Welcome to Leake Central Elementary School

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Mission and Goal

The mission of Leake Central Elementary is to offer its students, parents and community an enhanced educational experience; whereby students will not only compete, but excel in society.

Mission Statement

“Provide a high-quality education that will increase the learning of all students.”
Photos of Leake Central Elementary School
Leake Central Elementary
Demographics

At Leake Central Elementary School, the student body consists of approximately 915 students. Of which, 493 are African American, 109 are Hispanics, 298 are Caucasian, 5 are Asian, 6 American Indian, and 4 are Two or More Races. Therefore 53.9% of the student body is African Americans. Furthermore, 46.1% of the student body consists of other racial groups. Based on these numbers, there is some diversity within the hallways of this school. However, unlike the diversity of the school, the number of boys and girls in this school are slightly different. Leake Central Elementary School consists of approximately 510 males and 405 females.

This school consists of approximately 42 full-time teachers. As a result, the student/teacher ratio is 18:1. However, on the 1st grade hall, there are typically 20-25 students per classroom. Because the school has so many educator, the size of the classrooms, in this school somewhat smaller than the average classroom size in the surrounding areas. Due to the smaller
class sizes, teachers are able to provide students with more one-on-one assistance. As a result, this is a very successful school.
Boys and Girls at Leake Central Elementary

Boys
Girls

Series 2
Leake Central Elementary – Contextual Factors

Leake Central Elementary School was remodeled approximately 2 years ago. As a result, it is in fairly good condition. In my opinion, this is one of the best looking schools I have seen in the Leake County School district. Needless to say, many of the renovations consist of new technologies in the classroom. Each classroom I have been in has a smart board. Additionally, the school has a collection of approximately 60 or 70 computers available for students to use for educational purposes. Furthermore, to my surprise, the internet, in most rooms, works extremely well. The teachers throughout this building rarely complain about the access to technology resources in the school.

The community at which Leake Central Elementary School is located is an rural area in Carthage, Mississippi. This particular school is fairly close from the surrounding community. In fact, there are houses directly beside or within walking distance of the school. However, the surrounding community consists of several houses and a few apartment complexes. Many of the houses located in this area are in fair conditions. Therefore, it can be assumed that the families that make up this community are considered to be low class families.

Furthermore, the community surrounding the school is somewhat plagued by violence and gang violence. This has an extreme effect on the behavior and mindset of the students that attend this school. Because many of the students at this school constantly see negative things happening when they are at home, they often bring these attitudes to school with them. Therefore, educators are faced with the challenge of attempting to change these attitudes.
Unfortunately, the characteristics of the students at Leake Central Elementary reflect those of students with behavioral problems and lack of respect for authority. We as teachers believe that at a certain point in time things should become repetitive and students should automatically abide by to the rules of the school. However, the administration at this school does an excellent job handling the students with behavior problems. The principal, Dr. Stokes, and the assistant principal, Mrs. Hudson are two of the few people that can get the students to “act right” on the first go around. Because some students are disruptive in class and excessively loud in the hallways going to lunch, everyone else, mainly teachers, have to repeat themselves.

Despite all the obvious negatives, these students are very bright and intelligent. They show a high level of understanding and reasoning. Unfortunately, many of these students use their intellectual abilities in the wrong way. The challenge is getting them to use their intellectual abilities to excel in school. It’s not that they cannot do the work, but other than the teachers, they have very few people pushing them to excel and achieve a higher standard of learning. In fact, based on my observation over the past few weeks, very few students have consistent parental involvement in their school activities. As a result, many of these students tend to struggle in school.

Additionally, I have noticed that very few of the students in my classes are visual learners. I can spend the entire class period at the board explaining exactly how to perform a given task and many of the students would not gain a quality understanding of the concept. Therefore, I can conclude that many of these students are not very good listeners. In fact, they find it somewhat hard to follow directions and stay focused on their work. On the other hand, most of the students need to be actively engaged in classroom activity. For example, calling on students or having them go to the board to work out a problem, rather than simply tell them how
to do it, is the best ways to help them gain the intended learning outcome. The students need to be involved in the lesson by any means necessary. Simple call and response works just as well because they are opening their mouths letting you know that they remember what has already been taught.

Overall, this is an awesome school. Both the teachers and the administration work extremely hard to create a fun, safe learning environment for these young students. As a future educator, I believe that each child in this school has the potential to become a very productive member of society. In my opinion, I was blessed to be a student teacher at Leake Central Elementary School.
Narrative/Daily Reflection:

Week 1 (Oct.21-25):

Week one at Leake Central Elementary School was very interesting. As I entered the building, however, once I observed the classroom and school environment, I quickly found that elementary school is an entirely different scene from when I was an elementary student. Students in elementary school have more attitude issues. Therefore, teachers have to be much more firm with the students. Classroom management and daily routines play a key role in elementary school. However, I have a wonderful cooperating teacher. Mrs. Cochran is full of energy and very strict on the students. However, despite her being strict on them, I can clearly tell that she believes that each child in her classroom can learn and be successful in school. Furthermore, the principal and assistance principals seem to be very supportive of their educators. Therefore, I feel that this will be an excellent experience for me. I look forward to learning a lot of valuable information from this placement.

Week 2 (Oct.28- Nov.1):

Week two at Leake Central Elementary School was very interesting again. This week I got a little more use to the school environment. I actually started teaching on Tuesday of this week. I must say I am very proud of myself. After I completed my lesson, I received numerous complements. These complements made me feel great. Furthermore, this was a big confidence booster from me. In fact, I got so comfortable that I taught the classes for the remaining part of the week. This experience was great for me as a future educator. Surprisingly, I have learned numerous things within two weeks of being in this elementary school environment. Additionally, the students have started to warm up to me much more. Because they know I am about business
and that I will do anything to help them be successful, they are starting to respect me more as their teacher. After this week, I am actually looking forward to the rest of my time here at Leake Central Elementary School.

**Week 3 (Nov.4-8):**

I am currently teaching in full force. I can honestly say that I am learning a lot of valuable things. I am actually getting an example of how it would be as a teacher as my profession. Some of the things I once took for granted in my educational courses, are now becoming very important. For instance, I learned that planning and time management are critical parts of the teaching process. Now that I realize the importance of these things, I will do my best to sharpen these skills. Hopefully by sharpening these skills I become an excellent educator. I will continue to use the information I learn at this placement to help me become the best educator I can be. Furthermore, despite all of the hard work associated with teaching, I am learning that teaching is a very rewarding profession. Seeing the smile on the children faces and the knowledge they gain from my teaching makes all of the work worth it.

**Week 4 (Nov.11-15):**

Overall, this week was awesome; as a result, I was able to teach the lessons exactly how I planned them. Each lesson I taught this week was excellent. Additionally, my students were actually engaged in the lesson activities. As a result, when I gave them their weekly exam, most of them did extremely well.

I also had a chance to sit in on several parent-teacher conferences during this week. Each of these conferences had its own unique vibe. Some of the conferences were very successful. However, unfortunately, some conferences did not go as well simply because the parents did not seem to be on the same page as the teachers. This particular experience was truly one to
remember. This experience provided me with valuable insight about how to deal with parents in a professional manner. This will play a key role in my professional development. Like I stated before, this week was very productive.

**Week 5 (Nov.18-22):**

After spending 5 weeks with these students, I have really gotten attached to them. In fact, every day this week, I woke up looking forward to seeing the students. Although they make me want to pull my hair out at times, I have learned to love them.

My experience at Leake Central School taught me a lot about being a future educator. I look forward to using some of the skills and methods I learned at this school in my future classroom. I can truly say that I have developed a deep love and appreciation for teaching. Often time people dislike teaching elementary school children. However, after teaching these students, I now realize that they are simply your babies in your eyes but you have 25 babies. Seeing the progress of the students’ academic work, the smile on their faces, and the development of their character makes the hard work and issues associated with teaching one of the best professions in the world. Because of my student teaching experience, I feel ready and fully prepared for my own classroom. I am truly looking forward to educating young children in the future.
Learning Goals – Place Value

The goals for the Properties of Operation to Place Value Unit are that the Students must show mastery of the objective by the Mississippi Framework Curriculum for 1st grade mathematics. This particular objective requires students provide experiences investigating place-value digit patterns. However, the students cannot perform these tasks without being familiar with basic mathematic skills such as knowing the place value of whole numbers and placing the numbers in the appropriate ones, tens, or hundredths value column.

After receiving instruction, the students will be expected to use base-10 blocks to model whole numbers. Furthermore, the students will become familiar with the steps required to determine how to exchange base-10 cubes, longs, and flats to show different representation of the same number. Based on their performance, the students will be expected to convert the same whole numbers by using fewer cubes and more longs or flats to represent a given number. For instance, as a class, the students will determine how to not use as many cubes but more longs and flats. Afterwards, the students will discuss with the class how they came up with their answer. Finally, the students will be able to answer numerous questions associated with place value.
## Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Format of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>Lead the class in discussion to try and recall knowledge and definitions associated with place value.</td>
<td></td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Worksheets given to students to use a given number and use a more longs and flats rather than cubes.</td>
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</tr>
<tr>
<td>Post-Assessment</td>
<td>Check for understanding: The ability to use share their answers with the class on how they found their answers using longs and flats and cubes.</td>
<td>Classroom call and response. Call on students individually or as a class to give the teacher the steps one must take to find the place value of a given numbers using cubes, longs, and flats.</td>
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<tr>
<td>Strategic Thinking</td>
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</tr>
<tr>
<td><strong>Pre-Assessment</strong></td>
<td>Display ways of how to make designs with base-10 blocks, flats, and cubes. The students must tell what steps they took to get their answers.</td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessment</strong></td>
<td>Pose students with a given number to exchange base-10 cubes, longs, and flats to show different representations. The students will then use knowledge that was taught to them to use base-10 cubes, longs, and flats.</td>
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<tr>
<td><strong>Post-Assessment</strong></td>
<td>Give students a test at the end of the unit. The teacher will grade the students understanding from using base 10 blocks, flats, and cubes to model whole numbers.</td>
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</table>
-Results of pre-assessment. Based on the results of the pre-assessment it can be inferred that the students have some prior training in dealing with place value. They seem to do an excellent job at distinguishing how to name the ones and tens place value of a number. Furthermore, they seem to understand the purpose of being able to determine a place value using a given number if they do not know the answer off top.

Unfortunately, most students struggle with distinguishing basic mathematical concepts such as simply knowing which part of the number was the ones place value or tens place value. The students do not seem to be able to distinguish when a problem requires them to tell them to name the different place value of a given number, even though the ones place value always come first. Surprisingly, many of the students said tens place value for ones, and ones place value for tens, etc., to solve a problem. As a result, many of the place value, we wrong because of a lack of knowledge to understand that the ones place value is always first and tens and second and so on.

There understanding of the rules that accompany problems dealing with place value are inadequate. Meaning, when finding the place value, one should always know if they are at the first number that is the ones place value and the second number is tens place value.

The students also find it extremely difficult to find the place value due to that they do not know their place value correctly. Because of this struggle with place value many of those students have the incorrect answer every time. Because this is one of the first steps before modeling a given number using cubes, longs, and flats, this is a major concern. The students
struggle because they lack the place value of a given number that is required to solve such problems. The chart below shows the results of the pre-test assessment of the class.

Two things can be assumed by these results, some students don’t fully understand every step and that they just as easily didn’t try. After analyzing the results of the pre-assessment, I feel that I need to provide students with detailed review of the different place value locations of a given number, so the students will know the exact location of ones, tens, and hundreds.

-Unit Overview

Activities:

- Teacher will go through creating given numbers so student can identify using place value. as a means to help the students remember it. Instructional strategies/techniques involved with this are simply just call and response. The teacher will project several example problems on the board and allow each student to work the problem on the board and explain how they got their answer. The aim of this particular activity is to involve every student in class in the discussion about place value of given number; The students should have some knowledge on this topic and should be recalling previously learned material. However, based on the results of the pre-assessment the students are lacking in the basic
technique place value (ones, and tens). Therefore, as an educator, I feel that this review is necessary. In order to assess student learning, homework assignments with extra practice problems that the students will have to complete and turn in.

- The students will spend the day working on practice examples to help reinforce what the concepts associated with finding the place value of a given number. This will incorporate both the Recall and Strategic Thinking of the learning goals. Students will practice problems in class till they reach a full understanding of the subject matter. In order to assess student learning, grading of homework assignments and in class assignments are imperative. This also includes paying attention to the students engaged in class and answering questions. Checking their faces for confused looks or looks related to that.

- The final day before the test the students will divide into team to play a game. The students are grouped into teams and if someone in their group gives the incorrect answer that team loses all their points and have to start over. The students will be given numbers to identify their place value and by using cubes, longs, and flats. Additionally, as the students work problems and solve them correctly, the questions will become more difficult. This particular game will serve to hold both learning goals in it. The problems that are given will require the students to use knowledge and skills developed from the other days of instruction. By playing this game the students will become increasingly engaged while still learning. Technology that will be used during this activity is the Smart Board and computers. The Smart Board will be used to project the problems on the board for the entire class can see how the student got their answer.
**Technology:**

The technology used will be the same each day of the lesson. The teacher will utilize the Smart Board to teach the students how to hop completely on the number line and create number models. The students will use the Smart Board in the room to work example problems on. Furthermore, the students will also use computers to play an educational game dealing with place value (this game enhances the students’ ability to using a number to find their place value and using cubes, long, and flats).
Instructional Decision – Making

During the instructional period going over place value of a given number, I experienced students who were quick to the uptake and those that were slow on the pick-up. Although I thought I was doing an excellent job during initial instruction, I quickly learned that many children were hand-on learners. Therefore, I had to make some instructional decision making several times throughout my five weeks of student teaching at Leake Central Elementary School.

During the first day of instruction, students would keep saying that they didn’t understand and asking me questions as to why the answer was what it was. I had initially instructed the class by simply providing them with the definition and several example problems using a given number and telling them each digit place value. I expected them to understand immediately what was happening on the board. Unfortunately, this did not happen as I planned. As stated earlier, many of my students were hand-on learners. Therefore, once I realized that most of my students learn better by using hands-on instructions, I had to drop everything and rethink my entire lesson.

In order to meet the needs of my students who did not comprehend the material, I switched from a traditional, lecturing style of teaching to that of a more free flowing style. I quickly learned that just writing on the board, my back to the class nearly the entire time, teaching the lesson with a lack of emotion was not the best way to help the students gain the intended learning outcome. This style did not catch the students’ attention. As a result, many of the students initially struggled with these concepts.
The switch that I made was strictly to get the students involved. This particular style of teaching involved getting the students engaged in the lesson. This was done by calling students at random by pulling Popsicle sticks with each student name on it to the board to work problems out. Additionally, I also achieved this by having the students to critique the work on the board that others students write in an orderly manner. In a sense, I basically let the students teach themselves through games and class participation.

Based on the student performance in class, this switch of teaching styles greatly improved learning for the students. Because the students were more engaged and involved in class, the class became “energetic”, yet structured so that the students were open in discussion amongst themselves working together to solve problems. Not only did this improve learning for the students, it made the learning process very fun for them too. As a result, the students looked forward to learning new concepts. Furthermore, the numerous amounts of questions from the students stating that they “didn’t understand the concepts,” became nonexistent. Also as the lesson went on the students began making fewer mistakes when working independently.

Overall, this was a very interesting experience for me. Throughout my few weeks teaching at this school, I had to make numerous instructional decisions, similar to this one. I am proud to say that each instructional decision I made truly enhanced student learning. As a result, many of the students’ grades improved while I was educating. As an educator, I feel it is extremely important for teachers to have the ability to change their teaching styles and methods if needed. Therefore, I am very happy that I encountered and conquered this small obstacle.
Analysis of Student Learning

Whole Class Analysis:

The graph shows that the students posted the highest scores in relation to the “Recall” learning goal. Furthermore, as you can see, the scores in relation to “Strategic Thinking” were low. Unfortunately, the “Strategic Thinking” learning goal posted the lowest averages with failing scores under fifty. Because “Strategic Thinking” is the highest learning goal taught and brings the most challenge, these results were somewhat expected. However, I was very pleased with the students’ overall efforts and attempts to complete their assigned tasks correctly. As indicated by the graph, students performed better on the post-assessment, when compared to the pre-assessment results. This indicates that the lessons I taught to the students were successful.
**Subgroups:**

In the chart above, it is plain to see that the girls outscored the boys in each learning goal from the pre to the post-assessment. I chose this subgroup because the number of males and females in the 1st grade are somewhat equal. In each learning goal from the pre to the post assessment, the subgroups of male and female increased. The most significant jump made in scores was by the female group during the “Recall” pre to post assessment with a leap of eight points. However, the male group also made great jumps, improving approximately seven points during the “Recall” pre and post assessment. The biggest disparity in scores increase came during the “Strategic Thinking” learning goal. The female group went up six points and the male group went up barely two points on average. This information suggests that the females gained more from the instruction than the male group.

**Individuals:**

Female A posted some of the top numbers on the assessments. Likewise, Male A also posted some of the highest scores on the assessments. Because these two students have
completely different work ethics and learning styles, these results were very surprising. For example, Female A was very well-mannered and very involved in school. On the other hand, Male A was the total opposite. Male A often tried to disrupt the classroom by making jokes or loud sounds. Furthermore, Male A also seemed to be unfocused when instruction was taking place. It is important to understand the learning processes of these particular students. However, both of these students performed extremely well on assignments and formal/informal assessments. If you can figure out the fundamental differences between the two students in scores and studying then it can become possible to use these two students to help other individuals to improve their learning.
Reflection and Self-Evaluation

After detailed review, the first learning goal, “Recall”, was the most successful. I believe the reason for this success was that it was a recall for the most part. The information that the students were expected to learn was already previously covered to some degree in prior classes. So there was only a need for the students to recall and strengthen those already laid foundations. The second reason that this was most successful was because this was the learning goal that stressed the most emphasis for repetitive tasks. The students were drilled over and over again through bell ringers, class work, and homework on the tasks involved with

The last learning goal, “Strategic Thinking”, was the least successful and most difficult one the students were tasked with learning. One reason that this goal was least successful was because it was the most challenging for the students to comprehend. Although some of the students achieved this learning goal very quickly, many students expressed that they had never encountered problems like this. The second reason that this learning goal was least successful was because of the lack of time spent on it. Compared to the other learning goals, this one had the least amount of time spent on it.

Based on the results of the pre and post assessments, I feel that I did an excellent job teaching this lesson. Each learning goal I set for the students was met. In fact, in many cases, the students surprised me with their ability to grasp the concept rather quickly. One professional learning goal that emerged was the need to be more organized as a teacher, in terms of keeping track of work. This can be achieved by keeping folders with student’s names on them in a secure
location. Also this can be done by immediately putting collected work and material in the folders. This should be done to prevent paperwork from getting mixed up or mistaken for trash.

The second professional learning goal is to be more attentive to the amount of time spent on learning goals and certain objectives. As educators who strive to provide students with the best possible education, we often are not aware of the amount of time we spend on a certain subject. However, good time management plays a key role in great teaching. Therefore, it is imperative for me to become skillful in time management. This can be done by effectively planning out the amount of time and days will be needed. The other means that this can be achieved by is to sticking to the schedule that you previously made.

Overall, my experience at Leake Central Elementary was a wonderful experience. Not only did I learn a lot of valuable skills and methods, I also enjoyed the school environment. I enjoyed every minute of teaching this great group of children in Mrs. Cochran’s 1st grade class. I look forward to using some of the skills and methods I learned in my future classroom.
Sample Lesson Plan

Kasheife Foster

Place Value with Calculators

Grade Level: 1

Topic of Lesson: Place Value with Calculators

Context: Mathematics

Objective: To provide experiences investigating place-value digit (1.NBT.C.4)

Rationale Statement: Students will be able to count forward by 1s and 10s on a calculator. Use base-10 blocks to model whole numbers. Exchange base 10 cubes, longs, and flats to show different representation of the same number.

Anticipatory Set: The teacher will use base-10 blocks for students to name whole number.

Teaching Input: The teacher will have students to use base-10 blocks and calculators to investigate digit pattern when 1 is added to a number with 9 in the one place and when 10 is added to a 2-digit number.

Teaching Modeling: Teacher will guide the students while using base-10 blocks and calculators to model whole numbers.

Teacher Checking for Understanding: The teacher will have students to share solution strategies after each problem. Summarize each solution by model the base-10 blocks on the board.

Guided Practice:

- Place 9 cubes in the ones column
- Add 1 cube to the ones column. Now there are 10 cubes
- Exchange the 10 cubes for 1 long and put it in the tens column.
- Repeat steps for 39 and 99.
- Student will count up by 1s on the calculator starting at 0
• Press = repeatedly and slowly while counting together by 1s, pause at 9
• Press = once, observing the change from 9 to 0 in the ones place and the appearance of a 1 in the 10 place.
• Continue to press = and count aloud through 40. Pause at each number that has 9 in the ones place, and predict the next number
• Clear calculators and program them to count up by 1s starting at 85
• Press = to count past 100, count aloud, pause at the 9s, and predict the next number.
• Have students count up by 10s, starting at 0
• Press= until they get to 90
• Students will observe the digit pattern of the tens place and hundred place

Concluding Set: Students will be able to identify numbers using place value digit patterns.

Independent Practice: Student will work on Lesson 5.2, pg 84 exercise to review the information that we have covered this lesson.

Materials:

• Math Journal
• Base-10 blocks
• Calculator
• Smartboard
• Place value worksheet

Modifications: Teacher will review place-value exchanges with base-10 blocks, have children create designs and make exchanges to figure out the value of their designs.

Assessment: The teacher will have the students complete a sheet on place values with tens and ones.

Next Related Lesson: The student will be able to identify a number to be greater than or less than or equal to.

Classroom Management: The rules for the classroom that was set within the first day of school.
Technology: Starfall.com
The End