

Context and Objectives

a. To get a better understanding of my class, it is important to look at the school, community and demographics of class. My placement was at C.B. Warring Elementary in the Poughkeepsie School District. I was in a second grade inclusion class which included 12 general education students and 10 special education students along with a general education teacher, Mrs. Zolko and a special education teacher, Mrs. Letterii. Five students are ESL with Spanish as their first language and three students are Speech and Language Disabled. These students receive services approximately four times a week at the same time. This school in Poughkeepsie is a very challenging school to teach in. Many of the students come from very different cultural backgrounds and socio-economic statuses. This effects their behavior immensely. The set up of the classroom does help eliminate constant distractions but if students learning becomes to suffer because of placement and distractions in the class, the teacher will make changes immediately.

b. Standards

English Language Arts:

Standard 1: *Language for Information and Understanding-* Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Performance Indicators:

- Read to collect and interpret data, facts, and ideas from multiple sources.
- Recognize organizational formats to assist in comprehension of informational texts.
- Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance.

Standard 4: *Language for Social Interaction-* Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people.

Performance Indicators:

- Write personal reactions about experiences, events, and observations, using a form of social communication.
- Recognize that social communication may include informal language, such as jargon and colloquialisms.
- Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups.

Standard 2: *Language for Literary Response and Expression-* Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral,

written, and electronically produced texts and performances, relate texts and performance to their own lives, and develop and understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

NCTM Content Standard(s) & Topic of Lesson:

NCTM Content Standards- Problem Solving, Connections, and Communications

Topic of Lesson- “Counting On”

New York Standards Mathematics

2.N.17 – Demonstrate fluency and apply addition and subtraction facts up to and including 12.

2.N.15- Determine sums and differences of number sentences by various means.

Pre- Assessment and Analysis

- a. For all my lessons, I would pose questions before the lesson to see how much the students knew about the concept based on their prior knowledge. Also I would ask my students to predict and guess what they thought the concept might meant to them.
 - i. Students will participate in four Smartboard activities on Rhyming and Word Families. Students will be asked what they think the story Show Me The Honey by Tish Rabe might be about. Students will be reminded to keep a look out for words that may rhyme in the story.
 - ii. Students will be told what they will be learning and then watch a short video on Brain Pop Jr. called “Counting On”. All students will be sitting on the rug with a number line while watching the video. The video will be stopped at certain points to check for understanding.
 - iii. Students will take a book walk through the short story. Students will be asked what they think the story might be about. Students will be shown sight words and students will recite the words as a group. Students will be reminded to keep a look out for these sight words in the story.

- b. Throughout my lessons I analyzed the Pre-Assessment data and found that these Pre-Assessment activities really help to grasp the students’ attention and motivate them to learn more about the topic being covered. These Pre- Assessments would provide students with prior knowledge which would help them to recognize different concepts. Most of the higher level students would understand the concepts and build off them very quickly. They seemed to help the lower students understand the concept by sharing their thoughts and ideas. For example during my Apple Lesson, some of the higher level students discussed with the class what they knew about apples and how they are grown. This discussion help activate other students knowledge of apples. Having this discussion helped students to participate and form their own ideas based on their peers experiences.

Kristine Best
Student Teaching
Unit Plan

Lesson Plans

Reading Lesson- Student Teaching

Name: Kristine Best Date: 10/11/2011

School: Warring Elementary School Grade Level: 2nd

Cooperating Teacher: Mrs. Letterii Time of Day:
12:45

Size of Class/Group Taught: 24

Objectives:

Students will:

- Participate in a Smartboard activity involving Word families and Rhyming words
- Review different rhyming words.
- Listen to the story Show Me The Honey by Tish Rabe
- Be able to determine where honey comes from.
- Learn new information about what bees do in order to make honey.
- Discover new rhyming words that they might have never seen before.
- Echo read a poem called “Buzz, Buzz Bumblebee” by Ruth Donnelly
- Be able to match and recognize rhyming words.

New York Standards:

English Language Arts:

Standard 1: *Language for Information and Understanding*- Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Performance Indicators:

- Read to collect and interpret data, facts, and ideas from multiple sources.
- Recognize organizational formats to assist in comprehension of informational texts.
- Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance.

Standard 2: Language for Literary Response and Expression- Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performance to their own lives, and develop and understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Learning Styles:

- Visual/ Spatial- Students will review rhyming words and word families from smartboard activities.
- Verbal/Linguistic- Students will listen to a story and then read a poem out loud with the class.

Materials:

- Pencil and Activity worksheet
- Book Show Me The Honey by Tish Rabe

Teacher Resources:

- Book Show Me The Honey by Tish Rabe
- www.superteacherworksheets.com- Bee Poem

Motivation: To activate prior knowledge students will participate in smartboard activities that will get them familiar with recognizing and hearing words that rhyme. This will help students to recognize words that rhyme in the story Show Me The Honey.

Procedure:

Before Learning

- Students will participate in four Smartboard activities on Rhyming and Word Families.
- Students will be asked what they think the story Show Me The Honey by Tish Rabe might be about.
- Students will be reminded to keep a look out for words that may rhyme in the story.

During Learning

- Students will listen as the teacher reads the story Show Me The Honey by Tish Rabe.
- Students will randomly be asked to choose two words that rhymed on a certain page.
- Students will echo read the poem “Buzz, Buzz Bumblebee” by Ruth Donnelly
- Students will complete two worksheets that go along with the poem.

After Learning

- Students will go over the worksheet together as a class.

Kristine Best
Student Teaching
Unit Plan

- Students will hand in their worksheet to be graded.
- If some students finish early, students will write 5 sentences including two words that rhyme.

During instruction the teacher is monitoring that all students are listening and staying focused.

Summary:

By activating prior knowledge with the smartboard activities right from the start students will be prepared and warmed up to rhyming words and hearing them. Students will then listen to the story Show Me The Honey by Tish Rabe where they will be hearing many words that rhyme. Students will then echo read a poem together and then complete two activity pages based on the poem. Students will search for rhyming words in the poem and students will also match the rhyming words. These different activities will help students of all learning styles and abilities.

Evaluation:

- Answer questions from beginning smartboard activities
- Echo read
- Find rhyming words from the poem
- Will match easy vocabulary words to their meanings
- 5 sentences using any rhyming words (if students finish early)

Extension:

- Students will use the Smartboard to play rhyming games.
- Students will be provided with books they can read on their own that have rhyming words in them.

Mathematics Lesson- Student Teaching

Name: Kristine Best Date: 09/20/2011

School: Warren Elementary School Grade Level: 2nd

Cooperating Teacher: Mrs. Letterii Time of Day:
11:45

Size of Class/Group Taught: 24

Source of Lesson: <http://www.brainpopjr.com/math/>

NCTM Content Standard(s) & Topic of Lesson:

NCTM Content Standards- Problem Solving, Connections, and Communications

Topic of Lesson- “Counting On”

New York Standards:

2.N.17 – Demonstrate fluency and apply addition and subtraction facts up to and including 12.
2.N.15- Determine sums and differences of number sentences by various means.

Learning Objectives/Student Outcomes:

Students will:

- Use the number line model to find sums
- Solve for the sums using the number line.
- Organize their mathematical ideas using the number line.
- Learn to form an addition number sentence
- Investigate the commutative property.
- Explore and play with numbers while learning an easier way to add.

Materials:

- Laminated number lines
- Activity worksheet
- Pencil

Motivation: The lesson will begin with students watching a short movie on BrainPop Jr. which I believe will really get all the students focused. Students will also receive their own number line. A game will be played at end of lesson involving and bringing together the concepts learned in the lesson.

Procedure:

1. Students will be told what they will be learning and then watch a short video on Brain Pop Jr. called “Counting On”.
2. All students will be sitting on the rug with a number line while watching the video. The video will be stopped at certain points to check for understanding.
3. As a class, students will complete an interactive easy quiz on the Smartboard from BrainPop Jr.
4. Students will then return to their seats and complete an activity worksheet while using their number line to complete it.

5. Teacher will then review the worksheet and discuss the strategies the students took to discover their answers.
6. If all students cooperate they will be able to participate in an addition game.
7. This addition game is called "Getting on the Bus", 12 chairs will be set up in two rows of six. Twelve students will each get a number.
8. The chairs will simulate a bus. We will add people to formulate different number sentences. The number sentences will be recorded on the Smartboard.

Questions for Students: Students will be questioned to check for understanding all throughout the lesson as well as during the movie.

Summary: Students will gain a better understanding of how to "count on" by watching the interactive video. Students will use their number lines to find answers to addition sentences. Students will be actively engaged at all times. Students will explain their answers and the steps they took to get to the answer.

Assessment/Evaluation: When it comes time to evaluate and assess the students it is important to see if you have met all the objectives. The worksheet that the students must complete will be checked.

Extension Activity: Students can use this laminated number line in the future to help with addition and in the future subtraction.

Reading Lesson- Student Teaching

Name: Kristine Best Date: 09/27/2011 School: Warring Elementary School
Grade Level: 2nd

Cooperating Teacher: Mrs. Letterii Time of Day: 12:45 Size of Class/Group
Taught: 24/6

Objectives:

Students will:

- Explore a Scholastic News mini book and take a book walk
- Review sight words that they may come across in the text.
- Be able to recognize high frequency sight words in the story and also through the activity.
- Echo read with the teacher.
- Discover these new sight words and find them in the story.

New York Standards:

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Performance Indicators:

- Write personal reactions about experiences, events, and observations, using a form of social communication.
- Recognize that social communication may include informal language, such as jargon and colloquialisms.
- Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups.

Learning Styles:

- Visual/ Spatial- Students will review sight words before they read
- Verbal/Linguistic- Students will echo read and also recite the words before reading.
- Interpersonal- Students will go over the words with a partner using their activity.

Materials:

- Scholastic news magazine

- White board
- Apple cut out
- Word strip for sight words (They, But, Have, Each, Of, Will, Can't)
- Crayons
- Loose leaf paper

Teacher Resources: Scholastic News

Motivation: To activate prior knowledge students will recite these sight words that they can recognize on the white board. Students will play a short memory game at the end using their apple toy that they created.

Procedure:

Before Learning

- Students will take a book walk through the short story.
- Students will be asked what they think the story might be about.
- Students will be shown sight words and students will recite the words as a group.
- Students will be reminded to keep a look out for these sight words in the story.

During Learning

- Students will read the cover page of the Scholastic News together.
- Students will echo read the Questions that are asked on each page and they will follow along with their finger as I read the answers to the questions.

Comprehension Questions:

1. Before Reading, students will discuss what they might think the scholastic news is telling us.
2. Students will each tell the group one thing they remembered about the story or liked about the story.

After Learning

- Students will discuss the story.
- Students will go back into the story and see if they remember if they discovered any sight words that were discussed before the reading.
- Students will then be shown the sight words again and asked to go back and find the ones they missed in the story and circle them.
- Students will then fill out their word strip with the sight words and color the word strip. After they are finished coloring, they will put the word strip through the apple and play the memory sight word game with a partner using their apple word toy.
- If some students finish early, students will write 5 sentences using one sight word in each sentence.

During instruction the teacher is monitoring that all students are reading along using their finger. This is extremely important for this group of students because they seem to lose their focus very fast and easily. It is extremely important to make sure they stay on task.

Summary: By reading this Scholastic News, students will become more aware and build the students confidence since these students are beginning readers. By giving students repeated exposure to individual sight words it will be easier for them to pick the words out and read them in context. Placing the learning of sight words in a game format makes an overwhelming task seem fun. Students will be able to interact and learn with their fellow peers. These different activities will help students with different learning styles and abilities as well.

Evaluation:

- Group comprehension discussion
- Finding sight words in story
- Partner Sight Word Review
- 5 sentences using sight words (if students finish early)

Extension:

- Students will use the Smartboard activities from ScholasticNews.com with the class.
- Students will review the sight words later in the week.

Formative Assessments

- a. After all my lessons I had a different formative assessment that would check for the students understanding of the concept. As a class , we would review the formative assessment and go over any areas that some students may have still been shaky on.
- i. Students will discuss the story. Students will go back into the story and see if they remember if they discovered any sight words that were discussed before the reading. Students will then be shown the sight words again and asked to go back and find the ones they missed in the story and circle them. Students will then fill out their word strip with the sight words and color the word strip. After they are finished coloring, they will put the word strip through the apple and play the memory sight word game with a partner using their apple word toy.
- ii. Teacher will then review the worksheet and discuss the strategies the students took to discover their answers. If all students cooperate they will be able to participate in an addition game. This addition game is called “Getting on the Bus”, 12 chairs will be set up in two rows of six. Twelve students will each get a number. The chairs will simulate a bus. We will add people to formulate different number sentences. The number sentences will be recorded on the Smartboard. When it comes time to evaluate and assess the students it is important to see if you have met all the objectives. The worksheet that the students must complete will be checked.

- iii. Students will randomly be asked to choose two words that rhymed on a certain page. Students will echo read the poem “Buzz, Buzz Bumblebee” by Ruth Donnelly. Students will complete two worksheets that go along with the poem.
- b. The formative assessments allowed me to see if students really understood what was being taught. If all students seemed to struggle in one area, I would try to focus on that area more the next day.

Post Assessment and Analysis

- a. Post Assessments
 - i. For my reading lesson I used a group comprehension discussion. I had students finding sight words in story. Students then had to review the sight words with a partner. And if students finished early they would have to write five sentences using a sight word in each sentence.
 - ii. Students can use this laminated number line in the future to help with addition and in the future subtraction.
 - iii. Students will go over the worksheet together as a class. Students will hand in their worksheet to be graded. If some students finish early, students will write 5 sentences including two words that rhyme. Students will use the Smartboard to play rhyming games. Students will be provided with books they can read on their own that have rhyming words in them.
- b. It seemed that when the pre-assessment was very engaging and students were very interested in the way the information was being presented to them, their post assessment and formative assessments were more complete and correct. The ways that I knew that the instruction was effective was when I had my lower students understanding some of the more difficult concepts.
- c. One of my students struggled on most of my lessons mainly because he had a very difficult time focusing. When he did focus, he did very well but still really struggles with staying focused and on task. He receives special services every day. Another student was average and always seemed to be motivated to learn which helped him a great deal to understand harder concepts. My highest level student was able to complete all assessments easily and she also would help other students who would struggle. I would prepare more challenging worksheets for her to challenge her on the same concepts.