

Student Learning Module #2

Reading Comprehension

First Grade
(1st)

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Table of Contents

Contextual Factors ----- 3 - 4

Learning Goals ----- 5 - 7

Assessment Plan Overview ----- 8 - 11

Design for Instruction ----- 12 - 15

Instructional Decision-Making ----- 16 – 18

Analysis of Student Learning ----- 19 - 20

Reflection and Self Evaluation ----- 21 - 22

Instructional Rubrics ----- 23 - 24

Assessments/Keys ----- 25 - 32

Lesson Plans ----- 33 - 36

Reflection Logs ----- 37 - 41

Student Samples ----- 42 - 52

Reference ----- 53

Contextual Factors

Contextual Factors can affect the teaching and learning process in the classroom. Dana Road Elementary is a Pre-K to 3rd grade school located in Vicksburg, Mississippi. Dana Road consists of 664 students. There are 347 males and 317 females enrolled in this school. There is also diversity among the students. The majority of the students are African American which consists of 501 students. There are also 143 Caucasian students, 16 Hispanics, and only 4 students that fall under the Asian and Pacific Islander bracket. Approximately 90% of these students receive free or reduced lunches.

Dana Road Elementary is one of seven elementary schools in the Vicksburg/Warren County area. This school was built in 1999 and has a 5 star community rating. The community and parental involvement inside this school is amazing. Dana Road has an open-door policy and ensures that everyone feels welcomed. The teachers are in constant contact with the parents through emails, texts, as well as phone calls and weekly newsletters. The administrators at this school are adamant when it comes to teacher/parent communication and the learning process of all students. Their main focus is that each student receives a quality education from trained professional and parental guidance.

The teachers, administrators, and other staff members at Dana Road work diligently to ensure that all students are in a safe, clean and comfortable learning environment. They also work hard to ensure parent involvement by offering Literacy Nights, Jaguar Math Night, and other incentives to keep harmonious relationships.

There are numerous of resources that are available to the teachers, students, and parents. For example, they have a scholastic library that is filled with books and helpful personnel. Also, they offer a parent resource center where parents can go and gather materials

for reading fair boards, science projects, and other school activities. Items available in this center include construction paper, a variety of stencils, bulletin board paper, etc.

Also, inside the classroom, the students are placed in heterogeneous groups. This way, the advance and on-level students are able to help those below level or struggling students. These groups participate in numerous cooperative learning activities that have been beneficial for all students.

Most classrooms are equipped with computers and smart boards. I am in a first grade classroom and I love operating the smart board. The students are able to interact with the board with various lessons. The students also enjoy the different activities that are available for them. For example, students are able to take accelerated reading test on the computer. Also, students that require interventions are able to play a variety of educational games that are offered to them. More interventions for the students include Academy of Reading, small group, as well as one-on-one. This school also has volunteers from the community church that comes in and tutor students in reading and math.

At this school, time is everything. The students are on a regular schedule that they are accustomed to and follow daily. The schedule is a good way to keep the students informed on what's next to come. This way, they are better prepared and it assists in making the day run smoothly.

These contextual factors play a huge part in the way students learn. The main focus is for teachers to set measurable goals and objectives for the students. With the collaborations of the teachers, parents, and other administrators, they are able to come up with instruction and differentiated instruction in order to meet individual needs of students. The goal is to create an environment that will engage students as active learners.

Learning Goals

The overall goal for teaching is learning. When planning a lesson, it is essential that teachers write out their learning goals. These goals should be specific, measurable, attainable, realistic, and timely. The goals should also be aligned with the concepts and skills of the lesson. The learning goals chosen for this lesson will assist in motivating students as well as guiding the lesson.

Reading Comprehension Learning Goals:

- (1) The students will use and understand text features, parts of the book, and text structures. DOK 1
- (2) The students will be able to place the events of the story in sequential order.
DOK 1
- (3) The students will be able to define and give an example of a cause and an effect.
DOK 2
- (4) The students will be able to differentiate between cause and effect. DOK 2
- (5) The students will be able to give an effect for a given cause, or give a cause for a given effect. DOK 3

All of these goals are aligned with local standards and the Common Core State Standards. The Vicksburg/Warren pacing guide was used to see what skills should be taught. These were the skills the students were working on at the time. Also, the Common Core State Standards were aligned with the objectives of choice. The depths of knowledge of these learning goals are DOK 1, DOK 2, and DOK 3. DOK 1 requires recall of information, such as a fact, definition, term, or performance of a simple process or procedure. DOK 2 includes the engagement of some mental processing beyond recalling or reproducing a response. Items require students to make some decisions as to

how to approach the question or problem. These actions imply more than one mental or cognitive process or step. Lastly, DOK 3 often involves reasoning and planning. Students must be able to support their thinking.

The above *learning goals* are connected to the following Common Core State Standards:

Learning Goal #1

- CCSS.ELA-Literacy.RF.1.1 - Demonstrate understanding of the organization and basis features of print. DOK 1

Learning Goal #2

- CCSS.ELA-Literacy.RI.1.2 - Identify the main topic and retell key details of a text. DOK 1

Learning Goal #3

- CCSS.ELA-Literacy.RI.1.4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in text. DOK 2

Learning Goal #4

- CCSS.ELA – Literacy.RI.1.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. DOK 2

Learning Goal #5

- CCSS.ELA- Literacy.RI.1.1- Ask and answer questions about key details in a text. DOK 3

These learning goals are important because students use their skills reading comprehension skills to receive information, think logically and creatively, and express their ideas. These goals are of importance because they will help students with everyday challenges. It is essential for students to effectively communicate with others through oral and written language. These learning goals give students the foundation for communication and lifelong learning skills.

Assessment Plan Overview

This assessment plan will provide an overview of the contents of the design. This plan will include a total of five learning goals. With each goal, provided will be the pre-assessment, formative, and summative assessments. Adaptations will also be made with each learning goal in order to meet the needs of all students.

The focus of this module is first grade reading comprehension. The first two goals state the following: students will use and understand text features, parts of the book, and text structures; and the students will be able to place events of a story in sequential order. I wanted to see whether the students clearly understood the functions of a book. I also wanted clarification on whether or not students knew how to construct their own books with the correct features and also retell the events in sequential order. These goals are aligned with the common core state standards. The pre-assessments used for these goals were both oral and observations. After reading the story, *A Big Fish for Max*, the students were able to depict key details from the story and place those events in the order that they occurred. The students constructed their own fish books where they had to include the title, author, page numbers, etc. themselves. The assessment included observations of students work during work time and also the final project. Also, a checklist was used to evaluate how students performed during the activity.

Adaptations were also used in this activity. Any student that may have difficulty with this lesson will have the lesson repeated to them. A completed model of what is expected of the students will also be displayed. Students will also receive one-on-one assistance. Further adaptations include assisting students with composing their books. The teacher will have printouts of the events and these students were able to cut out the events of the story, and paste the events in sequential order onto their books. The teacher also assisted students with cutting, gluing, etc. Lastly, students were carefully grouped based on their educational needs.

The formative assessments used were observations of students work. The students were to construct their books, including the features, and putting the event in sequential order. Also, verbal questioning was used to check for understanding. The formative assessment let me know whether or not I was able to move on with the lesson.

To further ensure understanding, the students were instructed to orally give key details of the story and whether it happened first, in the middle, or last.

The summative assessments used were observations and completion of students work to check for comprehension of lesson, an activity sheet, and the teacher and student orally went over the features of the books and the order of events.

In addition to those learning goals and assessments, the last three goals focuses on cause and effect. Learning goal three states that the students will be able to define and give an example of a cause and an effect. The fourth goal states that the students will be able to differentiate between cause and effect. The final learning goal states that students will be able to give an effect for a given cause, or give a cause for a given effect.

The pre-assessments used for these learning goals where to have the students play a cause and effect game using flashcards. This assessment gave an idea of what students already knew and what content needed to be taught the most. This formative assessment also gave me an idea on whether students knew the difference between a cause and effect, or which one tell “what happened” and which one tells “why it happened”. Also, the formative assessment took place during the cause and effect foldable activity. Continuous observations and questioning throughout the assignment gave me insight that the students grasped the content of the lesson.

The final summative assessment was given in the form of a paper assessment. The students had to complete a cause and effect activity sheet. Also, a completed depiction of the foldable was also used as a summative assessment. Students also had to come up with their own cause and effect scenario. For example, one student stated that “she couldn’t go to the playground because the car tire was on flat”. The effect was that she couldn’t go to the playground. The cause/reason was because the car tire was flat. This student continued to explain that “sense the car was on flat, they were unable to drive to the playground. Therefore, they weren’t able to go to the playground. Each student had to attempt to come up with an example of cause and effect. This was also used as an exit ticket. Adaptations used for this activity included scaffolding students throughout the lesson and assisting students with making the foldable and labeling when needed.

Assessment Plan

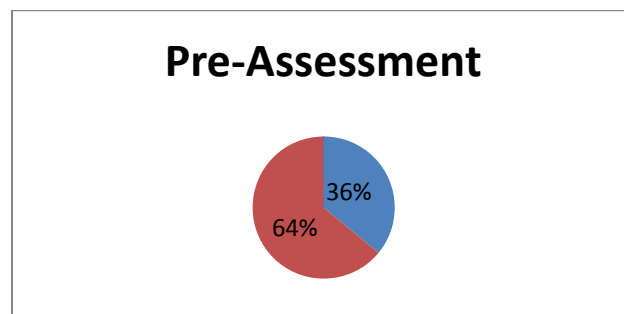
Learning Goals for Lesson/Activity #1 Sequence	Assessments	Format of Assessments	Adaptations
<p>Learning Goal #1</p> <p>The students will use and understand text features, parts of the book, and text structures.</p> <p>Learning Goal #2</p> <p>The students will be able to construct a book and place events of a story in sequential order.</p>	<p>Pre-Assessment</p> <p>Formative Assessment</p> <p>Post-Assessment</p>	<p>Checklist: game with sequence flashcards and the students will have to place these cards in the correct order.</p> <p>The students are going to construct/insert parts of a book and place events of story in sequential order.</p> <p>Observations of students work during activity time.</p> <p>Students completed depiction of their sequence book on the story "A Big Fish for Max".</p> <p>Checklist: The teacher and students will orally go over the step of the story in sequential order and parts/labeling of the book. Example: insert title, author, page numbers, etc.</p> <p>The students will complete a sequence activity sheet.</p>	<p>Repeat and modify instruction, as needed. Also, carefully select groups based on the educational needs of the students.</p> <p>Provide students with a direct model of what is expected of them.</p> <p>Demonstrate the lesson once again and assist students with putting their fish sequence book in order. Also, assist students with labeling, if needed.</p> <p>Students will also be able to look at the teacher's sample.</p>

Design for Instruction

The design for instruction for this lesson was based on each student and his/her individual needs. All students do not learn the same so it was essential to use a variety of teaching techniques when designing the lesson. These lessons/activities are aligned with the Vicksburg/Warren School District pacing guide. The subject area is this lesson is Language Arts and the contents discussed are nouns, pronouns, subject and object pronouns, pronoun-verb antecedents, and lastly pronoun-verb contractions.

There are a total of five learning goals to go along with these lessons and they are all aligned with the Common Core State Standards. The first learning goal states that the students will use and understand text features, parts of the book, and text structures. The second learning goal states that the students will be able to place the events of a story in sequential order.

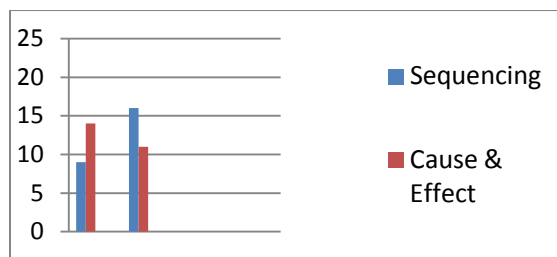
The first two learning goals are aligned with the first activity on sequencing/putting the events of the story “A Big Fish for Max” in sequential order. When administering the pre-assessment using the sequence pictures flashcards, about half of the students comprehended the skill. However, this was using pictures. It was more difficult for students to place the events in order after reading the story. I found that over half of the students were remembering the steps of the story but could not place the events in chronological order. There are 25 students in this first grade classroom and only 9 students were able to place the events in the order that they occurred in the story. Take a look at the sequencing graph below from the pre-assessment.



Less than half of the students were able to place the events of the story in sequential order with 100% accuracy. Out of the 25 students in the class, only 9 of the students were

successful with the pre-assessment. However, the remaining 16 were able to pick out the main points in the story but were having difficulty placing the events of the story in sequential order.

The last three learning goals are aligned with the second activity on cause and effect. The third goal states that the students will be able to define and give an example of cause and effect. The fourth goal states that the students will be able to differentiate between cause and effect. Lastly, students will be able to give an effect for a given cause, or give a cause for a given effect. The graph below tells how the students performed on both skills assessments.



Out of the 25 students in this first grade class, 14 of the students were proficient on the pre-assessment. These students were able to comprehend the difference between cause and effect. For example, they were able to tell the teacher “why it happened” and “what happened”. Example: The little girl got wet. **Why did she get wet?** She forgot her umbrella. **Effect:** The little girl got wet. **Cause:** She forgot her umbrella. However, instruction still had to be modified with each skill in order to reach each student in the class.

The following is an overview of the lessons.

<p>Monday</p> <p>Reading Comprehension (1st)</p> <p>Sequencing</p> <p><u>Instant Activity</u> The students will participate in a sequence flashcard activity at the start of the lesson.</p> <p><u>Teaching Input</u> The class is going to create their own reading books. They are going to have to listen carefully to the story when being</p>	<p>Tuesday</p> <p>Reading Comprehension(1st)</p> <p>Cause & Effect</p> <p><u>Instant Activity</u> The students will participate in a cause & effect flashcard game to introduce the lesson.</p> <p><u>Teaching Input</u> The class is going to create a cause and effect two-door foldable. The teacher will write the definition of cause and effect on</p>
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read. The teacher will have print out of some passages of the story and the students are going to place the events in sequential order as they happened. The teacher will ask the students who, what, when, why, and how questions throughout the story being read.

Teacher Modeling

The teacher is going to demonstrate what the students are going to do. After completing the demonstration, the teacher will pass around the completed project of what is expected of the students.

Checking for Understanding

The teacher will monitor the students' by walking around and checking their work. If students' are having trouble, I will demonstrate once again and also go back over the story and ask questions about the events. The students will also be allowed to look at the complete copy that I did in the previous example.

Guided Practice

The students, along with the teacher, will orally go over some of the key details of the story and put those events in sequential order. Also, the students will be able to check their sequence book as we answer the questions aloud.

Independent Practice

The students will complete a sequence activity sheet for extra practice.

Closure

COOL DOWN!!!!

The teacher and the students are going to go over the sequence books orally and also the students are going to share their books with the class.

the board as well as the foldable. The teacher will have printouts of cause and effect pictures so students will be able to place the event in the correct column. The teacher will ask the students who, what, when, why, and how questions throughout the story being read in order to figure out each cause and effect.

Teacher Modeling

The teacher is going to demonstrate what the students are going to do. After completing the demonstration, the teacher will pass around the completed cause and effect foldable of what is expected of the students

Checking for Understanding

The teacher will monitor the students' by walking around and checking their work. If students' are having trouble, I will define once again what cause and effect means. Also, the teacher will go back over the story and ask questions about the events to see if the students will be able to depict the situations out in the text. The students will also be allowed to look at the complete copy that I did in the previous example.

Guided Practice

The students, along with the teacher, will complete a foldable on cause and effect. They will have to define, as well as answer questions about the story that tell the effect and the cause of a given situation. Also, the students will be checking their foldable as we answer the questions aloud.

Independent Practice

The students will complete a cause and effect activity sheet for additional practice.

Closure

COOL DOWN!!!!

The teacher and the students are going to go over the foldable orally and also the students are going to read some of the

<p><u>Assessment</u> The observation of students' participation during class discussion. Students' will also have an oral assessment of the events of the story. The students' will individually recite the events in sequential order to the teacher. A post test of the story/skill will be given on Friday.</p>	<p>cause and effect scenarios from the foldable and the animated video.</p> <p><u>Assessment</u> The students were given cause and effect flashcards. Each student will be given a card, a cause or effect, and they have to match the card with their correct classmate. Further assessments included the observation of students' participation during class discussion, and completion of their two-door C&E foldable.</p>
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All of these activities reflect a variety of instructional techniques. I planned these activities because the skills that were taught were aligned with the pacing guide. I planned these hands-on activity because I've noticed that the students work and learn best when they have tangible material in front of them. Also, I chose the games as a part of the lesson in order to make learning fun and to keep the students engaged in the lesson. This way, students were eager to participate, and eager to get the answers correct. This also gave the students an opportunity to work with each other in cooperative groups.

During the sequence activity, the students had to put the entire book together. The teacher informed the students that all books have titles and authors. So the students had to write the title of the book. However, they were the authors of their own sequence book. The students also had to number the pages in the book, as well as draw illustrations for each sequence detail. The students were able to share their illustrations with their classmates. The majority of the student mastered this skill with 100% accuracy.

The cause and effects activity made these first graders think critically. They had to really focus on what was happening and why. They were having a hard time figuring out the cause verses the effect. However, by the end of the lesson, the students mastered the skill.

The students were assessed by visual observations during activities, oral questioning, and also paper-based assessments. In addition, I utilized technology with both of these activities. I was able to play the animated videos to the students from the smart board. The students enjoyed watching the videos because they were able to interact with the smart board by answering questions when ask, making predictions, etc.

Instructional Decision-Making

MODIFICATION #1

It is essential for teachers to understand that students are different and require varied teaching methods in order for them to be successful. It is also important to create a welcoming environment where students feel comfortable and safe. Before the start of my lesson, I tried to set the tone where the classroom was a warm and fun environment where everyone was capable of learning and that learning could be fun.

The time I had to modify instruction was during my lesson on sequencing. When first introducing the word, sequential order, the students were having a hard time mimicking the word. After a few tries, the majority of the class caught on to the word and meaning quickly. Sequencing as I used it was putting the events of the story in the order that it occurred. After reading the story, *A Big Fish for Max*, the students had to create their own sequence books out of the shape of a fish.

I had one student that was having a hard time reading the words. Therefore, he was unable to put the events in the order in which they occurred. With this particular student, he was unable to have the story read to him. I wasn't sure if he was the only one that was having trouble reading the selection or not. Some students may or may not have the same problem and just not mention it and let me move on. However, I wanted to make sure that all of the students were on the same page, therefore, I paused instruction for a minute in order to go back over the story. This time, I had all the students start from the beginning of the story and let the audio read the story to the students.

As the audio played, each student was instructed to put their finger on each of the words as it was being read. Also, while the audio played, as a whole class, we would pick out the key details of the story and write them on the board. After the story was complete, we had all the steps we wanted to include in our books, the students just had to put the events in the order that they happened.

I instructed not only the student that was having difficulty, but all the students to look for clue words in each sentence, such as first, then, next, or finally. I informed the students that these words were clue words that help the readers know the order of the events. We call these key words **time order words**. In addition to having the events of

the story written on the board, I also had the events typed on paper with those time order words for the student that was having difficulty with the skill.

Also, I thought of another strategy to use in order to reach the student(s) that were struggling with this skill. I decided to modify instruction by going over a familiar story with the students. We went step by step through the story "*The Three Little Pigs*". All of the students were eager to predict what was happening next in the story. The students were also incorporating time order words in their response. After going through the entire story, the students finally realized the importance of putting events of the story in order in or for a story to flow smoothly.

After making such modifications, the struggle student was able to use those time order words learned and other techniques in order to put the events of the story in sequential order. He and the rest of the students completed the assignment with 100% accuracy and were able to share their completed depiction of the story to their classmates.

MODIFICATION #2

When planning lessons and activities, it is important to maintain student involvement in the lesson. It is essential for teachers to keep lesson objectives clear, deliver the lesson at an appropriate pace, and to use meaningful material and manipulative. Another time when I had to modify instruction was during lesson/activity #2.

During the cause and effect lesson/activity, I had to modify instructions because the students were having a hard time understanding the difference between cause and effect and which one comes first. While observing students work when constructing their two-door foldable, where the students had to fold a piece of paper hamburger style and then cutting one piece up the middle to the center, making two doors, then labeling the two doors, one side cause and the other side effect, I know that a few of the students were mixing up the cause and effect problems.

I had the students to turn their foldable on the back and write the definition of cause and effect. We watch a video on the smart board and did an oral mini-lesson of different scenarios of cause and effect. For example I, held up an empty water bottle in

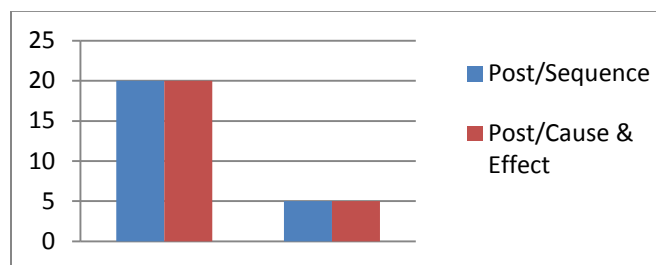
front of the class and asked for different volunteers to give the cause and effect. **Effect:** The water bottle is empty. **WHY IS THE WATER BOTTLE EMPTY?** The answer would be because I drank the water. **Cause:** I drank the water. I informed the students that the effect was that the water bottle was empty **BECAUSE** I drank the water. As a whole class, we went through many different scenarios and examples until everyone was able to understand which one meant “what happened” and which one meant “why it happened”. The students that I notice were making mistakes made the corrections and successfully completed the activity and showed their work to their classmates for review.

Analysis of Student Learning

The work submitted by students for assessment was a valuable source of feedback for me on the effectiveness of my teaching. If certain skills were not clearly understood by a significant number of students, that signaled the need for urgent attention. However, the data collected of students work and assessments clearly shows mastery in the teaching techniques used.

After analyzing the results of the pre-assessments, it helped guide my lesson. It also helped me to determine what skills the students were familiar with and, it also showed their areas of weakness. After seeing how students were performing on the pre-assessments, I chose certain activities to go along with the sequencing lesson because this is the skill that the students struggled with the most. I had to incorporate mini-activities throughout the lesson in order for students to better understand the skill. For example, as a whole group activity, we broke familiar stories down, such as *The Three Little Pigs*, *Goldilocks and the Three Bears*, and put those events in sequential order. The students understood the importance of having the events in a certain order in order for the story to flow and make sense.

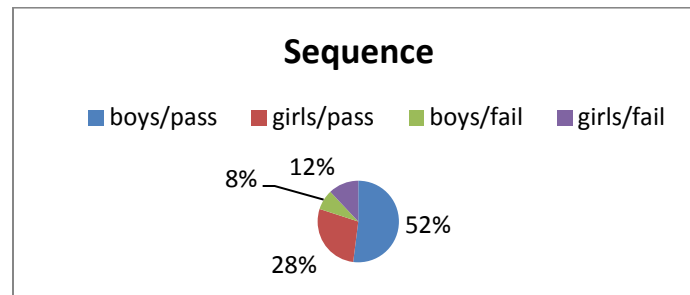
As a whole class, the students mastered the skills taught and scores from the pre and post assessments increased. The over half of the students excelled. The chart below explains the outcome of students' achievement.



This is the data recorded from the post assessment of the two skills taught. The students as a whole did a great job with the lesson. There are 25 students in the classroom. 80% of the students mastered the sequence skill. Also, 80 % of students mastered the cause and effect skill. There are five of the same students that failed both skills. Three of these students are low performing students that participate in

interventions in reading and math. One of those three has an IEP where I also have to accommodate his modifications.

As far as the different groups in the class, the majority of the students did well on the pre and post cause and effect skill. Therefore, I'm assessing the sequence data by gender. Comparing the sequencing skill, 7 out of 10 **girls** in the class mastered the skills, and 13 out of 15 **boys** were successful. However, 3 **girls** and 2 **boys** still struggled in the end.



The number amount is not even because there are not an equal number of boys and girls in the class. However, I wanted to chart data using gender and 7 out of 10 girls in the class passed this skill. Out of the boys, 13 out of 15 were successful with the skill.

All the students in the class tried their best. However, there were some students that did better than others. I'm going to use my highest performing student and the lowest performing student to demonstrate different levels of learning. It was important for me to understand how the two students learn best inside the classroom. My highest performing student likes to work alone. I made sure that I gave her opportunities to work by herself. However, I did not single her out to work alone. My lowest performer preferred to work in a group setting. I put together activities where students had the opportunity to work together in groups. My highest performing students excelled whether she was in a group setting or not. My lower performer would do better in groups because he was receiving help from peers. On his own, he did not perform as well. His scores weren't the best, but they did improve at the end of instruction.

Reflection and Self-Evaluation

This was a learning experience and I now have an idea of what works and what doesn't work. I found that it is extremely important to have good classroom management and participation from the whole class.

The learning goal where students were most successful was learning goal #1: The students will use and understand text features, parts of the book, and text structures. The students were most successful with this objective because of the fun activities that went along with the lesson. The students were able to work in small cooperative learning groups with this activity. Also, the students that were struggling with the activity were able to learn from his or her peers. The students worked diligently to accomplish the lesson. During the activity, the students were able to construct an entire blank book. They had to write the title, insert page numbers, write the key details, and draw and color the illustrations. The students work is now on display in the classroom.

The learning goal where students were least successful was learning goal # 2: The students will be able to place the events of a story in sequential order. The students were just having a hard time figuring out the order of events. I had to come up with various mini-activities in order to get the skill across to the students. After giving numerous examples, the students were able to master the concepts and their books flowed freely.

In my opinion, all of these goals were measurable, but this group of first grade students had a hard time staying focus and some wanted to just fill their books with writing and thought it was correct. After reading some of the books with errors, the students noticed that the story seemed out of place and didn't make sense. They were eager to revise their work.

To improve instruction, if time permits, I would cover the rules more in detail. I would like to do more hands-on activities or maybe come up with a song or other manipulatives to help get the skill across.

Professional learning goals that emerged from my insights and experiences with the SLM were to regularly assess the effectiveness of teaching. I say this because it's not ok to assume that the student learned what the teacher intended to teach. It is my responsibility to see if students are gaining the intended learning outcome or not. If not, I would know that I need to differentiate instruction and use different techniques in order to accomplish learning goals. Lastly, I would make sure that my learning goals are appropriate and measurable for the grade level. After working with these first graders, I now understand that I need to be more flexible and prepared because everything is not always going to operate as planned. I am appreciative that I'm receiving quality training that will assist me in the future.

Instructional Rubric

Rating Indicator	3	2	1
Sequence	Meets all expectations. Proper sequence Time order words used, first, next, then, last.	Makes an attempt to use proper sequence throughout the book. Out of order sequence. Uses some time order words to guide story.	Does not successfully use proper sequence throughout the book. Does not incorporate time order words.
Illustrations	Meets all expectations Appropriately uses detailed illustrations.	Uses some appropriately illustrations that match the key details. Illustration lack detail	Does not use appropriate illustrations
Pages	Meets all expectations Text corresponds to the illustrations on all pages	Text corresponds to the illustrations on at least 3 pages	The text does not correspond to the illustrations on the pages

Scores

9 – Excellent

8 – 4 – Fair

3 – Below - Poor

Total Possible Points:

Total Points Earned:

This rubric was used for the sequencing fish book activity

Pre and Post Assessment Checklist

Check the appropriate box for the following questions	YES	NO
Did the student participate in the activities?		
The student is able to define sequence.		
The student is able to differentiate between cause and effect.		
Student knows parts of a book and functions.		
The student is able to put key details of events in sequential order.		
The student recognizes cause when given.		
The student recognizes an effect when given.		
The student understands the sequence of events.		
The student uses appropriate illustrations.		
The student is able to connect text with illustration.		
The student uses correct page numbers.		
Student is able to independently compose a book.		
Students' book includes title, page numbers, and appropriate illustrations.		
Student uses correct spelling in sentences.		
Student uses correct punctuation in sentences.		

****This checklist will be used in both activities over a period of two consecutive days****

Post-Assessment - Sequence

Name: _____

Date: _____

Directions: Read the short story below.

When I get ready for bed, the first thing I do is brush my teeth. Then I go to the bathroom. Next, I put on my pajamas. After that I read books with my dad. Then I lie down in my bed to go to sleep.

Now put the items below in order by numbering them 1-5.

_____ read books with dad

_____ put on pajamas

_____ brush teeth

_____ lie down in bed

_____ go to the bathroom

****Teacher-Made Assessment****

Post-Assessment - Sequence

Name: Answer Key

Date: _____

Directions: Read the short story below.

When I get ready for bed, the first thing I do is brush my teeth. Then I go to the bathroom. Next, I put on my pajamas. After that I read books with my dad. Then I lie down in my bed to go to sleep.

Now put the items below in order by numbering them 1-5.4 read books with dad3 put on pajamas1 brush teeth5 lie down in bed2 go to the bathroom

Post-Assessment – Sequence

Name: _____

Date: _____

Directions: Read the short story below.

First, fill up the bath tub with water.
Then get in the tub. Wash yourself
with soap. Get out of the tub. Dry
off with a towel. Now get dressed.

Now write the steps to taking a bath in order.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

**Teacher-Made Assessment*

Post-Assessment – Sequence

Name: Answer Key

Date: _____

Directions: Read the short story below.

First, fill up the bath tub with water.

Then get in the tub. Wash yourself with soap. Get out of the tub. Dry off with a towel. Now get dressed.

Now write the steps to taking a bath in order.1. fill up the bath tub with water2. get in the tub3. wash yourself with soap4. get out of the tub5. dry off with a towel6. get dressed

Post-Assessment – Cause and Effect

Name: _____

Date: _____

Directions: Write the cause and effect for each sentence.

1. Tim forgot his homework so he was unable to complete his homework.

Cause: _____**Effect:** _____

2. Sam was hungry because he missed lunch.

Cause: _____**Effect:** _____

3. Jack's car has a flat tire, so he called a tow truck.

Cause: _____**Effect:** _____

4. Kelly studied her spelling words and she got an A on the test.

Cause: _____**Effect:** _____

5. The dog couldn't come inside because he rolled in the mud.

Cause: _____**Effect:** _____

Teacher-Made Assessment

Post-Assessment – Cause and Effect

Name: Answer Key

Date: _____

Directions: Write the cause and effect for each sentence.

1. Tim forgot his homework so he was unable to complete his homework.

Cause: Tim forgot his homework

Effect: he was unable to complete his homework

2. Sam was hungry because he missed lunch.

Cause: he missed lunch

Effect: Sam was hungry

3. Jack's car has a flat tire, so he called a tow truck.

Cause: Jack's car has a flat tire

Effect: he called a tow truck

4. Kelly studied her spelling words and she got an A on the test.

Cause: Kelly studied her spelling words

Effect: she got an A on the test

5. The dog had to stay outside because he rolled in the mud.

Cause: he rolled in the mud

Effect: the dog had to stay outside

Post-Assessment – Cause and Effect

Name: _____

Date: _____

Directions: Match the effects with their causes.

- | | |
|---------------------------------|-------------------------------------|
| _____ I passed the test. | A. I was cold. |
| _____ The balloon popped. | B. I jumped in the mud. |
| _____ We went to the beach. | C. I planted a seed. |
| _____ My teeth are yellow. | D. The day was sunny and hot. |
| _____ I put on a jacket. | E. I didn't brush my teeth. |
| _____ My stomach hurt | F. Joey stuck a pin in the balloon. |
| _____ The toy broke. | G. I ate four pieces of cake. |
| _____ My feet got dirty. | H. I stepped on a toy. |
| _____ I was tired this morning. | I. I didn't sleep well last night. |
| _____ A plant started to grow. | J. I studied all night. |

Teacher-Made Assessment

Post-Assessment – Cause and Effect

Name: Answer Key

Date: _____

Directions: Match the effects with their causes.

- | | |
|------------------------------------|-------------------------------------|
| <u>J</u> I passed the test. | A. I was cold. |
| <u>F</u> The balloon popped. | B. I jumped in the mud. |
| <u>D</u> We went to the beach. | C. I planted a seed. |
| <u>E</u> My teeth are yellow. | D. The day was sunny and hot. |
| <u>A</u> I put on a jacket. | E. I didn't brush my teeth. |
| <u>G</u> My stomach hurt | F. Joey stuck a pin in the balloon. |
| <u>H</u> The toy broke. | G. I ate four pieces of cake. |
| <u>B</u> My feet got dirty. | H. I stepped on a toy. |
| <u>I</u> I was tired this morning. | I. I didn't sleep well last night. |
| <u>C</u> A plant started to grow. | J. I studied all night. |

Lesson Plan #1

Grade Level: First Grade (1st)

Topic of Lesson: Sequence

Objectives: The students will be able to place the events of the story in sequential order.
The students will understand and make simple predictions (DOK 2)
The students will use and understand text features, parts of the book, and text structures

Rational Statement: It is important that students are able to listen to a story and be able to list the steps in the events that they happen in order. This should be done in early grades. If the students learn how to accomplish this, they will better understand how to follow directions.

Materials Needed: Copy of the story, “A Big Fish for Max”, cut outs from passages in the story, construction paper, glue, markers, crayons, markers, or colored pencils, and stickers (if desired).

Anticipatory Set: The students will be given sequence flashcards that they will have to put in the correct order. The teacher will go over the parts of the book with the class. The teacher will then show the cover of the book and ask the students what they predict the story is about. After listening to all the feedback, the teacher will begin reading the story “A Big Fish for Max” to the class.

Teaching Input: The class is going to create their own reading books. They are going to have to listen carefully to the story when being read. The teacher will have print out of some passages of the story and the students are going to place the events in sequential order as they happened. The teacher will ask the students who, what, when, why, and how questions throughout the story being read.

Teacher Modeling: The teacher is going to demonstrate what the students are going to do. After completing the demonstration, the teacher will pass around the completed project of what is expected of the students.

Checking for Understanding: The teacher will monitor the students’ by walking around and checking their work. If students’ are having trouble, I will demonstrate once again and also go back over the story and ask questions about the events. The students will also be allowed to look at the complete copy that I did in the previous example.

Guided Practice: The students, along with the teacher, will orally go over some of the key details of the story and put those events in sequential order. Also, the students will be able to check their sequence book as we answer the questions aloud.

Independent Practice: The students will complete a sequence activity sheet for extra practice.

Modifications: Repeat and modify instruction, as needed. Also, provide students with a direct model of what is expected of them,

Assessment: The observation of students' participation during class discussion. Students' will also have an oral assessment of the events of the story. The students' will individually recite the events in sequential order to the teacher. A post test of the story will be given on Friday.

Closure: COOL DOWN!!!! The teacher and the students are going to go over the sequence books orally and also the students are going to share their books with the class.

Next Related Lesson: The students will learn more in depth about the writing process. They will have to compose a new book of their choice. They will learn how to express, communicate, or evaluate their ideas effectively.

Classroom Management: The teacher will manage the students' behavior by using a clip chart. Everyone starts off with three clips. If the students are misbehaving, they will have to remove one of their clips from their name.

Lesson Plan #2

Grade Level: First Grade

Topic of Lesson: Cause and Effect

Objectives: The students will be able to define and give an example of a cause and an effect.

The students will be able to differentiate between cause and effect.

The students will be able to give an effect for a given cause, or give a cause for a given effect.

Rational Statement: It is important that students learn about cause and effect because it is a vital part of the development of their reading comprehension skills. This will also help students with their critical thinking skills.

Materials Needed: Smart board, copy of the story, “A Big Fish for Max”, cut outs of cause and effect flashcards, construction paper, glue, markers, crayons, markers, or colored pencils, and stickers (if desired).

Anticipatory Set: The teacher will clearly define the meaning of cause and effect. The students will also write the meaning down on the back of their foldable. The teacher will also show an animated video clip that depicts different people and situations. This video will include a little girl that goes outside in the rain and gets all wet. The effect of this situation will be that the girl gets wet. The cause will be that the girl forgot her umbrella. The animated video gives numerous examples of cause and effect. The students will then play a cause and effect game where they have to match up the cause flashcards to the effect flashcards.

Teaching Input: The class is going to create a cause and effect foldable. The teacher will write the definition of cause and effect on the board as well as the foldable. The students are going to have to listen carefully to the story when being read. The teacher will have print outs of causes and effects of a story. Also, the teacher will have cutouts of cause and effect pictures so students will be able to place the event in the correct column. The teacher will ask the students who, what, when, why, and how questions throughout the story being read in order to figure out each cause and effect.

Teacher Modeling: The teacher is going to demonstrate what the students are going to do. After completing the demonstration, the teacher will pass around the completed cause and effect foldable of what is expected of the students.

Checking for Understanding: The teacher will monitor the students’ by walking around and checking their work. If students’ are having trouble, I will define once again what cause and effect means. Also, the teacher will go back over the story and ask questions about the events to see if the students will be able to depict the situations out in the text.

The students will also be allowed to look at the complete copy that I did in the previous example.

Guided Practice: The students, along with the teacher, will complete a foldable on cause and effect. They will have to define, as well as answer questions about the story that tell the effect and the cause of a given situation. Also, the students will be checking their foldable as we answer the questions aloud.

Independent Practice: The students will complete a cause and effect activity sheet for extra practice.

Modifications: Repeat and modify instruction, as needed. Also, provide students with a direct model of what is expected of them. For those students that have trouble reading some of the words, cutout pictures will be made available for these students to sort.

Assessment: The students were given cause and effect flashcards. Each student was given a card, a cause or effect, and they had to match the card with their correct classmate. Further assessments included the observation of students' participation during class discussion. The students will also have to attempt to come up with their original cause and effect scenario and this will be used as an exit ticket. Also, a post test of the story/skills will be given on Friday.

Closure: COOL DOWN!!!! The teacher and the students are going to go over the foldable orally and also the students are going to read some of the cause and effect scenarios from the foldable and the animated video. Also, the teacher will ask the students once more for the meaning of cause and effect. Which one comes first? Which one refers to "why it happened" and which one means "what happened"?

Next Related Lesson: The students will learn more in depth about cause and effect and sequencing. They will learn how to express, communicate, or evaluate their ideas effectively.

Classroom Management: The teacher will manage the students' behavior by using a clip chart. Everyone starts off with three clips. If the students are misbehaving, they will have to remove one of their clips from their name.

Reflection Logs

#1 (10/21/2013)

I am doing my second placement at Dana Road Elementary School in Vicksburg, Mississippi. My cooperating teacher name is Mrs. Corley Ross. She teaches first grade has been teaching for five years. She is currently attending Alcorn State University where she is pursuing a Master's degree in Education.

On this day, I was observing the teacher and watching how she interacted with the students, classroom management techniques, day-to-day operations of the classroom. There was a little excitement on this day. The principal came over the intercom and instructed the school that they were on a "soft lockdown". This scared me only because this was my first time every experiencing an action such as this one. However, I did not let it show that I was afraid. Along with the teacher, I assisted in calming the students and getting into lockdown position.

The procedures for the lockdown is to immediately move the students to the back of the classroom, close and lock all doors, cover all windows, cut off the lights, and slide a green piece of paper under the door indicating the everything and everyone was okay and accounted for. However, I later learned that if there were trouble inside the classroom, you would slide a red piece of paper under the door and the correct authorities would know that there is an issue inside the room.

Thankfully, everything inside the school was okay. Something happened closed by the school and administrators locked down the school for approximately an hour as a precaution. I am thankful for the experience because I now know what to look forward to in situation such as this one. I stayed calm and in control and the students listened to my every instruction. What a way to start the first day of my second placement.

#2 (10/22/2013)

This is my second day in Mrs. Ross' first grade classroom. This whole week, students in grades 2-3 will be taking Case 21 test, therefore, the weekly schedule had to be altered. Whenever there is a change in the room, especially with the smaller students, it changes the tone for the entire class. I say this because the students seemed less focused, classroom management was interrupted, and students were restless. I now know

the importance of routine. Students have to stay on a constant routine so they will know what to expect. Routine helps with keeping the students focus, staying on task because they know what to expect next, and classroom management controls the class.

The classroom management method the teacher utilizes in the classroom is the pulling of clips. All the students start the day off with three clips. If the students misbehave in the classroom, that's a warning. If the teacher has to redirect the students' attention once more, then they have to pull a clip. If the misbehavior continues, then the students have to pull another clip. Two clips pulled means no recess, all clips pulled means a note goes home with the students and the parents receives a phone call. The students, however, are able to earn clips for good behavior, correct answers, paying attention, and staying on task. This classroom management technique works for this first grade classroom.

#3 (10/23/2013)

On this day, the teacher wanted me to start teaching the students. She started me off with going over the morning work. Every morning the students have an assignment on their desks. Everyone knows what to do because of routine. First, when the students walk in the classroom, the first thing they do is choose a lunch choice, then they put their bookbags away, and finally they walk quietly to their seats and start on their morning work.

The morning work consists of a daily fix it where students have to correct the sentences. Students should know by now that all sentences begin with a capital letter and end in a punctuation mark. There may be a few misspelled words in the sentence but nothing too advance to the students. Once morning work time is up, that's when I go over the work with the students. I orally go over each sentence with them and allow them to make corrections when needed. We also go over spelling and vocabulary words.

After morning work is complete, the teacher have a filing system that she uses. Each student is given a number and their number is on the filing station. When work is complete and the teacher is ready to file, she simply calls their number in order and the students know that it's time to file paper. This is a neat and easy way to keep up with students work.

We also had a parent conference on this day. This was a much needed conference because the teacher had been trying to get in contact with the parents of this student for weeks. The student grades were dropping and he had been coming to school hungry and wearing the same dirty clothes to school. The teacher reported the situation to the social worker and they got involved. At the conference, only the dad showed up. We discussed ways to help improve grades and things that he could do with the student at home. I typed up some site word flashcards to help him with reading. We informed the dad that a folder comes home with assignment and review sheets. These folders also have the behavior of the child for that day inside the folder and must be signed daily. Hopefully, we see a change in this student's well being and work performance.

#4 (10/28/2010)

I started the day with my normal routine. I went over the morning work with the students. After morning work, reading block follows. I am now teaching small and whole group lessons. This week, the skills in reading being taught are inflected endings –s, -es, -ing, and –ed, the students are also working on predicting stories, and they are also working on short –e sounds.

In language, the skills being taught are the types of sentences (imperative, declarative, interrogative, and exclamatory) I taught these skills this week to the students. After teaching the types of sentences, we made foldables where the students had to construct a sentence using the types of sentences and also draw and color an illustration about the sentence. After this whole group activity, the students were able to share their work and pictures with their classmates. The students enjoyed hearing the different sentences and seeing the illustrations of each other's work.

Dana Road has Envision Math and this is worked on the smart board. There are many different math activities that go along with the math lessons. In math this week, the students are working on adding doubles (two numbers that are the same). We are trying to get the students to use visual math or mental math when answering doubles questions. We go over doubles each day and I have come up with a chant that the students say to help them to remember doubles. "one plus one equals two... Oooh two plus two equals four...more, three plus three equal six...kicks, four plus four equal

eight...THAT'S GREAT!!!! And so forth. The students really enjoy the song. Also in math, they are working on addition sentences and near doubles (double + 1). This is the new way of teaching the students how to add. Personally, I do not like this way of thinking. I prefer to just add the numbers using mental math, counters, or other manipulatives students can use in order to get the correct answer.

Lastly, science and social studies are not really taught. These subjects are incorporated into the other subjects but do not go into detailed instruction.

#5 (11/1/2013)

Today is Friday!! Students begin the day with their regular routine. They come in, choose their lunch choice, put backpacks away, and complete morning work. After I go over the morning work and the students file their papers, assessments begins. The students have a total of 7 assessments on Fridays. They have their bell ringer assessment, spelling test, oral vocabulary test, reading comprehension test, language test, and two math test, one being just a fact test and the other math test consists of addition sentences, finding the missing number, and word problems.

In my opinion, these are too many tests to give first graders all in one day. I believe that the spelling, oral vocabulary and maybe even language could be given on that Thursday before, if time permits. I say this because by observing students on assessments days, after test four, the students become restless and not as focused. They students begin to write anything down on paper in order to hurry up with the test. The students really don't know the importance of grades because some of the students that perform poorly on Friday tests don't seem to mind at all about the bad grade made. If this was my class, I would definitely slit the test up over a period of two days.

#6 (11/12/13)

I have fully taken over all the classroom responsibilities. I teach everything from reading block small and whole group, math whole groups, as well as language small and whole groups. I grade papers and also put the grades into the computer. The teachers' at Dana Road participates in the M-Star program. The principals come in once a week to evaluate the teacher on instruction delivery, classroom management, lessons and

activities, and etc. On this day, the principal, Mr. Jones, came in to evaluate Mrs. Ross, however, I was up teaching. I never stopped what I was doing but I was hoping he walked out and came back another time when she was teaching. But, he didn't leave. He sat through my entire lesson and evaluated me as if I was a regular teacher. He called me to the office to go over my evaluation.

The evaluation went really well. I was teaching math and he enjoyed the activities and manipulatives being used. He also was impressed with the classroom management and how the students were being disciplined when off task during the lesson. Also, he stated that I didn't seem as though I was nervous at all during the evaluation. This came as a complete shock considering I was completely terrified. I let him know that I was whole never and uncomfortable the whole time he was there. He stated that he was very impressed by the way I handled the situation and that I didn't seem nervous at all. He said my voice didn't change and I didn't miss a beat. I was really pleased with my evaluation feedback from the principal of the school.

Also, we had a grade level meeting and a vertical PLC (Professional Learning Community) meeting on this day. At the grade level meeting, the other first grade teachers got together to review data, instructions, and the pacing guide in order to see what skill will be taught the following week or what skill need to be re-taught depending on the assessment data. This meeting was done while the students were at activity period. The vertical PLC meeting consists of teachers of different grades. These teachers come together to discuss programs, fundraisers, concerns, data, and etc.

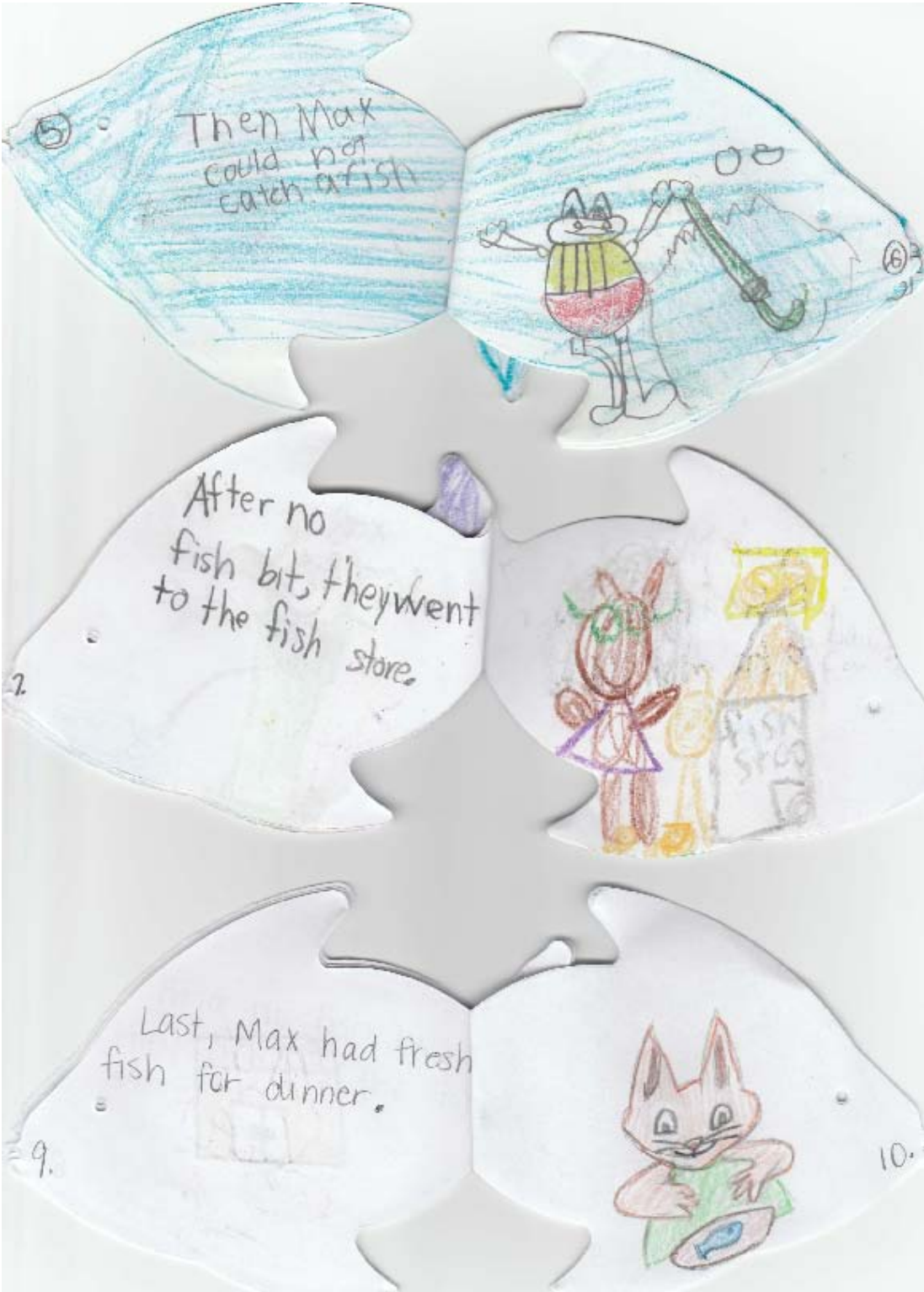
My time with this class will soon be coming to an end. I have truly enjoyed this experience and the first grade students. This is a grade that I wouldn't mind teaching in the future.

A Big Fish for Max
Sequence Fish Books

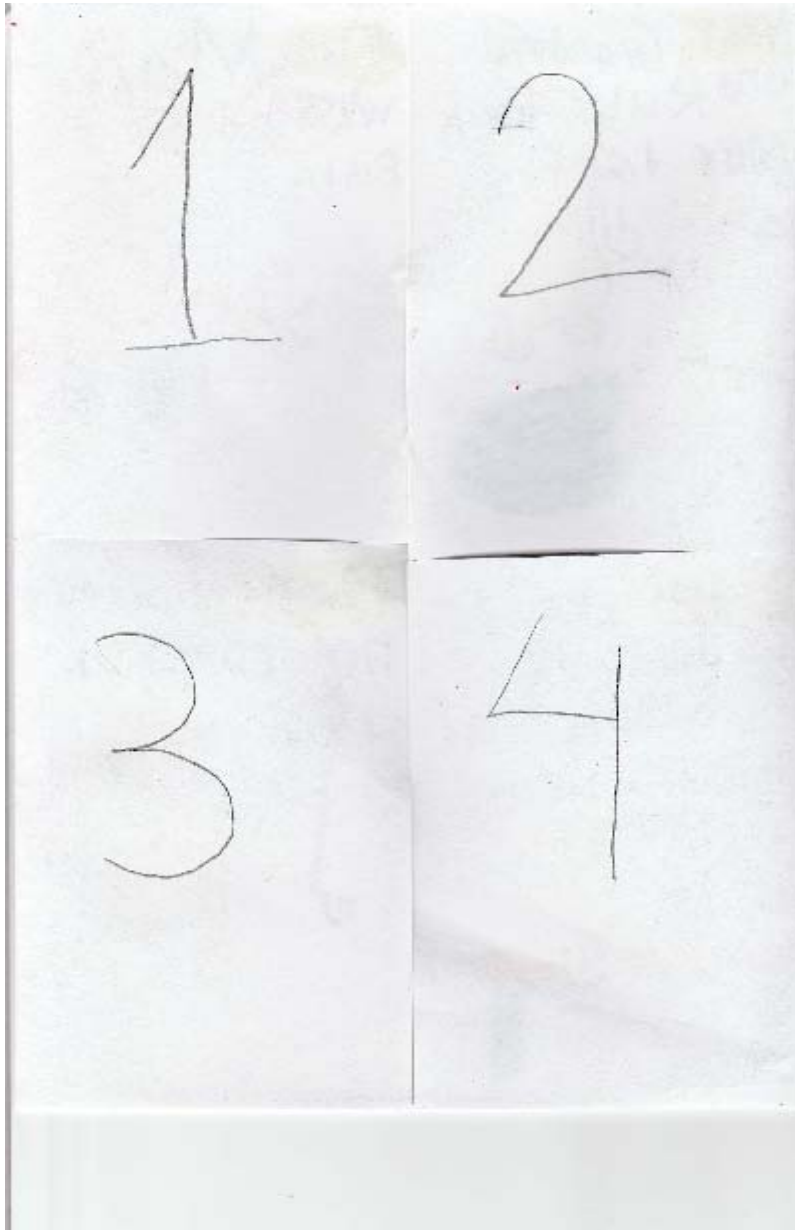


The students had a constructing this sequence book. They put the entire book together. They wrote the title, inserted page numbers, wrote the steps of the story of the story in sequential order, and drew and colored the illustrations.

Sequence Fish Books



Sequence Foldable



This is a sequence foldable that the students did on the story *A Big Fish for Max*. They folded a piece of paper, cut it into four squares, and then numbered the doors to the steps.

Sequence Foldable



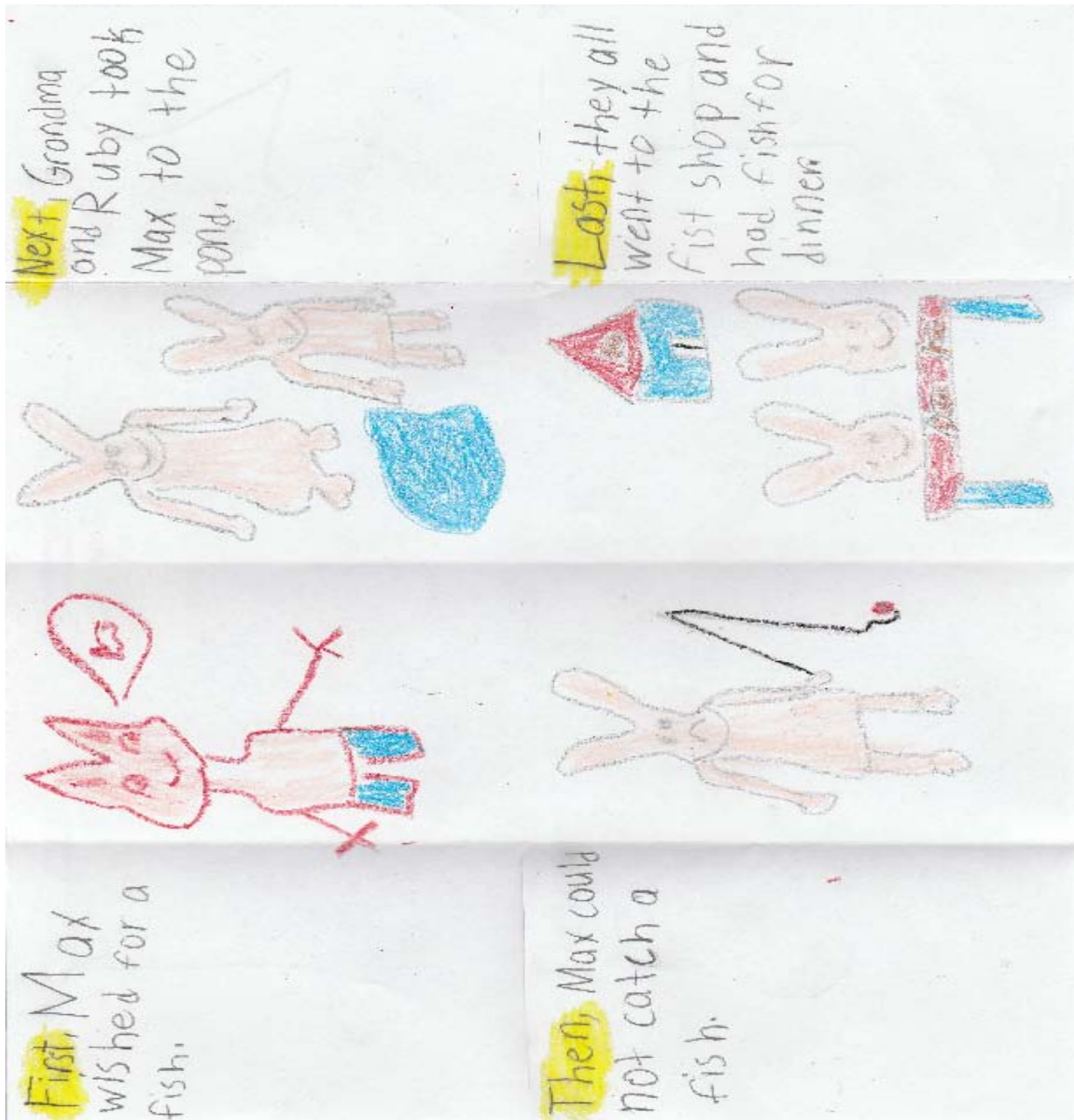
Once you pull back the number 1, you will see the first step of the story. You will also find an illustration for that step, and so forth.

Sequence Foldable



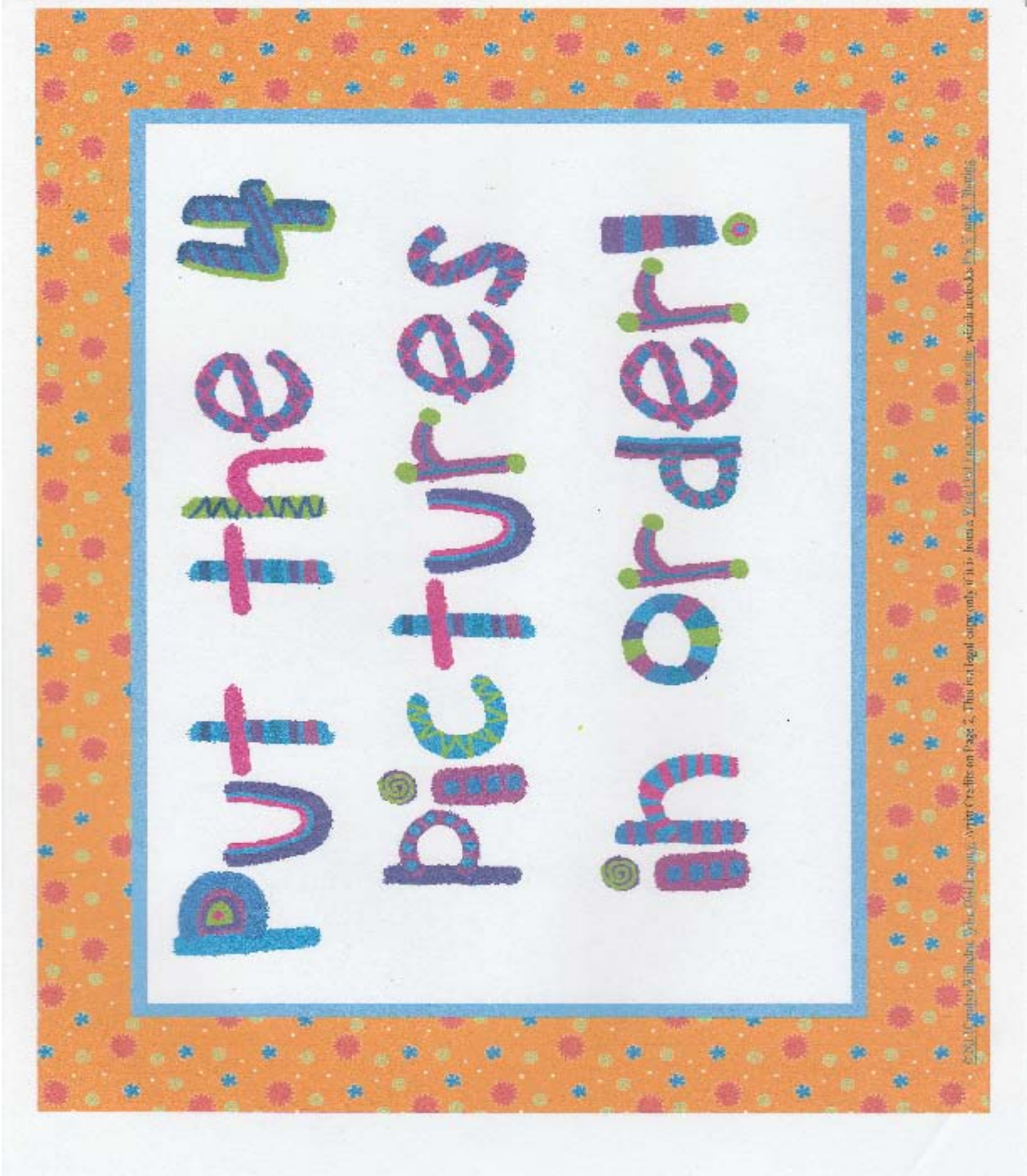
A better view of what the foldable will look once you pull each of the steps back.

Sequence Foldable

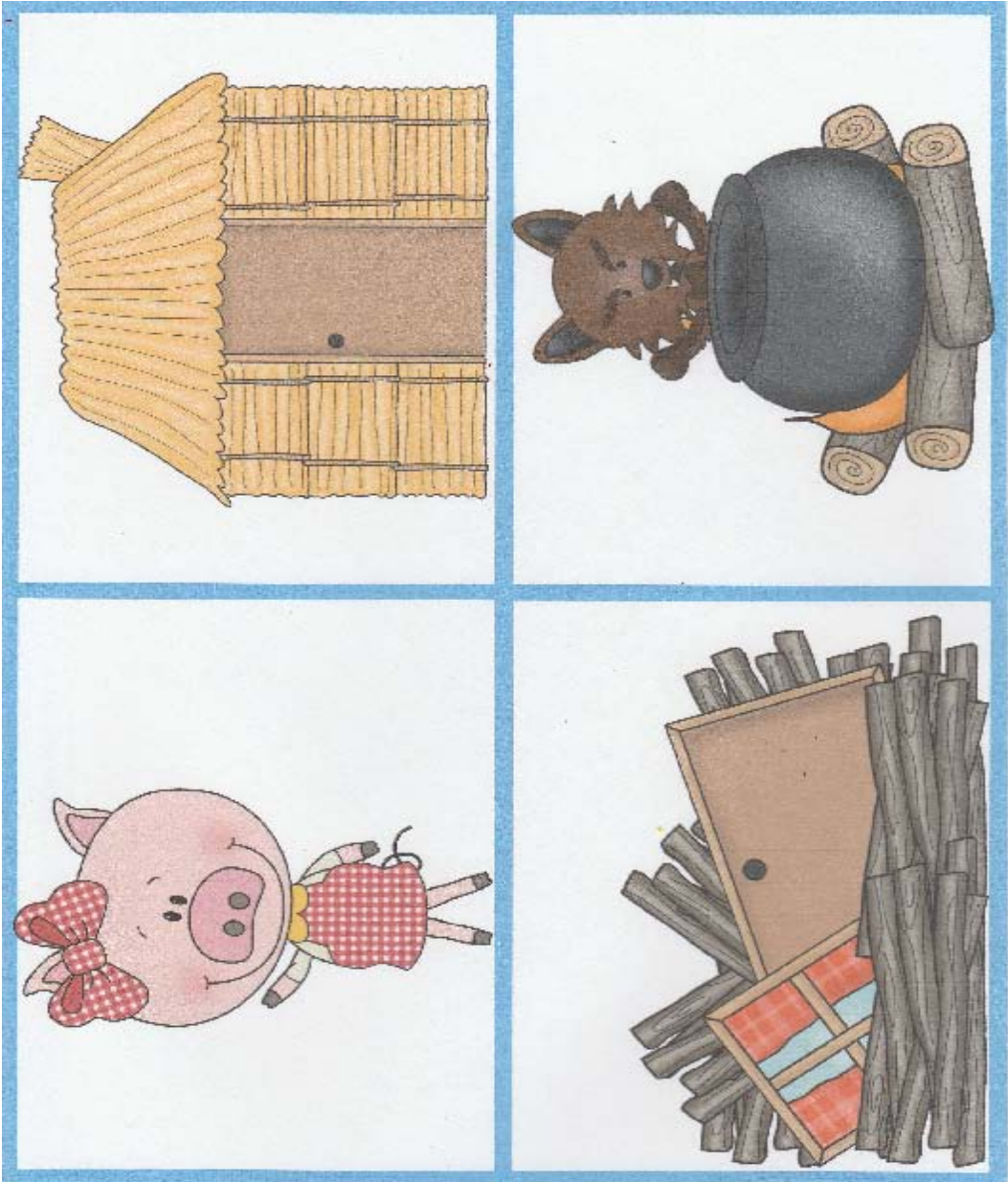


This is how the inside of the foldable looks when all the steps are pulled back. Also, I had the students to highlight the time order words to help them with the order of events.

Sequence Flashcard Game

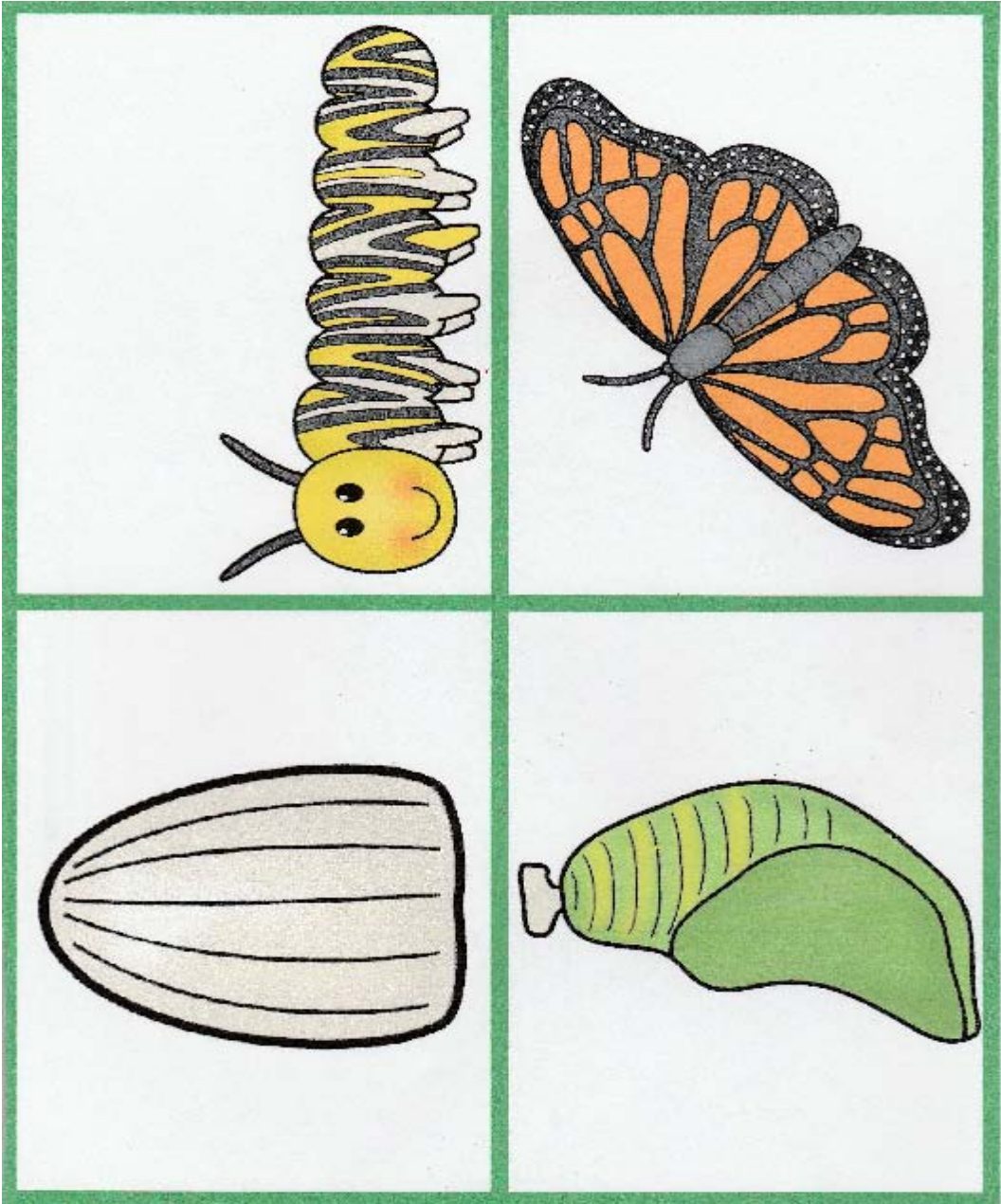


Sequence Flashcards



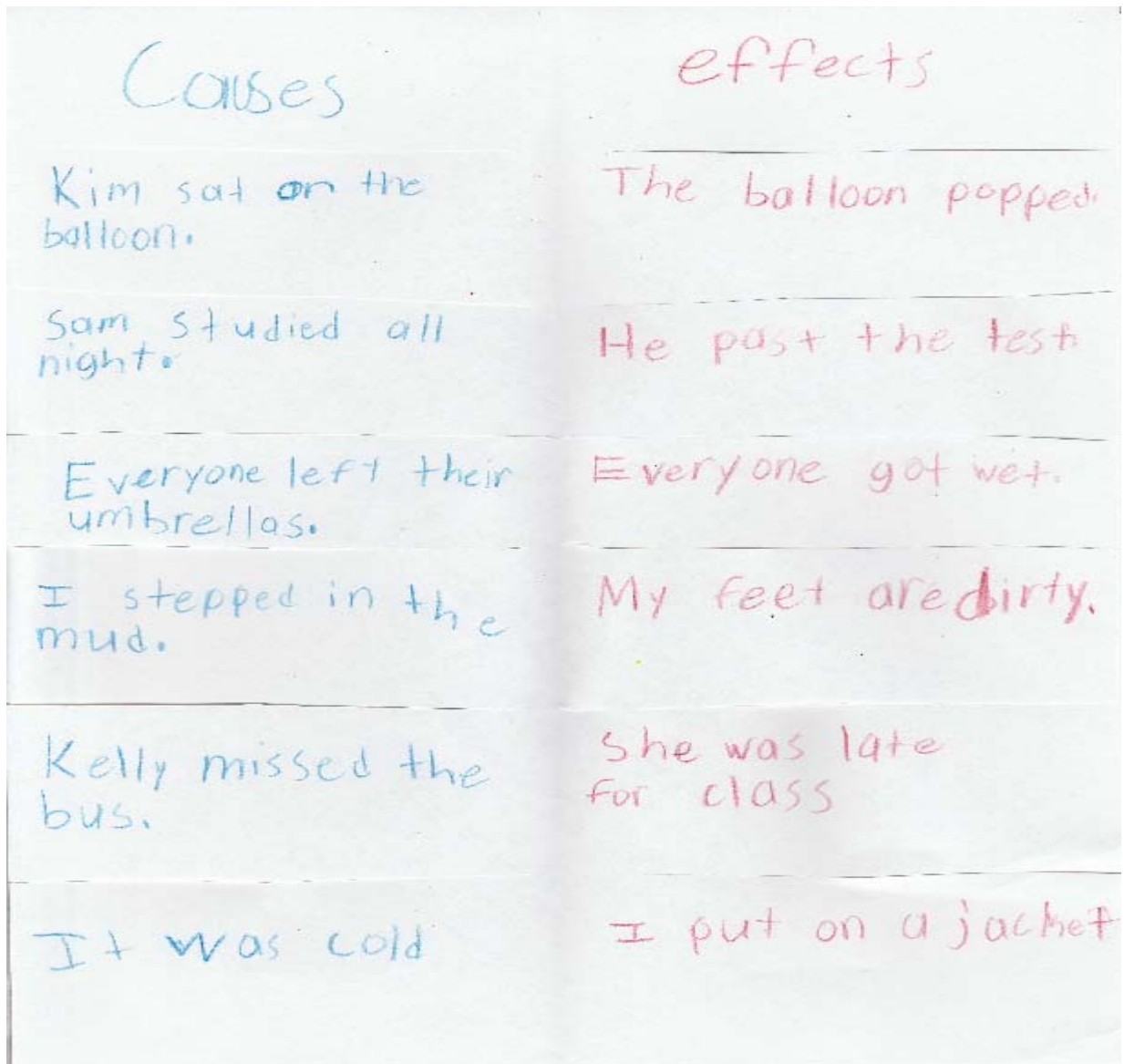
Each student was given flashcards, and they have to place the steps or events in sequential order.

Sequence Flashcards



More examples of the sequence cards used.

Cause & Effect Foldable



The students created a cause and effect foldable where they had a list of causes and a list of effects and had to match them up on each side. They also differentiated between the two on the back.

Cause & Effect Flashcards

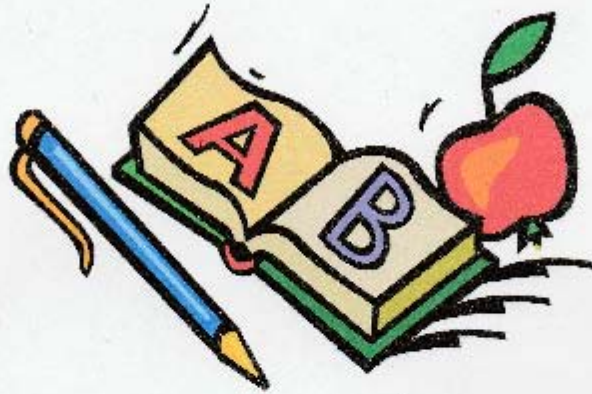
<p>Cause or Effect?</p> <p>I worked late at school.</p> <p>~~~~~</p> <p>We had take-out for dinner.</p> <p>Label the sentences cause and effect.</p> <p>29</p>	<p>Cause or Effect?</p> <p>It was cold outside.</p> <p>~~~~~</p> <p>I wore my wool coat.</p> <p>Label the sentences cause and effect.</p> <p>30</p>
<p>Cause or Effect?</p> <p>We felt tired but healthy.</p> <p>~~~~~</p> <p>We ran three miles.</p> <p>Label the sentences cause and effect.</p> <p>31</p>	<p>Cause or Effect?</p> <p>Mother bought new crayons.</p> <p>~~~~~</p> <p>We drew pictures all day.</p> <p>Label the sentences cause and effect.</p> <p>32</p>
<p>Cause or Effect?</p> <p>We were very disappointed.</p> <p>~~~~~</p> <p>It rained at the picnic.</p> <p>Label the sentences cause and effect.</p> <p>33</p>	<p>Cause or Effect?</p> <p>We enjoyed the holiday.</p> <p>~~~~~</p> <p>Grandmother made a great turkey.</p> <p>Label the sentences cause and effect.</p> <p>34</p>
<p>Cause or Effect?</p> <p>The road was slippery.</p> <p>~~~~~</p> <p>Snow was turning to ice.</p> <p>Label the sentences cause and effect.</p> <p>35</p>	<p>Cause or Effect?</p> <p>He couldn't believe his luck.</p> <p>~~~~~</p> <p>He won first prize!</p> <p>Label the sentences cause and effect.</p> <p>36</p>

During the cause and effect game, these are the flashcards that the students used. They had to match the cause to the given effect and the effect to the given cause.

This was a fun whole group activity!

Reference

Foresman, Scott. (2011). *Reading Street*. Common Core Edition Grade 1. Vol.1.
Pearson Education, Inc.



THE END!!!!!!