Wendie Wright
Student Learning
Module 2
Jackson State
University
Clinical Internship in
Student Teaching
J00554477
Pearl Junior High
6th grade Science
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School Name: Pearl Junior High
School Level: 6th–8th grade
Address: 200 Mary Ann Dr.
Pearl, MS 39208
Phone Number: 601–932–7952
School ID: 280352001354
Number of Students: 902
  Male Students: 471
  Female Students: 431
Number of White Students: 525
Number of Black Students: 306
Number of Hispanic Students: 66
Number of Asian Students: 5
Percentage of Students Eligible for Free Lunch: 63.6
Classroom Teachers: 63.8
Student/Teacher Ratio: 14.1
Pearl Junior High is located in the city of Pearl, which is the thirteenth largest city in Mississippi and the largest city in Rankin County. Rankin County School District is the neighboring school district that happens to be fifteen minutes away. The schools in the city of Pearl are not far from each other. In fact, four of the five schools are all off of Highway 80 with the exception of a gas station and park in between two of them. Northside is the only school that is not off of Highway 80, but it is about seven minutes away from the Lower, Upper, Junior High and High School.

My second placement was at Pearl Junior High. This middle school was for sixth, seventh and eighth graders. There are 471 boys at this school and 431 girls. Pearl Junior high is a predominately white school, but there are 306 Black students, 66 Hispanic students, and 5 Asian students. The class I was assigned to was a 6th grade science class. My cooperating teacher taught six periods and had her planning time during seventh period. Two of her classes were inclusion classes. She had 6 students that were in the IEP program. There was an assistant that would come in during first and sixth period to assist the IEP students. My cooperating teacher also had 1 ESL in her second period class and 1 ESL in her fourth period. She also has other students that are bilingual in each of those periods, so they translate for assignments. Her ESL students also always had the opportunity to use the Spanish/English dictionary for tests. They also wrote their vocabulary words in Spanish and English and then the definition just in Spanish, so they could understand the meaning of the words.

When it comes to classroom factors, the teacher had the walls covered with a lot of different science concepts. Some of the different things she had on the walls were the scientific method, different scientists, laboratory safety guidelines, science quotes, classroom conduct expectations, “I Can” statements, the daily agenda, a homework board, and the mission statement of the school. The classroom was not the biggest, but it was big enough for her to function and do what she needed to do for the lesson.
Learning Goals
The goals that I have chosen for this lesson are some of the different concepts that the students will see in the next grades to come, as well as future state tests. The animal and plant cells are covered from 6th grade until the students reach the high school sciences.

Goal #1: Students will be able to distinguish the difference between objects that are opaque, translucent, and transparent. (Standard 2.e Apply the laws of reflection and refraction to explain everyday phenomena. DOK 2)

Goal #2: Students will be able to identify parts the plant cell and animal cell. (Standard 3.b Compare and contrast structure and function in living things to include cells and whole organisms. DOK 2)

Goal #3: Students will be able to explain the functions of each part of the plant and animal cell. (Standard 3.b Compare and contrast structure and function in living things to include cells and whole organisms. DOK 2)
Assessment Plan
Goal #1 – Students will be able to distinguish the difference between objects that are opaque, translucent, and transparent. (Standard 2.e Apply the laws of reflection and refraction to explain everyday phenomena. DOK 2)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Format</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td>Six T/F questions: Lenses, Mirrors and Light</td>
<td>The IEP program students will have assistance with reading from the IEP assistant. My ESL’s will have their bilingual seat neighbors to translate.</td>
</tr>
<tr>
<td>Formative</td>
<td>During lessons N and O, students will be asked to give examples of each behavior of light</td>
<td>2nd and 4th period have ESL students, so these students will get with their bilingual partners to come up with examples</td>
</tr>
<tr>
<td>Summative</td>
<td>Student will complete the “after you read questions” at the end of the lessons</td>
<td>ESL students are always given a copy of the vocabulary in English and Spanish</td>
</tr>
</tbody>
</table>
Goal #2: Students will be able to identify parts the plant cell and animal cell. (Standard 3.b Compare and contrast structure and function in living things to include cells and whole organisms. DOK 2)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>10 Disagree/Agree Questions in the before you read section of Ch.16 (Cells)</td>
<td>IEP students will be guided by the IEP assistant and they will also be given a little more time</td>
</tr>
<tr>
<td>Formative</td>
<td>Vocabulary quiz on Ch. 16 Cells</td>
<td>IEP students will quiz with the IEP assistant in her room and their multiple choice will have 2 choices rather than 4</td>
</tr>
<tr>
<td>Summative</td>
<td>Ch. 16 test on Cells</td>
<td>IEP students test with IEP teacher some questions are taken out and Multiple choice questions are narrowed down to 2 instead of 4</td>
</tr>
</tbody>
</table>
Goal #3: Students will be able to explain the functions of each part of the plant and animal cell. (Standard 3.b Compare and contrast structure and function in living things to include cells and whole organisms. DOK 2)

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<thead>
<tr>
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<th>Format</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>6 T/F questions pertaining the Cells Chapter</td>
<td>The IEP assistant will assist my IEP students and I will give them an extra 5 minutes or so to complete</td>
</tr>
<tr>
<td>Formative</td>
<td>Organelle Placement chart activity (students place organelles in correct place and give function)</td>
<td>I will have my bilingual student explain the organelle and have my ESL place that organelle after the instructions have been translated</td>
</tr>
<tr>
<td>Summative</td>
<td>Exit Cards: students give two organelles, tell the function and draw sketch the organelle</td>
<td>I will have my bilingual student ask my ESL student to draw one of the organelles we went over today</td>
</tr>
</tbody>
</table>
The assessments I used for my learning goals were directly aligned with the chapters being covered. Science is one of the subjects that is included in state testing. The students will build on the skills they learn in 6th grade all the way to high school science. For each goal, I will give a pre-assessment. For the first goal, I will give about six true and false questions that pertain to the chapter that we are about to cover. The next goal I have is focusing on the plant and animal cell. The students will be given a pre-assessment that is at the beginning of the chapter. This pre-assessment will consist of agree or disagree questions that go along with the chapter.

A couple of the formative assessments will be note-taking sheets, which take the students a couple of days to complete. These sheets are divided into sections and the students will be able to fill in the blank if they have read the chapter. Each section corresponds to a section in that specific chapter. I will also use one of the vocabulary quizzes for a formative assessment and to also obtain data for one of my graphs. For my observation, I will do a fun formative assessment like a chart the students can also use as a visual.

The summative assessments will have to be the chapter tests because they cover all the points of the objectives. I will be able to graph the student progress by reviewing the data from each class period. I will take class averages for each type of assessment given. The summative assessment data will be collected after each chapter test. These graphs will tell me where the students are and how much they progress by the time they get to the chapter tests. The different graphs will also show me where weaknesses occur and the next steps to take as far as instruction.
Summative Assessment Example

Formative Assessment Example

Pre-Assessment Example
Ch. 16 “Cells” Pre-test

Directions: Copy the following statements. Write T for True and F for False.

1. All new cells come from cells that already exist.
2. A microscope is needed to see most cells.
3. Bacteria have specialized parts called organelles.
4. A tissue is made of different organs working together to perform a job.
5. Chromosomes are in the nucleus of every cell.
6. Some living things do not require energy to survive.

Pre Assessment

Summative Assessment

Formative Assessment
Design for Instruction
### Cooperating Teacher
### Lesson Plan Format

<table>
<thead>
<tr>
<th>Date</th>
<th>Objective(s) to be Covered</th>
<th>Opening (5-10 Minutes)</th>
<th>Work Session (20-30 minutes)</th>
<th>Closing (5-10 minutes)</th>
<th>Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>11-4-13</td>
<td>1) __ is when a wave hits an object or surface and bounces off.</td>
<td>2) __ is the bending of a wave as it moves from one medium to another.</td>
<td>1) Bell Ringer</td>
<td>Homework: Study Light, Mirrors, Lenses; Vocabulary for quiz; Independent/guided practice: Before, during, and after you read questions that go with lessons.</td>
<td>Board:</td>
</tr>
</tbody>
</table>
|            | 2c                         |                                                                                        | 2) Discuss lessons N and O in MS Essential workbook.                                          |                                                                                        |                                                                             | Workbooks Overhead/Computer |"
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Bell Ringer *Discussion on Light, Mirrors, Lenses. Lessons N and O.  *Students given multiple real-life examples of light behaviors *Individual practice chart with transparent, translucent, and opaque</td>
<td>*Bell Ringer *Discuss Lesson P and Q and do the Before, During, and After you read questions. *Highlight key points of vocab. with lessons P and Q.</td>
<td>*Bell Ringer *Discuss Lesson R and do the Before, During, and After you read questions. *Highlight main points in R Lesson. *Vocab Quiz on Light, Lenses, and Mirrors *Students will read science world if time remains.</td>
<td>*Bell Ringer *Finish anything not completed in Lessons N–R. *Tear out pages for lessons and staple *Add notes to Vocab. (drawings of examples of transparent, translucent, and opaque</td>
<td>*Bell Ringer *Bell Ringer Quiz *Daily grade worksheet: Light, Mirrors, Lenses (open book) *If time remains students read Science World magazine</td>
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**Weekly Overview**
<table>
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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bell Ringer</td>
<td>- Bell Ringer</td>
<td>- Bell Ringer</td>
<td>-(Bell Ringer)Pretest</td>
<td>Bell Ringer</td>
</tr>
<tr>
<td>- Complete any workbook pages, as needed.</td>
<td>- Peer study groups</td>
<td>- Light, Mirror, Lenses Test</td>
<td>- Chapter 16 Cells vocabulary</td>
<td>- Vocabulary Check</td>
</tr>
<tr>
<td>- Review and discuss correct answers to Light, Mirrors, Lenses Daily</td>
<td>- Teacher review game</td>
<td>- Begin Ch. 16 “Cell” Vocabulary</td>
<td>- Students will begin reading Chapter 16, section 1, pages 476–481.</td>
<td>- Read and discuss Chapter 16, section 1, pages 476–481.</td>
</tr>
<tr>
<td>grade from Friday. Allow students that were absent to make it up.</td>
<td></td>
<td></td>
<td>(Use Interactive Chalkboard PowerPoint that goes with Chapter)</td>
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<tr>
<td>- Review and discuss essay question that is on Major Test</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Science World article (work on Common Core, nonfiction reading skills)</td>
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</tbody>
</table>

**Weekly Overview**
The first goal I had for my students was for them to be able to explain the difference between opaque, transparent, and translucent. During my lesson, the students read about these three concepts. After they read about these concepts aloud, I asked them to give me an example of each type of material. When the students were done giving examples, I gave them visuals explaining each concept. The last activity we did was a chart divided into three sections which were transparent, translucent, and opaque. I displayed the chart on the smart board where it was big enough for them to have space to stick cards in the three separate sections. Next, I passed out cards that were labeled with different objects that were either transparent, translucent, or opaque. One by one, the students had to come up to the board and stick the card in the correct section. The students also had to explain why they put it in that particular section. I feel like the students understood the difference between the three. I even gave the students some silly phrases to remember each word. The next goal that I had for my students was dealing with the plant and animal cell. The students spend a week and a half on a chapter, so I had to start my lesson on a Friday. I used a power point to introduce the cell. The power point just gave them an overview of the chapter. I did it this way because I did not want them to have read straight from the book. Another lesson I covered was from the chapter on cells. My second and third goal were dealing with the plant and animal cells and their functions. I just covered section one and she already had a power point to go along with it. They actually told my cooperating teacher that they liked when I taught the class. I was a little nervous about it because I do not particularly like teaching from power points, but I added some of my own notes in between. I went along with the book and also played some of the videos during the presentation. Afterwards, the students filled out a note-taking worksheet as a formative assessment. During the first visit from my supervisor, I covered the cells and their functions; we did a discussion of the five new organelles first. The next part of the lesson was just a review of the 10 organelles that the students already knew. I pulled up interactive models of the plant and animal cell and described the organelles and their functions. The first five were new and the other organelles were pointed out and the students had to tell me what the function as they were pointed out. Next, the students did a labeling activity. During this activity, the students labeled the plant and animal charts. This showed me if they were paying attention. We did a riddle activity as well. The riddle game reviewed them for their exit cards. On their exit cards, they had to tell me 3 organelles, draw them, and give a description of each function. This lesson was very successful and I could tell that the students had a better understanding of their parts.
Analysis of Student Learning
The first assessment I gave covered different parts of the light, mirrors, lenses lesson. This pre-assessment was associated with the first goal dealing with reflection, refraction, transparent, translucent, and opaque. I used this assessment in the place of the Bell Ringer, so it could be done at the beginning of class. This assessment consisted of 6 true/false questions. To compile data for my graph, I averaged the amount of questions that each class period had correct. I also had to keep in mind that there were 6 students in the IEP program. Three of the IEP students are in first period and three are in sixth period. This was fair because none of the material had been covered on the chapter. The first, second, and fifth period class had an average of 4 correct answers. Third, fourth, and sixth period had an average of 3 questions correct.

The next assessment given was the formative assessment. The formative assessment was given in the form of a vocabulary quiz. The teacher had been going over this chapter for about two days and she gave the students an extra day to study their vocabulary. This quiz was associated with my first goal with the exception of lenses and different types of telescopes. I used this quiz to compare subgroups. The subgroups I chose to compare were the IEP and the middle performers. To be honest, the IEP students did just as good as some of the middle performers in the class. They test and quiz with the IEP teacher. Their quizzes and tests are little different because some answers are eliminated. I feel like they did well for them to be on this type of chapter. The light, mirrors and lenses lesson covered a lot of information. They each have the questions read to them. Considering the complexity of the lesson, the IEP students did very well. The summative assessment was the light, mirrors, and lenses major test. I recorded the grades and compiled a graph to show the grades among the different class periods. For the most part, the grades on this test were really good. The majority of the grades were A’s or high B’s. As far as the lower grades, those specific students simply did not take the time to study their study guide. Overall, the objectives for this test were mastered. After a major test, the students always start on the vocabulary for the next chapter. The following day the students take a pre-test based on some of the information from the next chapter to be covered. All of the students took the six true and false question pre-assessment. A lot of the students had learned about cells the previous year, so this was not completely new to them. The highest number of questions correct was 4 out of 6. I did an average of the correct number of questions between classes. I have also included the formative and summative assessments that go along with my goals for the cell. The students did very well as a whole. Most of the grades on the cell quiz were A’s and B’s. I ended up just tallying up the different grades among classes. This could have been documented in a simple bar graph. With all of the material that has been covered, I feel like the students will be successful on the chapter 16 cells major test, which is the summative assessment. They will be taking their test after I leave.
Pre-assessment Data

Pre-assessment (Light, Lenses, Mirrors) 6 T/F
Average # correct

Pre-assessment for Cells
Average # correct 6 T/F
Formative Assessment (Light, Mirrors, Lenses) 
Vocabulary Quiz (14 Questions)

IEP Students (6)  
Middle Performers (6)
Light, Mirrors, Lenses Major Test (grades for 1st – 6th period)
Formative Assessment (Cells Vocab. Quiz)
Instructional Decision Making
The student responded very well during my lesson on the behavior of light. There were only a couple of times where I had to be more clear and change my wording. When I explained the concept of refraction, I mentioned that the light wave moved from one medium to another. I asked the students what the mediums could possibly be and they did not really know how to answer. To help them understand, I then told them when I say medium I am talking about different material a light wave could travel through. I also gave them an example of one. Once I gave them my example, they had an idea of what some other mediums could possibly be. There was a student in the fifth period class who did not understand why there could be a reflection of your face in water, while they are in a tunnel. I just explained that if there are openings on each side of the tunnel, then light waves could still bounce off his face. Another thing I had to adjust was the prism activity. Originally, I was going to let each student hold the prism up to the light, so they could see the rainbow. Many of the students were having trouble, so I did a demonstration for the whole class. I shined my flashlight through the prism and let the rainbow hit the board. The students were pretty engaged during my lesson on cells and I only had a couple of adaptations. I had my ESL work with my bilingual student during second and fourth period classes. I let them work with together on the note-taking worksheet. The students that need assistance with reading had help from the IEP assistant. Also, I had a student tell me that my example for vacuole was easier for her to understand than the description in the book. The only modifications made for my lesson on goal 2 were for the ESL. For the exit card, I gave him my example to use at his desk as a personal guide. The IEP assistant was in the class during first and sixth period to help any IEP students who needed assistance.
Reflection and Self-Evaluation
For every lesson that I taught, I made sure that I prepared myself at least a week in advance. I would make notes and read over them multiple times to be even more familiar with the material. The goal that the students were most successful with was the first goal.

The first goal was for the students to be able to tell the difference between reflection and refraction. They also had to be able to know the concept of transparent, translucent, and opaque. I think the students were most successful with this goal because they were given examples that they use in their everyday lives. They were also given a chart so they could divide each concept and include different objects that apply to each. This was just to help them organize information. I also gave examples that they could look at in class. I used a magnifying glass, wax paper and a book to represent all three concepts.

I feel like the students had very little trouble with the third goal which was being able to explain the functions of each part of the plant and animal cell. This was a lot of information for them to grasp. The main reason they probably had a little trouble was because they were required to learn the 14 parts of a plant/animal cell as well as their functions. The only differences in the plant and animal cell is the cell wall and chloroplasts because the plant cell has those organelles, but the animal cell does not. They could understand the functions for the most part and I am confident that they could have learned them better with a little more practice. I am confident that with the right type of studying that they will be more familiar with the functions on the comprehensive exam. The examples I gave them helped them relate. All they have to do is study and I am confident that they will be successful on the test. They have everything they need to make a good grade on the test.

There are a couple of times a year that all the science teachers attend different science workshops and conferences. This is a part of their professional development, which helps them learn new ways to teach different areas of science. I believe in doing my research and making notes. In order to be the best teacher that I can be, I have to put in the work. This means that I have to do my research, always have a back up plan, plan ahead, and open up extra time after school for students who may be having trouble with different parts of the lessons.