acknowledged as a recognized school.

In fourth grade, most content areas use a program called Countdown to TAKS where they spend about 4 weeks doing TAKS prep exercises and preparing the students for test day and focusing on objectives that still need to be worked on by each student through small assessment given throughout the countdown. Teachers that have used it have said that it was very effective and helped students obtain the skills they needed to do well on the test and made them feel at ease coming to class on test day.



## The Classroom and my Cooperating Teacher

My cooperating teacher was Dawn Mayfield, and I have learned so much throughout this experience I couldn't have been anymore pleased with my placement. Mrs. Mayfield has been teaching for 15 years; most of her teaching has been 4<sup>th</sup> grade Reading and Writing, but she also did a couple of years teaching Mathematics. With all of her experience she knows the challenges and all of the ends and outs of her job. At Field Store some of the third grade teachers did not do a very successful job of teaching the students and having them to be where they should, so this year has been tough trying to get the students caught up to grade level and trying to teach them the curriculum for fourth grade to make sure they are where they need to be to take the TAKS test.

My cooperating teacher has creative ideas and ways to get the students involved and gain an interest in reading and writing. In fourth grade the students are between the age of 9 and 10, and they are transforming into the rebellious age, where they don't like to do anything and try to challenge you. Mrs. Mayfield has plenty of experience dealing with students of this age so she has become less lenient because as the years go by, the lazier the students seem to become.

Mrs. Mayfield was more hands-on with the students and showed them how she wanted things to be before they did it, though it still sometimes would not end up being that way when they turned assignments in. As a fourth grade team, the teachers did all they could to get students to put names on papers, to turn papers in, and there were numerous behavior issues but with no support from the homes or no consequences agreeable with the administration, it wasn't much we could do after that to get things to change. It seemed that some of the students weren't prepared for the responsibilities of a fourth grader, and often didn't know how to do anything for themselves and need guidance through every little thing.

I learned a lot from my cooperating teacher and she taught me ways to make instruction better so that the students would understand and how to make transitions and connections between lessons and objectives. I am thankful for being placed with such an experienced and phenomenal teacher because I definitely learned a lot from her that I will carry throughout my teaching career. I enjoyed the students, even though it was challenging, I made it through and overcame my fear of being in charge of the classroom and took charge.



# SECTION 2: LEARNING GOAL AND OBJECTIVES

Activity 6.3 Thematic Unit Planning Form

Name: Jennifer Wooding Date: October 15, 2009

Unit topic: Context Clues

Grade: Fourth

Major concepts to be covered: How to be able to read through texts and identify unfamiliar words.

Standards to be met: 106.6 English Language Arts and Reading

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:

(A) Use prior knowledge to anticipate meaning and make sense of texts.

Overall time allotment: 3 days

Daily scheduling plan: 55 minutes per day

Students' characteristics that need to be considered in teaching this unit: Able to use words given in a passage to be able to identify the meaning of the unfamiliar words. They need to be able to use prior knowledge of trying to conceptualize meanings from a passage to help identify an unfamiliar word so they will know what the passage is really about.

List of resources and materials: Context Clues worksheets that show students how unfamiliar words can be identified. These worksheets have nonsense words given in a passage, and using the clues are to figure out a meaning for those nonsense words. Guideline forms show the guidelines for figuring out unfamiliar words. For example, one guideline to figuring out unfamiliar words is to look at the words and sentences around the unfamiliar words to help gain a meaning. Lou Gherig biography is a story we read that had unfamiliar words to the students. I gave them a worksheet where they were to scan thru the story and right down five unfamiliar words and predict a meaning. After they had read the story, they were to go back to the worksheet, and using the guideline form, write out what the word means.

Unit objectives: The student will be able to understand how to use context clues to identify unfamiliar words in a sentence by using the information given before and after the word to develop a meaning.

Unit procedures:

Introduction of unit: Have the students read a passage with unfamiliar words, and see if they are able to use their context clues to identify the meanings of the words.

Body (index of lesson titles- not complete lesson plans, activities, and assignments):

Culminating activities for the unit: Context Clues Guideline Hunt is a worksheet where they were to scan thru the story and right down five unfamiliar words and predict a meaning. After they had read the story, they were to go back to the worksheet, and using the guideline form, write out what the word means. Workbook pages were enrichment activities that the students can complete to make sure that they understand how to use context clues to figure out unfamiliar words. Transparency activities are also helpful during guided practice so that the whole class can work together to read a passage and use context clues to figure out unfamiliar words.

Assessment: Method of assessment: Give the students a list of unfamiliar words from the biography of Lou Gherig in their textbooks, and have them read the story and come up with the meanings using their context clues. The students will define unfamiliar words in the biography by using their context clues to figure them out.

Assignments- homework or in-class supervised study: scavenger hunt with a paragraph of words set up around the classroom with missing words. Have the students find the sentences and the words and figure out which would best fit in the sentence using their context clues. The students will go around the classroom and search for the ten sentences that have been placed all around the class. There have been unfamiliar words that have also been placed around the classroom. Once all of the sentences and words have been found, the students will work in groups to determine which word best fits into the sentence.

Self-evaluation: I think this unit went well, and helped students realize that they won't be able to look up every unfamiliar they come across to find its meaning. Sometimes you will have to use context clues and the words in a passage to help to define a meaning of that word.

Supervisory feedback: In the beginning, context clues were difficult for the students to understand. The transparency worksheets helped them to begin to use their context clues when they had to find a meaning for the nonsense words since they were words that couldn't be found in the dictionary. By giving them the guideline form, they were able to better understand how to use their context clues, and it was a worksheet that they kept in their binders so they could pull it out and refer to it if they were having difficulty figuring out a meaning of a word. The assessment helped to see which students were really understanding context clues, and if further instruction was needed which it was so I had them do workbook pages, we did one as a class so I could reteach how to use context clues. Once they finished the workbook pages we did the scavenger hunt for a fun activity where they were able to move around the classroom and practice using skills they just learned. Overall, it was a good unit and a much needed lesson to teach the students how to use context clues to figure out unfamiliar words because the more they read, the more unfamiliar words that they are going to encounter and instead of trying to pull out a dictionary every time, they need to be able to figure it out on their own.

The learning goals for this unit were to have the students use prior knowledge while reading to help them to discover a meaning for unfamiliar words. The students have to understand that the more they began to read the more they will come across words that they are not going to know and understand. Instead of them just skipping over those words or trying to pull out a dictionary to look each word, they need to be able to use their context clues to help them to figure out what that word may mean. This coincided well with the TEKS for fourth grade because one of the important objectives that needed to be mastered for this grade level is to use different strategies to comprehend selections, and also to use prior knowledge to anticipate meaning and make sense of text.

This particular objective is very important because in fourth grade, they began to read and write a lot more, and at this grade level they are more prone to come across words that they probably don't know. This is a crucial component to the curriculum because when they take test, especially TAKS, there will be questions that ask them to give a meaning of a word that they most likely will not know, and using their context clues is going to make it easier for them to conceptualize a meaning.

The students need to be able to read a passage that has an unfamiliar and look at words and sentences around that word to help them to figure out what that word may mean.

The students were given a *Context Clues Guideline* worksheet that gives them the basic guidelines to determine unfamiliar words. For example, if you look after the comma behind an unfamiliar word, it might give you the definition. There were nine different ways to establish an unfamiliar word on the worksheet, and it was one paper that the students were to keep so that they could pull it out anytime they were trying to locate an unfamiliar word.

It was very challenging trying to get them to understand the concept of using their prior knowledge to understand context clues since prior years of instruction failed to put them on the right path to figuring it out. I used different sentences with nonsense words with elaborate details as a focus activity to help students activate their prior knowledge. Each sentence described the unfamiliar word so it was easy for them to figure out what that word was, but I used nonsense words so they wouldn't try to use a dictionary to get a meaning. After they were able to figure out the meaning of the nonsense words, I made the connection how they had just used their context clues to help them to determine meanings of those unfamiliar words.

Its better to have worksheets to distribute to each student and that is displayed on the board so that they can visually see what I am talking about, and also follow along until they are ready to move on independently.

Once the students understood the concept of context clues, they were to choose a story and scan through it and write down a few unfamiliar words that they encountered. Afterwards, the students went and actually read the story and based on the new information that they had just learned were to use their context clues to make definitions for those unfamiliar words. I used this as an assessment to measure their ability to synthesize this objective and as some of them struggled through it; I knew that this was a lesson I was going to have to reteach.

I did an activity with the students where they had to go on a scavenger hunt around the classroom to locate unfamiliar words that had been pre-set. There were also sentence strips that each had a missing word and the students were to use the sentence strips to help determine which word best fit in the sentence and determine a meaning of the word. Working in small groups, the students helped each other figure out which word was most appropriate for each sentence.

After doing this activity, the students better understood how to use context clues and prior knowledge to understand the text that they were reading and after this lesson, it made it easier for the students to understand stories that may have had unfamiliar words because they remembered the guidelines to deciphering them and began to figure them out on their own.



# **SECTION 3: ASSESSMENT PLAN**

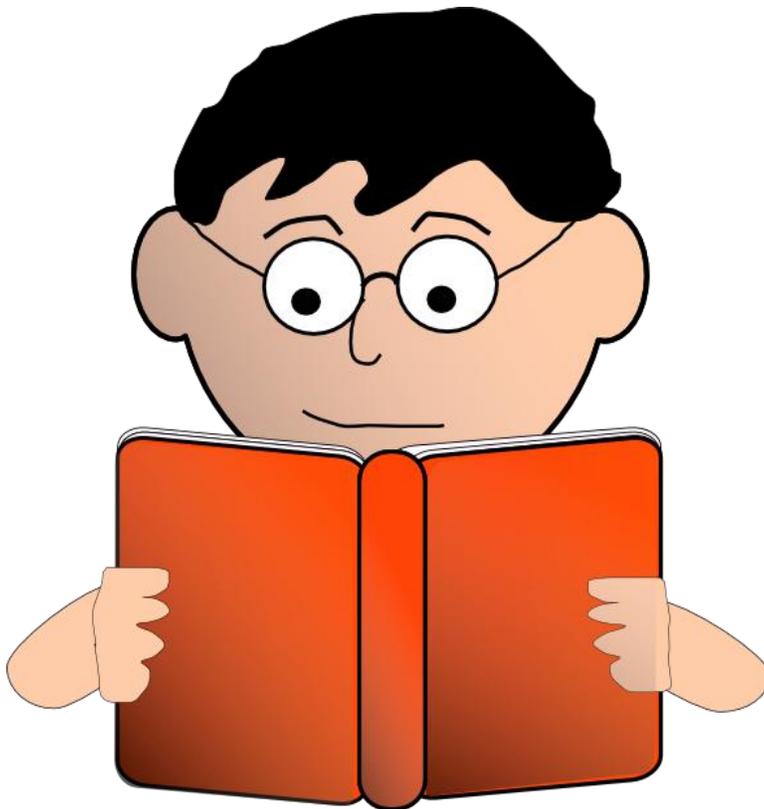
<b>Title of Lesson:</b>	Round and Flat Characters	<b>Date:</b>	October 9, 2009
<b>Grade/ Level</b>	Fourth Grade	<b>Subject Area:</b>	Reading

<b>Component</b>	<b>Detail</b>
<b>Instructional Objective(s)</b>	The student will be able to understand the difference between a round and a flat character and be able to know how to characterize different characters in a story.
<b>Purpose</b>	The purpose of this lesson is to give students an opportunity to recognize the difference between a round and flat character.
<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>§110.6. English Language Arts and Reading, Grade 4.</b> (H). The student is expected to analyze characters including their traits motivations, conflicts, points of view, relationships, and changes they undergo
<b>Instructional Arrangement</b>	Large Group and small group Students will be seated in a large group while the teacher explains round and flat characters. The teacher will walk around, monitor, and assist students as needed.
<b>Estimated Time</b>	45-55 mins
<b>Focus Activity</b>	Ask students to define what they think a round and flat characters are.

<b>Materials Needed</b>	Notebook paper Character comprehension card Pencil
<b>Description of the Lesson</b>	<ol style="list-style-type: none"> <li>1. The teacher will define what a round and a flat character is.</li> <li>2. The student will name the characters in <u>My Name is Maria Isabel</u>. <ul style="list-style-type: none"> <li>• <i>Maria</i></li> <li>• <i>Teacher</i></li> <li>• <i>Father</i></li> <li>• <i>Mother</i></li> <li>• <i>boys</i></li> </ul> </li> <li>3. The teacher will list the names on the board and use arrows to classify the characters as being round or flat.</li> <li>4. The teacher will show the students Comprehension Card #1-CHARACTERS and discuss all six questions and how they will be responding on notebook paper, in complete sentences.</li> </ol>
<b>Closure</b>	Today we learned about the difference between a round and flat character, and their importance to the story. Can anybody name a round and a flat character from <u>My Name is Maria Isabel</u> ?
<b>Bloom's Taxonomy</b>	Knowledge Comprehension Application
<b>Questions to Promote Higher Order Thinking</b>	<ol style="list-style-type: none"> <li>1. What is the difference between a round and flat character.</li> <li>2. Identify one character from the story that is a round character.</li> <li>3. Identify one character from the story that is a flat character.</li> </ol>
<b>Assessment Activity</b>	The students will read the story silently to themselves and answer the six questions when they're finished reading.

**Reteach Activity**

The teacher will use illustrations on the board (a circle and a flat line). The teacher will draw arrows from the circle and line and have students match which characters are round and which characters are flat. The teacher will ask the students to identify characteristics of a round and flat characters. The students will identify the main and characters in My Name is Maria Isabel and list characteristics and their roles in the story.



The objective for this lesson was to be able to identify round and flat characters, and know how to characterize different characters in the story. For a pre-assessment, the students were to write down what they thought a round or flat character might be to see what their prior knowledge of this concept was.

The students didn't seem to know what a round and flat character was so I went on to explain what each of them was. After we discussed what a round and flat character were, we used the story that we had been reading to identify which characters were considered round and which ones would be considered flat. I used this as an informative assessment to make sure that the students were grasping the concept between a round and a flat character. This was an informative assessment because we did it as a class and it was just an analysis of whether they were following along.

The formative assessment was a comprehension card that had different questions about characterization and identifying round and flat characters of the story "My Name is Maria Isabel" which was the next story in their reading books. The comprehension card had six questions, and three were to be answered while reading the story and the other three were to be answered after the story had been read. The questions asked about who the round and flat characters were and how they were related. There were also questions about the main problem and other characterization questions that correlated well with the TEKS for this particular objective.

I used the formative assessment as the post-assessment since it went so well with the TEKS. If they mastered the comprehension card, then I knew that they had mastered the TEKS because each objective had been covered on the comprehension card.

Since it was six questions, each one was worth 17 points and instead of just taking a reading grade for the assignment; I also took a language grade because we had just discussed using complete sentences, so I did a separate grade based on how well they answered the questions in complete sentences. The low performers in the classes are generally the bilingual students, and though some of them were having trouble making sense of the round and flat characters, the majority of them did fairly well on the assignment and were to help me reteach the assignment to the other bilingual students who were not catching on to it as easily. This objective seemed to be good for the students and with a little guidance they were able to understand how to characterize and label characters on their own.

# SECTION 4: DESIGN FOR INSTRUCTION

<b>Title of Lesson:</b>	Compare and Contrast	<b>Date:</b>	November 5, 2009
<b>Grade/ Level</b>	Fourth Grade	<b>Subject Area:</b>	Reading/ Language Arts

<b>Component</b>	<b>Detail</b>
<b>Instructional Objective(s)</b>	The student will be able to understand how to compare and contrast to show similarities and differences between 2 things.
<b>Purpose</b>	The purpose of this lesson is to help students be able to know different ways to describe things by comparing and contrasting.
<b>TEKS (Texas Essential Knowledge and Skills)</b>	<p><b>§110.6. English Language Arts and Reading, Grade 4.</b></p> <p>(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p>
<b>Instructional Arrangement</b>	Large Group and small group Students will be seated in a large group while the teacher explains round and flat characters. The teacher will walk around, monitor, and assist students as needed.
<b>Estimated Time</b>	45-55 mins
<b>Focus Activity</b>	Ask students to define what they think it means to compare and contrast.

<b>Materials Needed</b>	Butcher paper Sharpie The books "Bunnacula" and "Vampires" Venn Diagram worksheets Pencil Pen Orange Apple Coke Pepsi
<b>Description of the Lesson</b>	The teachers will show students what it means to compare and contrast. The teacher will use butcher paper to show the students how to compare and contrast 2 objects. The students will compare and contrast objects as a class, including a pen and a pencil, an orange and an apple, and a coke and a Pepsi.
<b>Closure</b>	Today we learned about how to compare and contrast items to show the similarities and differences. Can anybody tell me what some similarities are between ketchup and mustard? What can you compare and contrast?
<b>Bloom's Taxonomy</b>	Knowledge Comprehension Application
<b>Questions to Promote Higher Order Thinking</b>	1. What is the difference between compare and contrast? 2. Compare 2 characters from the story "Bunnacula." 3. Now contrast those 2 characters from "Bunnacula."
<b>Assessment Activity</b>	The students will read the story "Dracula" and use a Venn Diagram to compare and contrast the story "Dracula" and the story "Bunnacula."
<b>Reteach Activity</b>	The teacher will read chapter four of Bunnacula with the students. As a class create a Venn Diagram and compare and contrast Chester and Harold to show the student the similarities and differences between the 2 characters.

As a pre-assessment, I used butcher paper and brought in different objects and asked the students to tell me how they were alike and how they were different. I had them compare and contrast things like an apple and an orange, a Coke and a Pepsi, and a pen and a pencil. After they told me how they were similar and different, I informed them that they had just compared and contrasted different objects and that was the objective for today's lesson.

They used their prior knowledge of identify similarities and differences between two objects to do a lot of student-centered learning for this objective. Once they discovered that their prior knowledge helped them to learn this new concept on their own, they were able to compare and contrast other things. The story we were reading at the time was Bunnacula which was about a bunny that they thought was a vampire.

For the lesson, I found a book about vampires and read it to the class, and also read the chapter of Bunnacula where it talked about the different traits Bunnacula had that made them assume he was a vampire. After reading both books to the class, we created a Venn diagram and I had the students to compare and contrast Dracula and Bunnacula to determine whether they thought that Bunnacula would be a "vampire bunny."

I think the order in which I presented this lesson, was both progressive and appropriate to make sure that the students were able to go through the stages of Bloom's Taxonomy and use prior knowledge to connect with a new concept that they had just learned. I'm glad the book we were reading at the time made it simple for me to tie the objective of compare and contrast in, so that they could see how simple it is to incorporate new lessons into real life and see how much the concepts that they are learning are also used in the real world.

For technology, I used the overhead projector so that the whole class could see the Venn diagram and actively participate. Showing this on the screen made it easier during teaching because instead of me just talking to the students and not giving them a visual aspect of what I was teaching wouldn't help them to fully comprehend the objective. Each student has a different learning style and I try the best I can to incorporate each style into teaching so that each student is able to accurately learn the objective being taught.

It was around Halloween when we talked about the Vampires and Bunnacula, so the lesson was perfect and the students really enjoyed it and were interested in hearing all the different things about Vampires.

# SECTION 5: INSTRUCTIONAL DECISIONS

<b>Title of Lesson:</b>	Sentence Switch-A-Roo	<b>Date:</b>	September 23, 2009
<b>Author(s):</b>	Jennifer Wooding	<b>School District:</b>	Waller ISD
<b>Mentor Teacher:</b>	Jennifer Wooding	<b>Campus:</b>	Field Store Elementary
<b>Subject Area:</b>	Language Arts	<b>Grade/Level:</b>	4 <sup>th</sup> grade
<b>Student Population:</b>	Large Group, the students will sit in groups, and the teacher will walk around to monitor the students' progress.		

<b>Component</b>	<b>Detail</b>
<b>Materials/Resources</b>	Sentence Switch A Roo worksheets, scissors, glue, pencil, pipe cleaners , butcher paper, highlighters
<b>TEKS (Texas Essential Knowledge and Skills)</b>	4.21 A, C 4.22B, D 4.25A 4.29A 4.RCS
<b>Instructional Objective(s)</b>	The student will know how to write complete sentences and know the 4 different types of sentences: interrogative, declarative, imperative, and exclamatory.
<b>Description of the Lesson</b>	Explain to students the four types of sentences. Use butcher paper while explaining so students can see the words along with the definitions. The teacher will write sentences on the board and have the students name the type of sentence that it is, and tell if it is a complete sentence. Hand out Switch-A-Roo worksheets and begin by having the "owner" of the paper write responses to all four types of sentences being requested. After an allowable time has passed ask for volunteers to share their sentences until all four types of sentences have been discussed. Once the students have recorded the first sentence, have the students rotate their papers to the

	person on the right. The next person reads the response and now uses those same words to write the next sentence being requested. This pattern continues until all four sentence types have been written. Now allow the students to move about and select individuals to complete the bottom portion of "Sentence Switch-A-Roo".
<b>Closure</b>	Today we learned about the four different sentence types, and how to write a complete sentence. We also learned about the 3 different ways to write a sentence. Can you identify one of these three sentences and the components it must have?
<b>Bloom's Taxonomy</b>	Evaluation
<b>Questions to Promote Higher Order Thinking</b>	<ol style="list-style-type: none"> <li>1. <i>What are the four different sentence types?</i></li> <li>2. <i>What are the four components that make a complete sentence?</i></li> <li>3. <i>What are the three ways sentences can be written?</i></li> <li>4. <i>What is the proper punctuation for each type of sentence?</i></li> </ol>
<b>Assessment</b>	Student will be given the template to use after selecting one of the three sections from the sentence switch a roo. Using a transparency explain to the students how they will record the sentence type and sentences onto the spiders body. Using a hard copy demonstrate for the students how to cut on the lines and then overlap two of the sections so that a section of the spiders body is formed. The spiders' body will have four section-four sentence types.
<b>Reteach Activity</b>	Students will use their journals and on a page of their choice, together we would create a legend that will tell which color highlighter would reveal which sentence type. Instruct the students to read through their chosen rough draft and highlight according to the legend. Students will see that we often use the declarative form.

Modification: For ESL students speak loud and clear so that they can comprehend what is being said and can understand the proper way to write a sentence. While giving students time to write sentences, work with them to make sure that they understand the proper way to write the different types of sentences and give examples if they don't. Using the butcher paper also helps them to see what is being taught because some ESL students learn better by seeing the information, and not just hearing it.

In this lesson, to begin instruction, I passed out worksheets called "Sentence Switch-A-Roo" to each student that had four lines where they were to write a sentence for each type of sentence; interrogative, declarative, imperative, and exclamatory. There were three separate sections to this worksheet; after I explained to the students the different types of sentences and the components to a complete sentence, I had them right a sentence for each sentence type.

On the second section, the first sentence type was an interrogative sentence, which is a question. The students were to write a question, and then switch places with a neighbor to have someone answer their question with a declarative statement, and so on until each sentence type had been used.

On the third section, I gave them an opportunity get out of their seats and move around the classroom and had them work with other students to create sentences for each sentence type, but they were in charge of making sure that the sentences that other students wrote on their papers were complete and made sense because they would get points deducted for not correcting it since they knew the different sentence type and what a complete sentence was.

After they had finished the worksheet, I had them choose one of the three sections that they thought had the best sentences and we made spiders using the four sentence types. The spider had four different sections, and each section represented a sentence type. They wrote one sentence on each section and what type of sentence it was and we put them together to create the sentences spiders.

The students really enjoyed this activity and felt in charge when they were working with others to make sure that the sentences were correct. I used the worksheet as an assessment for this lesson because if they were able to do the worksheet, I knew that they had mastered the objective of writing complete, meaningful sentences using the four sentence types.

The challenge of this lesson was working with the bilingual students to get them to understand the different sentence types and how to write complete sentences because as the other students were working they couldn't understand why there were so many types of sentences and they didn't get how to write a complete sentence. While the other students were doing the second and third section, I pulled the bilingual students aside and worked with them one on one to explain the lesson. By the time the other

students had finished, we were all on track to work on the spiders and complete the lesson.



# SECTION 6: ANALYSIS OF STUDENT LEARNING

	Term Grade	Affixes	Sentences	Holiday Research	Vocabulary	Super Sentences	R.I.V.E.T.	"Wanted" Posters	Round/Flat Characters
1	78	88	47	80	99	70	58	100	70
2	80	76	80	70	100	90	90	100	70
3	76	90	40	70	89	87	67	100	70
4	84	95	40	90	100	87	75	100	70
5	90	93	78	85	100	98	75	100	90
6	62	61	50	0	100	0	67	100	80
7	71	79	88	60	97	80	58	70	70
8	81	84	89	75	0	0	0	70	90
9	78	65	50	80	70	87	83	100	90
10	77	75	47	80	60	95	65	100	80
11	63	60	45	50	100	90	67	100	17
12	53	20	33	50	100	0	67	70	57
13	78	80	49	75	100	90	67	70	90
14	90	88	50	95	100	98	83	100	90
15	70	92	100	0	100	90	0	90	70
16	88	72	80	85	100	87	0	100	90
17	81	80	45	80	100	90	75	100	80
18	80	72	44	75	100	87	73	100	80
19	77	80	48	75	100	70	50	100	80
20	87	84	50	90	100	87	75	100	95
21	68	89	81	81	58	0	58	100	70

As a whole group, our homeroom classes struggled through a lot of the assignments and different objectives that we did throughout the semester. There were a few assignments that we had to reteach and go over with them because they failed to grasp the concept. It was a challenging class to work with because they didn't like to work and they constantly did not turn in assignments. I would continuously ask them for assignments and had to give them more copies so that they could complete them for a grade.

On the Holiday Research, they were given a rubric to follow that would determine their grade on the research paper. For the research paper, the students were to choose a holiday from a sheet that listed holidays for the 2009-2010 year. After they chose a holiday, I gave them specific questions that they were to answer about their holiday along with other information that they were able to find about it. We went to the library as a class, and during specials when they went to the computer lab, the computer teacher worked with them to research more information. In class, after learning about different objectives such as compare and contrast, etc I had them incorporate those concepts into their research paper. Most of the students showed mastery on this assignment, with two weeks to work on it, I expected them to do their best work and get as much information about their holiday that they could. The more information they got, the better their paper was, and after they had finished doing research and done a rough draft that they had to revise and edit on their own, then I edited their paper to make sure they were on the right track. Part of their rubric was to have an edited rough draft because as fourth graders they are starting to become familiar with the format for writing a paper. Most of the students did a great job because they were amazed that they could find so much information, and were able to have so much to put into their papers. If they answered the four questions that they were to answer, had other interesting facts, and had an edited first draft then they got an A, if they didn't have a first draft they got a B, if they didn't have a rough draft or answer all of the questions their grade showed it.

I didn't really have them work in sub-groups, the desks are arranged in groups so I have higher students spread out amongst the lower kids to help them throughout the lesson so they stay on track with the rest of the class and after instruction, I work with those kids myself. The problem is that these kids are lazy and don't do their work, and if you don't do the work, there is not much I can do to help you.

# SECTION 7: REFLECTION AND SELF-EVALUATION



August 24, 2009

Today was my first day of student teaching and I was so nervous. I love my homeroom class; they are quiet and seemed eager to learn. I think this is going to be a great experience throughout this semester.

August 25, 2009

We got to know the students a little better today; they colored race car jumpsuits and did a brief biography of themselves so we could learn a little bit about them. We haven't started to teach yet because we're getting to know the students a little bit.

August 26, 2009

Today I helped my teacher get some activities together for the lesson. We have 4 different classes that we teach for Language Arts and Reading and discussed how to use the first class to tweak the lessons to make it better if need be.

September 3, 2009

I taught my first lesson, I was nervous about teaching the class but I did well. My cooperating teacher told me that I need to make more connections to the class to engage them and use their prior knowledge, but overall was good for my first time.

September 5, 2009

Today I had a lot of fun teaching the class. We were reading a story about gardening and used that idea to learn the vocabulary. I put a pile of dirt on each student's desk and buried the vocabulary words in it so the students got to play with the words and dig up the words; they really enjoyed this assignment.

September 9, 2009

Today, we had to give the students their reading diagnostic test, so we could diagnose their reading ability. We also created a word jar that the students are going to keep throughout the year and collect words. The next story the students read are reading is Donovan's Word Jar and he collected vocabulary words, so we decided to do the same thing with are students and they too will collect words.

September 10, 2009

The students were very talkative today, but we made n "Authority List" and each student made a list of things that they had authority over. This helped them to choose topics to write about when they started writing their first paper. A lot of times they spent so much time trying to find something to write about and don't have time to finish actually writing a paper. They made their list and kept it in their binder to pull out during writing or to add other ideas that they thought of to it.

September 12, 2009

The students began writing their first paper and used a place that made them happy to talk about. They chose a place that they had been to that made them happy and tell why, and give details about it. They didn't have much time but they worked really hard.

September 14, 2009

The students learned about poems and created 2 of their own. They created an -Ing poem and a biographical one that told a lot of interesting facts about themselves. The classes are starting to be lazy and not complete or turn in assignments.

September 17, 2009

We used today for make-up work and have students catch up on assignments that we haven't finished. We haven't had much time for writing, and with four classes, it's become a challenge trying to get papers graded and stay on schedule with all four classes.

September 21, 2009

I taught a mini lesson about checking books out of the library and we also went to the computer lab to learn how to use the computer database to find a book in the library. We took a tour of the library and when we returned to the classroom, the students were grouped and created maps of the library around the school for display.

September 22, 2009

Today was a repeat of yesterday's lesson, but this group was so talkative and so off task, we didn't get to complete as much as we did yesterday.

September 24, 2009

We had our first issue of the year today; one of the students in the class brought tobacco to school and was showing it to other students during clubs. We asked him for it, but he said he didn't have it so we searched his backpack and found it. He claimed he didn't know how it got there, so we had to write him up.

October 5, 2009

After a long holiday break, the kids had a lot of energy. Since the school is in a rural area, a lot of them participated in the county fair so we gave them time to share their stories and tell about the awards they got and events that they did throughout the fair.

October 7, 2009

We started reading the next story in the textbook today and discussed round and flat characters. We had a team meeting today and try to figure out some kind of punishment for the trouble makers and a better way to teach the bilingual students because they were falling behind in all of the classes.

October 10, 2009

Grades were due for the end of the six weeks, and today was one of the longest days. Students came all throughout the day to turn in papers they had never turned in to raise their grades, and we tried to give students class time to make up assignments so they could raise their grades and erase the zeros they had in the grade book.

October 13, 2009

We had a field trip today and went to agriculture day at Waller County Fair Grounds. I had fun with the kids even though it was really cold and raining. We got to play with all kinds of animals, and I am a pig lover, so I was more than excited when I got to play with one.

October 15, 2009

Since our next story was a biography about a baseball player, we talked about sports that we liked to watch and play. Each student drew 2 self portraits of themselves and we made bar graphs for each class with sports we liked to watch, and sports we liked to play. It was interesting to see the difference between the classes.

October 20, 2009

It was a long day. Two boys got into a fight during recess and the afternoon classes did not want to cooperate. They have become worse throughout the year and are very rebellious. It's one class that is out of control and gives all of the teachers' trouble, and they wore me out today.

October 22, 2009

We didn't do too much with the students today; we read the next story in the reading book and talked about the vocabulary words. Then we played a RIVET with them and those words, which is like hangman so they could become familiar with their new words.

November 2, 2009

We started reading a new book called Bunnacula which is about a bunny that the family found and started to wonder if it was a vampire. It is a chapter book so we just read one chapter today, and the students are so intrigued that they are really anticipating getting to the end.

November 4, 2009

Today I taught the students how to compare and contrast, and we used this objective to compare and contrast Dracula and Bunnacula to discover whether he was a vampire or not. It was really funny doing this activity as some of the students thought vampires really did exist.

November 6, 2009

We finally finished reading Bunnacula. It was a really good book and I enjoyed it as much as the students did. We also made flip books using the affixes that we had talked about a few weeks ago and made nonsense words that helped the students to understand prefixes/suffixes.

November 9, 2009

We talked about homonyms and used them to make sentences from Bunnacula. In the story they talked about stake and steak so I used that to help them understand the concept of homonyms.

November 11, 2009

The students put on a Veteran's Day program for the school and they were amazing. Watching them at practice, I thought they would get stage freight and not do well but they did great!

November 18, 2009

We had a really long fire drill today; there was a chemical spill in the third grade hall so we lost half of the day for instruction, but it was a pretty day outside so we got to bond with the kids a little bit.

November 20, 2009

The kids and I are more than excited to have the whole week off for Thanksgiving. We didn't want to start a new lesson before the break so we had the students to draw a poster sized picture of themselves and write similes about them, that we were going to hang up in the hallway. It was a sad way to leave for the break because one of the teachers had to be rushed to the hospital during school, and at the end of the day a students mom had been involved in a head on collision. She survived but with lots of damage to her and the 2 year old that was with her. We had a faculty meeting to have prayer, and wish everyone a Happy Thanksgiving.



# ACHIEVEMENTS



**SERVICE-LEARNING PROJECT  
COMMUNITY WIDE CLEAN-UP**

*This Certificate of Recognition  
is awarded to*

**Jennifer Wooding**

For participation in  
**Panthers At Work**

Presented this 19th day of September 2009

*George C. Wright*  
Dr. George C. Wright, President

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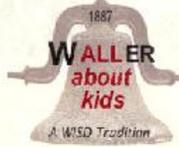
PRAIRIE VIEW A&M  
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**Certificate of Completion**  
Awarded to  
**Jennifer Wooding**  
for  
**Opening of School  
2009-2010  
Staff Development**

12 Hours August 13 and 14, 2009

*Joy Kanye*  
Joy Kanye  
Curriculum Director

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