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George Elementary School
Second placement 1st grade

Jackson State University
Fall 2013/EDCI 402
Student Learning Module II
# Student Learning Module II

## Table of Contents

- School History and Mission Statement ........................................................................... 3
- Contextual Factors ........................................................................................................ 4-7
- Learning Goals ........................................................................................................... 8-9
- Assessment Plan .......................................................................................................... 10-15
- Design for Instruction ................................................................................................. 16-19
- Instructional Decision Making ..................................................................................... 20-21
- Analysis of Student Learning ....................................................................................... 22-27
- Reflection and Self-Evaluation ..................................................................................... 28-29
School History

George Elementary is a school that serves students in grades Pre-Kindergarten through 5th. We are proud to have as our partners in education, Colonial Heights Baptist Church, Fondren Presbyterian Church and the Hinds County Sheriff’s Reserve Unit. As school adopters, their involvement is very intensive. They provide services to complement our school program. We are also fortunate to have specialty partners such as The Good News Club and Book Buddies. We feel that George is truly "Building Tomorrow Today".

Mission Statement

George Elementary School will provide a learning environment that will promote in all students a development of self-worth, dignity, and a sense of belonging. The students will acquire the basic knowledge and technological skills essential for them to become productive citizens of the 21st century.
Contextual Factors

George Elementary School is located at 1020 Hunter Street, Jackson, MS. George is one of the 38 elementary schools in the Jackson Public School District. George is a small school with only 169 students enrolled. George serves grades PreK-5th grade with one class of each grade except for Kindergarten which has two classes. This small school has approximately 8 full-time teachers one per grade with a student to teacher ratio of about 20 students per teacher. Grades PreK-2nd has a full-time assistant in the classroom. The average ratio of teachers to students for the JPS District is 19 to 1. George is a high performing school and has been a “star school” for 10 years straight.

Enrollment by Grade Level

- Pre K 20
- Kindergarten I 18
- Kindergarten II 18
- First Grade 24
- Second Grade 29
- Third Grade 20
- Fourth Grade 20
- Fifth Grade 20
- Total students 169
- Full-time Teachers 10
In Mrs. Brasfield’s 1st grade class I worked with 27 students; 14 girls and 13 boys. The ages of these students range from 6-9 years of age. Ethnicity wise 26 of the students are African American (13 girls and 13 boys), and 1 Caucasian girl. The Caucasian girl is an average performing student and is one of the 24 students performing at or above grade level. None of the students are exceptional education, but 3 of the students are repeaters of kindergarten and first grade. This class is overcrowded and could be broken into two classes in my opinion.

Fortunately, none of the students have any physical learning disabilities or special needs. About 50% of the students are reading below grade level and they are usually placed in small groups during reading with the teacher or me. The student’s academic progress is constantly monitored and if the student falls at 75% or below they are referred to TST (Teacher Support Team). The majority of the students in the class are visual and kinesthetic learners. During lesson planning I noticed that Mrs. Brasfield organized her lessons to provide hands-on learning so that it was delivered in a coherent way, engaging the students in every aspect of the lesson.

The classroom is set up where the students are arranged in groups (the big cats); the cheetahs, the lions, the jaguars, the tigers and the leopards. The desks have to be arranged so that no student’s back is facing the board. The groups are arranged with different learning levels and abilities at each station as well as different genders. The low performing students need a lot of one-on-one assistance, and a lot of the planning is totally centered on making sure each student receives adequate help to build on skills and to make sure each student achieves the intended learning outcome. Behavior issues are not very common in this first grade classroom however; the students do have a tendency to talk a lot. The school as a whole follows a behavior plan that coincides with Positive Behavior Intervention and Support (PBIS). Every day the each student
starts the day on ready to learn, and their behavior can go from outstanding to note to parent. Each behavior good or bad has a corresponding color that explains to the parents what their student’s behavior was for the day. Rules and consequence are reiterated daily to encourage students that they are responsible for their own behavior.

The morning routine consists of the students arriving to school at 7:00 a.m. The students who eat breakfast at school go straight to breakfast while the other students sit on the back hall until 7:30 a.m. and are dismissed with their teacher. “Morning/do now” work is usually already done on the board or on the student’s desk. The morning work is usually just a review of language arts, reading and math lessons. The student’s come in, unpack and place their homework on the corner of their desk. The teacher sharpens the pencils and afterwards the class takes a one of three restroom breaks. The learning day begins with the reading block beginning at 8:00 a.m. – 9:30 a.m. Mrs. Brasfield usually begins with the story for the week, new vocabulary words and then her guided practice activities. Taking into account the student’s prior knowledge and skill level most of the reading is done in small groups and one on one with the teacher or the assistant. The objectives covered in the pacing guides are the current common core standards used to provide teachers, parents, and students a consistent comprehension of what students are learning.

The lessons are planned to modify the objectives in order to meet the specific needs of the students and his/her learning needs. In other words you teach to meet each individual learning style. Technology is almost non-existent in the classroom. The only forms of technology present in the classroom are a CD player and overhead projector. There is a portable smart board in the school, but it’s hard to transport it to the classroom being that we are in a portable.

Community involvement is very helpful at George. The community adopters at George
Elementary School provide students with school supplies, book buddies and holiday parties. The school holds 4 academies during the school year to get parents and other community members involved in the learning process. These academies consist of school policy and procedures, along with activities that can be done at home to enhance learning as well as technology based learning. These academies allow parents to become more involved in the learning process of their child/children outside of the classroom.
Learning Goals

The following learning goals were set for the students in accordance to the current pacing guide used in the classroom designed for first grade. 1) The students will be able to create a fact family using given numbers; two addition facts and two subtraction facts. 2) The students will be able to complete fact family sentences with missing numbers. These goals are important because they are required to build on prior knowledge and increase skill levels. These goals are benchmarks necessary for students to become proficient or advanced in math. The learning goals are grade level and age appropriate because they provide a clear understanding for what the students are intended to learn throughout the course of instruction. The students will restate the objective and the “I Can” statement daily. The learning goals set align with both Mississippi Department of Education and Common Core Standards. The learning goals fall within the (recall) and (skill/concept) Depth of Knowledge Levels.

Competency/Objectives:

(Common Core Standards):

1. OA.3 Apply properties of operations as strategies to add and subtract. (Fact Families) Understand and apply properties of operations and the relationship between addition and subtraction.

Mississippi Language Arts Framework

I can identify and create a fact family using given numbers “I Can” statement.

Competency: 1. Understand and represent relationships among numbers
and compute operations (addition and subtraction) with and without manipulatives.

d. Use multiple representations for addition (combining of sets) and subtraction (take away, missing addend, comparison) to solve problems.

(DOK 2)
## Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Format of Assessment</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I and II</td>
<td>Pre- Assessment</td>
<td>A worksheet on fact family will be given as a pre-assessment to see what the students already know.</td>
<td>Peer tutoring and reiteration of the lesson.</td>
</tr>
<tr>
<td>1) The students will be able to create a fact family using given numbers; two addition facts and two subtraction facts.</td>
<td>Formative Assessment (rubric used)</td>
<td>Fact family Butterfly The students will use pre-cut material to form the butterfly. On the middle part the student will write the numbers in the family they were given. On the wings the student will write two addition facts and two subtraction facts. Students will arrange themselves in order to show a complete fact family.</td>
<td>Rephrasing or modifying the method of instruction for better understanding. Keep activities high interest.</td>
</tr>
<tr>
<td>2) The students will be able to complete fact family sentences with missing numbers and signs.</td>
<td>Post- Assessment</td>
<td>Fact family worksheet focusing on the specific skill to determine if the intended learning outcome was reached.</td>
<td>Small group, whole group, and one to one instruction along with high interest activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrate and model methods used create a fact family.</td>
</tr>
</tbody>
</table>
Fact Family Butterfly
### Fact Family Rubric

1.OA.3: Apply properties of operations as strategies to add and subtract (Fact Families)

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student used 3 related numbers in the middle of the butterfly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used 2 related addition facts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used 2 related subtraction facts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s work is neat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student followed direction thoroughly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used correct math symbols (+ - =)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Name ___________________________**  **Date ___________________________**
Fact Family Line

Plus, minus and equal signs

In these two pictures this is an activity I used to engage the students in the lesson. The students had to arrange themselves in order to create a fact family with given numbers two additions facts and two subtraction facts.

Fact family addition sentence 8+3=11
The pre assessment was given to the first grade class to tap into the students’ prior knowledge about fact families. I noticed that the students had a little background knowledge about fact families, but could not complete the family when some of the numbers were missing. I did a review of the basics, which was the signs (+ addition – subtraction = equal) to make sure the student were familiar with each. I explained to the students that addition was simply the inverse operation or simply flipping the numbers around, and with subtraction you put the biggest number first. I incorporated the art and craft activity to make the lesson more interesting and fun. The students got a chance to show what they learned during the lesson and I got a chance to see if I delivered the lesson in a way that each student, regardless of the learning level reached the intended learning outcome. Low performing student A was having problems putting together fact families with just the given numbers, but as long as some of the facts were listed the student could complete the family. I worked more closely with the student to make sure the student understood the full concept of fact families. Other than that I was very impressed with what the student was able to do. However, looking back this student performs well in math most of the time. High performing student B did not miss any on the pre assessment. After intense review and guided instruction the student were given the same post assessment and the both passed. Low performing showed increase on the post assessment and also on the cut and paste activity in which he had to complete the family. Overall, the students mastered the objective, and the lesson went very well. My main concern was for all of the students to gain the intended learning outcome.
Design for Instruction

Learning Goal II

Grade Level: 1st

Topic of Lesson: Fact Family

Context: This lesson is part of a math unit that teaches students how to identify and create fact families.

Objectives: At the end of the lesson students will be able to 1) create a fact family using given numbers; two addition facts and two subtraction facts, 2) and complete fact family sentences with missing numbers.

Anticipatory Set: The students will be placed in groups of two. The teacher will place a set of cards on the desk. The cards will have pictures of people, animals and shapes. The students will be asked to put the pictures into groups. For example, the cards with people will have a mother, father, and children. The teacher will then introduce the concept of grouping and fact families (a set of facts, each of which relates the same three numbers through addition and subtraction.)

Guided Instruction: The teacher will explain that a fact family is made up of three numbers that are related just like a real family. (6, 4, and 10) make a fact family. This will be shown on the board, and using a Power Point to interactively engage the student in the lesson. The teacher will also explain that fact families consist of addition and subtraction. For example, (6 + 4 = 10) (4 + 6 = 10) (10 – 6 = 4) (10 – 4 = 6). The teacher will explain that each family uses the same numbers that’s why they are called a fact family. Students will comprehend that addition and subtraction are inversely (flipping the numbers around) related. Two numbers and their sum can
be used to make four related number sentences. The four related number sentences are called a fact family.

Essential Questions: What is a fact family, and how can we make the family complete?

The students will be divided into groups of two. Each group will be given a copy of a fact family house and the teacher will give each group three numbers. The students will then have to put the numbers together in the house to show the fact family. Students will share their family with the class.

**Working with Words (Math):** The teacher will write the following words on the board and say the words aloud and have the students repeat each word: *fact families, addition, subtraction, sum, addends* with examples of each. This will be repeated daily to reinforce skills and math vocabulary.

**Closing Set:** The teacher will summarize the lesson on fact families expounding on key points of the lesson. The teacher will ask the students to come up and share what they learned today about fact families.

The students will repeat the “I can” statement. I can identify and create a fact family.

**Follow-up Activity:** The student will create a fact family butterfly. Each student will be given a set of numbers that make up the fact family. The students will then have to create two addition facts and two subtraction facts. The butterfly will be pre-cut for the student and the students will paste the pieces of the butterfly together.

**Next Related Lesson:** Two digit addition.
Modifications: Peer tutors to help low level students. Re-teach the lesson if necessary. Allow extra work time if needed, small group and one on one tutoring.

Materials: pencils, picture cards, arts and craft materials, glue stick

Assessment: fact family butterfly, homework, worksheets end of week test

Technology: Overhead projector, laptop, projector

Classroom Management: The classroom management follows a system called (PBIS) positive behavior intervention and support. Each day the students start out on ready to learn, and they can either exhibit outstanding behavior (top of chart) or parent conference (bottom of chart). PBIS is an added incentive to regular classroom rules.

(Common Core Standards):

1. OA.3: Apply properties of operations as strategies to add and subtract. (Fact Families)

Understand and apply properties of operations and the relationship between addition and subtraction.

Mississippi Language Arts Framework

1. Understand and represent relationships among numbers and compute operations (addition and subtraction) with and without manipulatives.

d. Use multiple representations for addition (combining of sets) and subtraction (take away, missing addend, comparison) to solve problems.

DOK 1
Lesson Plan Format the School Uses

Subject: Math     Mrs. Brasfield/Mrs. Nicholson      November 11-15, 2013      First Grade

### Competency/Objectives:
(Common Core):
1.OA.3: Apply properties of operations as strategies to add and subtract. (Fact Families)
Understand and apply properties of operations and the relationship between addition and subtraction.

(MDE)
Competency: 1. Understand and represent relationships among numbers and compute operations (addition and subtraction) with and without manipulative.

d. Use multiple representations for addition (combining of sets) and subtraction (take away, missing addend, comparison) to solve problems.
(DOK 1)

### Anticipatory Set:
The students will be placed in groups of two. The teacher will place a set of cards on the desk. The cards will have pictures of people, animals and shapes. The students will be asked to put the pictures into groups. For example, the cards with people will have a mother, father, and children. Thus introducing the concept of grouping and fact families (a set of facts, each of which relates the same three numbers through addition and subtraction.)

### Working With Words (Math):
The teacher will write the following words on the board and say the words aloud and have the students repeat each word:
fact families, addition, subtraction, sum, addends with examples of each. This will be repeated daily to reinforce skills and math vocabulary.

### Introduction/Modeling:
The teacher will state the objective and purpose for the lesson (identifying fact families). The students will repeat the “I can” Statement: I can identify and create a fact family.
The teacher will explain that a fact family is made up of three numbers that are related just like a real family. (6, 4, and 10) make a fact family. This will be shown on the board, and using a Power Point to interactively engage the student in the lesson. The teacher will also explain that fact families consist of addition and subtraction. For example, (6 + 4 = 10) (4 + 6 = 10) (10 – 6 = 4) (10 – 4 = 6). The teacher will explain that each family uses the same numbers that’s why they are called a fact family. Students will comprehend that addition and subtraction are inversely (flipping the numbers around) related. Two numbers and their sum can be used to make four related number sentences.
The four related number sentences are called a fact family. Essential Questions: What is a fact family, and how can we make the family complete?

### Guided Practice:
The students will divide the student into groups of two. Each group will be given a copy of a fact family house and the teacher will give each group three numbers. The students will then have to put the numbers together in the house to show the fact family. Students will share their family with the class.

### Closure:
The teacher will summarize the lesson on fact families expounding on key points of the lesson. The teacher will ask the students to come up and share what the learned today about fact families.
The students will repeat the “I can” statement. I can identify and create a fact family.

### Independent Practice:
The students will complete teacher made worksheet with the three circles and complete the fact family. This will be used as a daily grade.

### Resources:
Houghton Mifflin Harcourt
Go Math Workbook

### Materials:
Fact Family House
Pencils
Fact Family worksheets

### Homework
Workbook page 198 from Go Math workbook 1-4

### Evaluation
Informal observation (day to day observation of students performance) and performance based observation (students demonstrating their knowledge and skills)
Pre-assessment

### Technology:
projector, power point, laptop
Instructional Decision Making

Being that assessment is an ongoing attentiveness of students’ learning and readiness to learn new ideas and concepts I feel that it is very important to give positive feedback early on to let students know where they stand and what goal you want them to reach.

This lesson was planned for one week along with various activities to help students gain knowledge and skills to determine what a fact family is and how to create a fact family with given numbers. The overall lesson for the most part went very well. On the first day of the lesson the students seemed to grasp the information about fact families with no problem. The students participated, asked questions and demonstrated their understanding of fact families through various activities.

One of my students was having problems creating a fact family with missing numbers. For example, if the fact family was 3 7 10 and the problem read 3+7=___ or 10-3=___ he could fill in the blanks. The problem he was having was if the problem read 3 7 10 and had no other facts he could not create the fact family. My instructional decision was to immediately go back and re-teach the lesson and figure out the most effective delivery method for him the second time around. The second time I taught the lesson I used pictures and manipulatives to help him understand the concept of creating a fact family with just the three family members. I used highly engaging activities, modeled and demonstrated different ways to create a fact family. I tried to teach the lesson using day to day experiences, for example the people in his family, the books he likes and different foods he likes. He started to understand the concept so I gave him three more numbers the next day and some counters and he had to create a fact family using the counters and pre-made plus, minus and equal signs. He did it! He was able to create his own fact
family using only the three main numbers. I thought using the counters would help him visually see and touch something tangible. He is more than likely a visual kinesthetic learner and loves hands on activities. He needed to touch or manipulate what he was learning. I explained to the student that his main goal was to create a fact family with just the three main numbers making two addition facts and two subtraction facts. I also allowed the student to work in the math center with a partner to gain some guided peer tutoring. I also found that the student enjoyed working in the math center and as long as he continued to show progress I allowed him to continue working in the center until the lesson was closed. I decided to let him use the manipulatives during the assessment to make sure he stayed on task.

I had to try a different way to engage the student to make this re-teaching of the lesson stick. My activities had to demonstrate the purpose of the learning goals and help the student connect the lesson to real life. I talked with the student as he solved the problems and completed the given task to ensure he understood the goal he was working towards. When I planned my lesson I took into consideration the different learning styles and my high and low students. My ultimate goal is to ensure student learning regardless of how many times I have to re-teach the lesson. I had to quickly evaluate the lesson and my method of delivery in order for the student to clearly understand facts and opinions.
Analysis of Student Learning

Whole Group

Learning Goal I Pre-Assessment

The data in this graph shows the results from learning goal I pre-assessment fact family worksheet. Twenty-seven students took the assessment. The assessment consisted of 16 questions. Only one student, a low performing student, missed four problems. The students did better than expected on the pre-assessment which tells me they will probably do well throughout the duration of the lesson. Most of the students missed 2-3 out of the group, and I did not count off for those because they were simply careless mistakes and rushing. The pre-assessment covered all items that will be covered during the lesson.
The data in this graph shows the results from learning goal I post-assessment fact family worksheet. All twenty-seven students took the assessment. The post-assessment consisted of five problems all of which covered the same skills as the pre-assessment on fact families. All of the students successfully mastered the skill of creating two addition fact and two subtraction facts. Most of the students missed one out of the group and it was not counted against them because most of that comes from carelessness and rushing to get finish first. It can clearly be seen that 100% of the students have mastered the skill of creating addition and subtraction fact families with given numbers. The assessments were given on items that would be covered over the course of one week following the current pacing guide and common core standards.
Subgroup (Girls)

Learning Goal I Pre-Assessment

Subgroup (Boys)

Learning Goal I Pre-Assessment
The analysis for the subgroups shows the data between girls and boys. Surprisingly, both the girls and boys did exceptionally well on both the pre and post assessments. Only one of the boys, a low performing student, scored low on the pre-assessment, but after explicit instruction he was able to master the skill of creating two addition facts and two subtraction facts. Tapping into students’ prior knowledge and relating math to everyday life was also part of the reason the students mastered the objective. During regular classroom instruction the students are grouped according to mixed ability. The students are given the same assessments and assignments, but high performing students are sometimes allowed to help other students in the classroom. The lesson was however differentiated for the low performing student to allow him to gain the intended learning outcome. Reviewing the data it shows that because of explicit instruction the lesson overall was a success and each student mastered the objective, and are ready to proceed to the next lesson.
Learning Goal I Pre-Assessment

The data in the graph above and below show the individual scores of the high performing student A, and the low performing student B. The high performing student scored 100% on both the pre and post assessments. The low performing student scored 40% out of a possible 100 on the pre-assessment, and showed significant improvement on the post-assessment scoring 100%.

In the first grade classroom of twenty-seven students the highest performing student is a girl. This student performs well above grade level and the majority of the class. On the pre, post, and formative assessments she scored the highest in the class on each assessment. Although, she is a visual learner she likes hands on activities as well. For her age she takes learning very seriously and demonstrates it in her work. The students work is always neat and presentable and reflects that of an “A” student. (See sample pre-assessment in design for instruction high performing student B)

The low performing student comes from a background of low performing parents and education is not a top priority in his family. However, he tries to do his best and it showed on the
post assessment after explicit instruction. He is a visual kinesthetic learner and has to always have something in his hands, so using the counting cubes worked well for him. I worked with him in small groups and one on one and he continued to show improvement. He does well in math, and math is one subject that he likes.

**Individual**

**Learning Goal One Post-Assessment**

<table>
<thead>
<tr>
<th>Number of Items Wrong</th>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.9</td>
<td></td>
<td></td>
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<tr>
<td>0.8</td>
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<tr>
<td>0.7</td>
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<td>0.5</td>
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</tr>
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<td>0.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection and Self-Evaluation

If I had to rate myself on a scale of 1-10 on how well I delivered this lesson I would rate myself a 10. The students were very successful throughout the entire lesson and learning goal two the fact family butterfly was a hit. Incorporating art and crafts into any lesson makes it more meaningful because its hands on. Finding ways to incorporate art into the everyday classroom is very beneficial to student. Integrating art into everyday lessons is a proven strategy that helps develop fine motor skills, improve concentration and increase skill levels. Early introduction to visual arts, and music promotes health, happy brain activity. There is no better way to create excitement in the classroom than to do it through art. This lesson was successful because it was engaging and fun and the student’s attention was captured.

My main strength during this lesson was keeping the students engaged and staying on task. By doing that the students were able to gain knowledge and skills to create fact families with and without given the main numbers. I created a power point on fact family to use as a visual aid and the students loved it. I plan to do one for the next lesson. This was helpful to keep students engaged and involved in the lesson. I kept the tone in my voice exciting and upbeat.

During this lesson I focused on where my students are and where I wanted them to be and how was in going to get them there. I needed to challenge them and get them to set goals of their own to help them understand that they play and major role in their learning process. I encouraged them to do their best and always try hard and if they do not understand just ask for help. I allowed the students to share what they learned with the class to help them become aware of their learning. This lesson was an easy lesson and there are so many fun ways you can teach fact family, and I tried to
do and try and many as I could to help my students reach the intended learning outcome. It was interesting to see them work so hard to try and impress me with their work and that made me proud because that meant that I was doing what I was supposed to be doing.

The only thing I was not happy with during this lesson was the use of technology which was not my fault, but that of the school, so I used what I had and made the best of it. I wish the classroom was packed with technology, because in this day and age the student really need to tech savvy. Incorporating technology into my lesson made the lesson fun and engaging. I did however use my laptop and projector to present the power point on fact families, but I want some technology that was a little bit more kid-friendly like a smart board or individual I pads. My activities were successful because they were age appropriate for the objective and the entire student body met the learning goal. One thing I should have done, because the whole class met the goal was to take it up a notch and challenge them with something a little more intense just to see how they would handle it.

In closing, I think this was a great lesson and I did a great job teaching it as well. There were no setbacks and as far as technology goes I had to do my best with what I had on hand. The students were behave and active participants in the lesson the whole time and would constantly ask what are we making or doing tomorrow. I felt more relaxed in my second placement with planning and teaching. During this lesson I think I met or exceeded most of my learning goals. I planned ahead and made sure everything was in place and ready to go. I effectively communicated the objective to the students and what I expected from them during the course of the lesson and they did not let me down. I will continue to seek professorial development and consult with my mentor and fellow teacher to gain insight, strategies and new ideas.