

Student Teaching Work Sample

Language Arts Lesson Plan: Day 1

Date Taught: Tuesday, September 28, 2010

A. Daily Objectives: Students will be able to identify the simple subject and verb within a sentence.

B. Materials: Simple subject/verb worksheet

C. Technology: N/A

D. Behavioral Techniques: Students who are misbehaving will be given a warning. If the behavior persists, they will come in during their study hall and do individual example sentences.

E. Sequential Instruction:

A discussion will take place about what makes up a subject within a sentence.

Subject: tells whom or what the sentence is about. (Who or what is doing something?)

Students will then brainstorm a list of subjects.

A discussion of verbs will begin.

Verb: an action of someone or something.

Students will then brainstorm a list of verbs.

As a group have students choose a subject and a verb from the written lists and create a sentence.

f. Accommodations: Students will be given multiple examples of how to properly use and identify subjects and verbs within sentences. They will be interactive in the classroom so that all students are involved and on-task. Those needing more assistance may come in during a study hall to receive more help.

g. Classroom Management: The whiteboard will be used to create two lists. Students will use the created lists to create their own sentences. Assessment sheets will be available and nearby so they can easily be distributed after instruction.

H. Formative Assessment: (see attached)

I. Rationale: The assessment asks for students to identify the subject and verb in multiple sentences. This is fair, accurate, and consistent because it is an extension of what was practiced in the classroom. Students are also asked to create their own complete sentences. This allows students to use their own ideas and knowledge of writing to develop a subject and verb within a sentence.

Simple Subject and Verb

Name: _____ Per. _____

Circle the simple subject and underline the verb in each sentence.

1. James went to the store.
2. The family drove across country.
3. The pianist played a solo.
4. Sometimes the guitarist uses a thumb pick.
5. He tried to do a slam dunk.
6. They were selling cookies to the neighborhood.
7. I wanted to go with them.

Write your own complete sentences. Then circle the simple subjects and underline the verbs.

8. _____

9. _____

10. _____

Student Teaching Work Sample

Language Arts Lesson Plan: Day 2

Date Taught: Wednesday, September 29, 2010

A. Daily Objectives: Students will be able to identify sentence fragments.

B. Materials: Game cards (half of the cards have a subject fragment, half have a predicate fragment)

C. Technology: N/A

D. Behavioral Techniques: Student who misbehave or are disruptive will be given a warning. If the behavior continues, students will not be able to participate in the Fragment game. They will be asked to work alone creating sentences from fragments.

E. Sequential Instruction:

What is a sentence? What makes up a sentence? What does it do?

A sentence is a word group that contains a subject and a verb and that expresses a complete thought.

Examples will be shown of sentence fragments and discussed.

Why is it a fragment? What is missing?

Each student will be given a card with either a subject fragment or a predicate fragment. It is their job to identify which they have and then find a partner in the room with the opposite card and create a complete thought using the two fragments. Each student must create five different sentences. Sharing will follow.

f. Accommodations: I will be walking around during the group activity to make sure students understand what is required. Students will be shown multiple examples and will be able to use their own creativity to stay engaged and comprehend what is being taught.

g. Classroom Management: After the discussion, instruction will be given for the card activity. Cards will be distributed down rows and students will be free to move around the room. Students will be given 5 minutes to complete their 5 sentences. Sharing will take place and the assessment will be explained and distributed. All materials will be prepared and close at hand.

H. Formative Assessment: (In class) Students will receive points by identifying what they have, what they are missing, and completing a sentence with a peer. They will turn in their paper containing the five sentences.

I. Rationale: This assessment is fair, accurate, and consistent with what is being taught in class and what is presented on the Post-Assessment. Students will be tested on comprehension through identification and creation of complete sentences.

The beautiful dancer.	Performed last night.
That silly boy.	Ate 100 Jelly Beans.
My chair.	Is purple.
The drinking glass.	Broke when it fell.
James.	Ran 5 miles.
The President.	Bought a new boat.
The fast swimmer.	Practiced every day.
The changing leaf.	Fell from the tree.
My brother Sam.	Is small.
My silver pom-pom.	Shakes.
The movie store.	Is very busy.

Student Teaching Work Sample

Language Arts Lesson Plan: Day 3

Date Taught: Thursday, September 30, 2010

A. Daily Objectives: Students will be able to identify and write sentences with complete subject and predicates.

B. Materials: PowerPoint. Complete subject and predicate worksheet.

C. Technology: Lesson presented in PowerPoint format.

D. Behavioral Techniques: Students are expected to be involved with the PowerPoint lesson, however they should remember to raise their hands and not shout out until told to do so. Students will be given reminders and warning about how they should act. If a student continues to act out or misbehave, they will be asked to come in during study hall or homeroom in order to review how they should be acting in the classroom.

E. Sequential Instruction: After a quick review of simple subject and verb, students will be given instruction on how to determine complete subject and complete predicate.

f. Accommodations: Students requiring accommodations will have a shortened assignment. They will only be required to answer eight of the given sentences and write two of their own sentences. I will also be available during their study halls and homerooms for extra assistance.

g. Classroom Management: The PowerPoint will be loaded and ready to be presented when students arrive. After reviewing simple subject and predicate, students will interact with the presentation to identify the complete subject and predicate. After the lesson is presented, student will be given their assessment and may begin working.

H. Formative Assessment: Students will complete the complete subject and predicate worksheet, as well as, write their own complete sentences.

I. Rationale: This assessment is fair for all students it is consistent with what was discussed in class today. The first few questions will be done as a class, so that students will have examples with them when they work on their own.

Complete Subject and Predicate

Name _____ Per. _____

Read each sentence. Circle the complete subject and underline the complete predicate.

1. The actor danced across the stage.
2. The tiny flowers looked beautiful in the garden.
3. George and his friends played football in the field.
4. The bulldog snored all night long.
5. The tiny brown acorn fell off the tall oak tree.
6. Jesse's mother baked cookies.
7. The television in the living room was unplugged.
8. Marvin put on his working boots.
9. Patricia went to the bakery to pick up a loaf of bread.
10. Lynn read a book to her little sister.
11. A gray wolf snuck into the barn last night.
12. The rain was coming down.

Write three sentences. Circle the complete subject and underline the complete predicate.

13. _____

14. _____

15. _____

Student Teaching Work Sample

Language Arts Lesson Plan: Day 4

Date Taught: Monday, October 4, 2010

A. Daily Objectives: Students will be able to correctly use compound subjects and compound verbs within a sentence.

B. Materials: Compound subject and verb worksheet.

C. Technology: N/A

D. Behavioral Techniques: Students who misbehave or act out during class time will be given a verbal warning. If the behavior persists, students will be asked to sit in the hallway or go to the office. They will then be required to come in during their Study Hall or Homeroom to be given instruction.

E. Sequential Instruction: What is a compound word? So then what is a compound subject?

Compound Subject: consists of two or more connected subjects that have the same verb.

Example – Bill and I run at the park. (Bill and I are the subject, the verb is run. We both share the same verb.)

What is a compound verb? – Two or more verbs that have the same subject.

Example – I run and play at the park. (I am the subject, run and play - are the verbs.)

f. Accommodations: This assignment is capable for all students. It is short and to the point. How students do on this assessment will be able to show if they understand the lesson. Students needing assistance will be able to come in during the day for extra help.

g. Classroom Management: After the spelling pre-test, students will begin in discussion about compound subjects and verbs. After instruction is given and a clear understanding seems to be had, students will be given their assignment.

H. Formative Assessment: (see attached)

I. Rationale: This assessment is fair and consistent with what was discussed during instruction time. Students are asked to read through the movie quotes and identify compound subjects and compound verbs. They are then asked to create their own sentences, using what they know about compound subjects and verbs.

Compound Subjects and Compound Verbs

Name _____ Per. _____

Read each movie quote. Then identify whether it contains a compound subject (CS) or compound verb (CV). Underline the identified section.

1. _____ "I am Iron Man. The suit and I are one." –Iron Man 2
2. _____ "Wesley and I are joined by the bonds of love." – The Princess Bride
3. _____ "Men are incapable of growth, change, and progress." – The Ugly Truth
4. _____ "I'd rather die tomorrow than live a hundred years without knowing you."
-- Pocahontas
5. _____ "A lie keeps growing and growing until it's as plain as the nose on your face."
-- Pinocchio
6. _____ "Get your head out of the clouds and back in the water where it belongs."
– The Little Mermaid

Create two sentences containing compound subjects.

7. _____

8. _____

Create two sentences containing compound verbs.

9. _____

10. _____

Student Teaching Work Sample

Language Arts Lesson Plan: Day 5

Date Taught: Tuesday, October 5, 2010

A. Daily Objectives: Students will be able to write and identify declarative, imperative, interrogative, and exclamatory sentences.

B. Materials: Smart Notebook presentation and copies of comic strips.

C. Technology: Smart Notebook

D. Behavioral Techniques: Students who continue to interrupt or misbehave during the activity will be asked to return to their seat and write one sentence for each type discussed today.

E. Sequential Instruction: Information and instruction will be presented using the Smart Notebook.

- Declarative: (declare) makes a statement and ends in a period.
- Imperative: gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.
- Interrogative: (interrogate) asks a question and ends with a question mark.
- Exclamatory: (exclaims) shows excitement or strong feeling. Ends with an exclamation mark.

Student examples are given after each description.

IN CLASS ACTIVITY –

Students are broken up into two lines. The first two people draw a card from a bag containing a sentence type. They must then speak a sentence in that form. The following person must try and continue a conversation with one sentence using the form they drew. After each person speaks once they go the end of the line. This is meant to be an ongoing conversation containing the entire class, one sentence at a time.

f. Accommodations: Descriptions of each type of sentence will be kept up on the Smart Notebook for students to use during the in class activity. It will be placed behind students however, so they must use recall skills to think before using the board to come up with a sentence.

g. Classroom Management: After descriptions and examples are given, rules will be explained for the in class activity. Students will be divided down the center of the room and placed in two lines.

H. Formative Assessment: Students will identify different sentence types using comic strips. They will then create their own sentence for each type.

I. Rationale: This assessment is fair and consistent with today's lesson. Multiple examples will be discussed in class and students will each of the opportunity to come up with their own.

Read the comic strips below. Identify 4 examples of each sentence type; declarative (D), interrogative (I), and exclamatory (E).



Create your own comic strip using two imperative sentences. Identify each imperative sentence within the comic. (If you need more room, you may use the back of this sheet.)

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Student Teaching Work Sample

Language Arts Lesson Plan: Day 6

Date Taught: Wednesday, October 6, 2010

A. Daily Objectives: Students will be able to classify nouns into proper groups.

B. Materials: Noun worksheet and pencil.

C. Technology: N/A

D. Behavioral Techniques: Students who misbehave during instruction will be warned. If the behavior continues, they will sit out the activity and create lists of nouns at their seat. Students who misbehave during the activity will have the same consequences.

E. Sequential Instruction:

- List the words: common, proper, concrete, abstract, collective, and compound on the board.
- Ask students what these words have in common.
- Discuss each type of noun and have students come up with examples.
- Can a noun fall into more than one category?

IN CLASS ACTIVITY

Have the kids stand in a circle; one student should be in the middle with his/her eyes closed. Pass a pencil around the outside of the circle and stop when the student in the middle claps his/her hands. The student in the middle will then choose a letter of the alphabet. The student left holding the pencil will then say a specific noun starting with that letter. The next person in the circle will come up with another noun beginning with that letter. This continues until a noun from another category is listed or a student cannot come up with one. The student who ends the round is placed in the middle.

f. Accommodations: Examples and definitions of each noun type will be left on the board for all students to see and refer back to during the in-class activity. The number of times each word is used is also given to students, along with how many words belong under each category.

g. Classroom Management: Desks will be arranged further back in the room before the class begins. This will leave room to play the pencil game. After instructions, students will be called up by rows in order to keep organized. Students will then have instructions explained and an example round will take place. After several rounds, students will be sent back to their seats and given their homework assignment.

H. Formative Assessment: (see attached)

I. Rationale: This activity is accurate and consistent with today's lesson. Students will be given multiple examples during instruction time. This lesson allows students to categorize nouns into the proper section and identify nouns that belong in multiple areas.

Noun Classification

Name _____ Per. _____

Categorize each noun under its appropriate category. The number next to each word informs you how many categories the word falls under.

rainbow (3)	north (1)	Sunday (3)
Plants (1)	George Washington (2)	Colors (1)
high school (3)	Animals (1)	love (1)

COMMON

1. _____

2. _____

PROPER

1. _____

2. _____

CONCRETE

1. _____

2. _____

3. _____

ABSTRACT

1. _____

2. _____

3. _____

COLLECTIVE

1. _____

2. _____

3. _____

COMPOUND

1. _____

2. _____

3. _____

Student Teaching Work Sample

Language Arts Lesson Plan: Day 7

Date Taught: Thursday, October 7, 2010

A. Daily Objectives: Students will be able to identify and use pronouns.

B. Materials: iPod and speakers, lyrics.

C. Technology: Music system.

D. Behavioral Techniques: Students, who act out during the lesson or why the music is being played, will be asked to sit in the hallway and work on identifying pronouns without being able to hear the song.

E. Sequential Instruction: What is a pronoun? Pronoun has the word noun in it.

Pronoun - a word used in place of one or more nouns or pronouns.

List some pronouns:

Create sentences using pronouns.

Identify the antecedent in each sentence (if there is one).

Antecedent: noun to which the pronoun refers.

Can there be multiple pronouns in a sentence?

Examples to use:

it	these	me	no one	that	his
who	which	my	what	her	both
their	most	ourselves			

IN CLASS ACTIVITY:

Each student will be given the lyrics to the song “Heartbreaker” by Taio Cruz and Ludacris. This song will also be played for the students. The assessment for students will be for them to identify fifteen pronouns within the lyrics by circling them. Students will also underline the antecedents that go with each pronoun.

f. Accommodations: Some students will only be asked to identify ten pronouns within the lyrics. They will also be required to identify the antecedents that refer to the pronoun (if they are present).

g. Classroom Management: After pronouns are discussed with the students and the examples are given, students will come up with ways to use each example as a class. They will then be given lyrics and instructions for the in-class assessment.

H. Formative Assessment: The in-class activity will be collected and graded.

I. Rationale: This assessment is fair and consistent with what students are learning during the lesson. Students are also able to identify pronouns within everyday things. This assessment allows student to connect what they are learning with real life situations.

“Heartbreaker” by Taio Cruz: PRONOUNS

Name _____ Per. ____

Circle or highlight 15 pronouns found within the lyrics below. Also underline the antecedents that refer to the pronouns circled, if they are present.

[Ludacris intro]

Now I might not be the worst of the best but you gotta respect my honesty so let me break your heart but I don't think there's anybody as bomb as me so you can take this chance and everybody's gonna be wonderin' how you feel you might say this is Ludacris but Taio Cruz tell her how you feel.

Now listen to me baby
Before I love and leave ya
They call me heart breaker
I don't wanna deceive ya

CHORUS - If you fall for me
I'm not easy to please
Imma tear you apart
Told you from the start,
Baby from the start.

I'm only gonna break break ya break break ya heart. (x4)

Woah Woah

There's no point tryin' to hide it
No point trying to evade it
I know I gotta problem
By doin' misbehaving

CHORUS

I'm only gonna break break ya break break ya heart. (x4)

Woah woah

Ha. And I know karmas gonna get
Me back for being so cold.
Like a big bad wolf im born
To be bad an bad to the bone.

If you fall for me
Imma gonna tear you apart
Told you from the start

I'm only gonna break break ya break break ya heart. (x4)

Student Teaching Work Sample

Language Arts Lesson Plan: Day 8

Date Taught: Friday, October 8, 2010

A. Daily Objectives: Students will be able to identify and use adjectives and articles

B. Materials: Adjective worksheet and Smart Notebook

C. Technology: Smart Notebook

D. Behavioral Techniques: Students misbehaving in the classroom or being disruptive will be given a warning. If the behavior continues, they will not be allowed to use the Smart Notebook.

E. Sequential Instruction: What is an adjective?

Adjective: word used to modify a noun or a pronoun.

What 3 things does it tell us? 1) What kind? 2) Which one? 3) How much/many?

Adjectives may come before or after the word it modifies; the noun.

Example:

The **rare** coins.... / The coins are **rare**

Articles – a, an, the

a/an refers to any member of a general group

the refers to someone or something in particular

Example:

Please bring me *a* jacket.

Please bring me *the* jacket.

Correct usage of a or an is based on sound not letter.

a – consonant sounds and long u-n sounds.

an – vowel sounds

(a steak, a uniform)

(an apple, an octopus)

Students will then work together to identify the adjectives and articles within a variety of sentences using the Smart Notebook. After identifying, they will classify how the adjective is used (which one, how many, what kind?)

f. Accommodations: Students requiring accommodations will have a modified assignment. Those students will only be asked to complete the sentences and the second column of article identification.

g. Classroom Management: After discussing articles, adjectives, and the three things they tell us, students will have to opportunity to use the Smart Notebook for practice. The Notepad will be passed around the room with multiple students being able to identify and explain an adjective. Students will be given instructions; as well as their homework assignment before being dismissed.

H. Formative Assessment: (See attached)

I. Rationale: This assessment is adequate and consistent with today's lesson. The tasks accomplished in class are similar to what is asked on the homework assignment. This assessment is also fair for all students, since it can be modified for individual needs.

Smart Notebook Sentences

1. The dog had a wet nose.
2. A spider has eight legs.
3. Those sunflowers are tall.
4. The striped tiger had sharp teeth.
5. These flags are colorful.
6. The refrigerator contained healthy food.
7. She spent \$60 on the silk dress.

Key

- | | |
|---|-----------------------------|
| 1. The dog had a wet nose. | - What kind? |
| 2. A spider has eight legs. | - How many? |
| 3. Those tall sunflowers are growing. | - Which one? And what kind? |
| 4. The striped tiger had sharp teeth. | - Which one? And what kind? |
| 5. These flags are colorful. | - Which one? And what kind? |
| 6. The refrigerator contained healthy food. | - What kind? |
| 7. She spent \$60 on the dress. | - How much? |

Adjectives

Name _____ Per. _____

Rewrite each sentence with the described adjective.

1) Joe cleaned the room. (Which one?)

2) Mother baked cookies. (How many?)

3) Mary wore the sweater. (What kind?)

4) Dogs are friendly. (Which one?)

5) They sold tickets for the show. (How many? And which one?)

6) Sammy went to the store and bought pants. (Which one? And what kind?)

Add the appropriate article (a or an) before each word.

7. _____ orange

13. _____ umbrella

8. _____ newspaper

14. _____ jar

9. _____ family

15. _____ icicle

10. _____ egg

16. _____ one-day sale

11. _____ watermelon

17. _____ heir

12. _____ unicorn

18. _____ airplane

Student Teaching Work Sample

Language Arts Lesson Plan: Day 9

Date Taught: Tuesday, October 12, 2010

A. Daily Objectives: Students will be able to identify nouns, pronouns, and adjectives.

B. Materials: Parts of Speech worksheet, Smart Notebook.

C. Technology: Smart Notebook.

D. Behavioral Techniques: Students misbehaving during instruction or being disrespectful will be given a warning. If the behavior continues, students will be asked to sit in the hall and work from their literature textbook, instead of contributing to the Smart Notebook activity.

E. Sequential Instruction:

Quick Review:

- ✓ Noun: person, place, thing, or idea
- ✓ Pronoun: word used in place of a noun
- ✓ Adjective: used to modify a noun or pronoun

If the word being modified is not apparent, it is a pronoun, not an adjective.

Smart Notebook:

Noun or Adjective, why?

1. How often do you watch television?
2. What is your favorite television program?

Pronoun or Adjective, why?

1. Whose are these?
2. Whose gloves are these?

(See attached for more examples)

f. Accommodations: This lesson has allowed for students to circle the proper usage of the underlined word. This accommodation was made so that students would have less writing to do. Circling is a lot quicker than writing the same words over and over. The purpose of the lesson is still being met. This accommodation was made for specific students, but will be given to all. Students will also have the opportunity to come in for extra help.

g. Classroom Management: After a review of nouns, pronouns, and adjectives; students will have the opportunity to practice examples together as a class using the Smart Notebook. Instructions for the assessment and homework will then be given.

H. Formative Assessment: (See attached)

I. Rationale: This assessment is consistent with the practice that was done during instruction. Multiple examples were given and students were able to use their own explanations to guide peers. It is also fair for all students, since little writing is required.

Smart Notebook Examples

Noun or Adjective, why?

How often do you watch television?

What is your favorite television program?

My favorite color is green.

This is my favorite green shirt.

I eat chocolate every day.

I eat chocolate ice cream every day.

Pronoun or Adjective, why?

Whose are these?

Whose gloves are these?

Many were invited by her.

Many people came to the party.

Several books are in the library.

I have read several of them.

Smart Notebook Key

Noun or **Adjective**, why?

How often do you watch television?

What is your favorite **television** program?

My favorite color is green.

This is my favorite **green** shirt.

I eat **chocolate** ice cream every day.

I eat chocolate every day.

Pronoun or **Adjective**, why?

Whose gloves are these?

Whose are these?

Many were invited by her.

Many people came to the party.

Several books are in the library.

I have read several of them.

Parts of Speech

Name _____ Per. _____

Nouns vs. Adjectives

Decide whether the underlined word in the following sentences is used as a noun or an adjective. Circle the correct form.

- | | | |
|---|------|-----------|
| 1. That is a beautiful oak <u>tree</u> . | Noun | Adjective |
| 2. Will you build me a <u>tree</u> house? | Noun | Adjective |
| 3. She always has an <u>apple</u> for lunch. | Noun | Adjective |
| 4. My grandmother has a beautiful <u>flower</u> garden. | Noun | Adjective |
| 5. <u>Barn</u> owls are beautiful birds. | Noun | Adjective |
| 6. Which <u>book</u> do you want to read? | Noun | Adjective |
| 7. Hand me the blue <u>dog</u> collar. | Noun | Adjective |

Adjectives vs. Pronouns

Decide whether the underlined word in the following sentences is used as a pronoun or an adjective. Circle the correct form.

- | | | |
|---|---------|-----------|
| 8. <u>Some</u> words that you read are adjectives. | Pronoun | Adjective |
| 9. <u>Some</u> are pronouns. | Pronoun | Adjective |
| 10. I bought <u>this</u> recipe book yesterday. | Pronoun | Adjective |
| 11. <u>Which</u> test was the hardest for you? | Pronoun | Adjective |
| 12. Which car will she want? <u>Which</u> will she buy? | Pronoun | Adjective |
| 13. <u>This</u> is a quiz. | Pronoun | Adjective |
| 14. <u>Several</u> students have aced the test. | Pronoun | Adjective |
| 15. Who do <u>these</u> belong to? | Pronoun | Adjective |

Student Teaching Work Sample

Language Arts Lesson Plan: Day 10

Date Taught: Wednesday, October 13, 2010

A. Daily Objectives: Students will be able to write sentences, while correctly using nouns, pronouns, and adjectives.

B. Materials: Word cards

C. Technology: N/A

D. Behavioral Techniques: Students who misbehave during this lesson will be given a warning. If the behavior continues, student will be asked to create sentences alone at their seat.

E. Sequential Instruction: We know some words can be used as a noun or an adjective, also a pronoun or an adjective.

THIS

Adjective - describes a noun. Name a noun... (ex. game)
(put noun into a sentence using THIS – ex. This game is fun.)

Pronoun - is used in place of a noun.
(This is fun.)

GREEN

Noun – person, place, thing, idea. How can green be a noun? (color)
(Her favorite color is green.)

Adjective – modifies a noun. What is green?
(She wore her green shirt.)

IN CLASS ACTIVITY

Each student will be given a noun or adjective card. Students will then find their partner (person with the same word) and each group will receive a set of pronoun, adjective cards. Each group will then write four sentences using the words and tenses given to them. In the end, all sentences will be presented and turned in for the assessment.

f. Accommodations: Students are able to work with partners and help one another to create sentences for their given words. Each student will write all four sentences and identify them on their paper with the part of speech that is being used.

g. Classroom Management: After lesson is presented, students will be given instruction of the in-class activity. Students will then work with partners for a given amount of time before presenting their sentences. Papers will be collected before leaving the classroom.

H. Formative Assessment: In-class activity will be turned in for a grade.

I. Rationale: This assessment is fair and consistent with the lesson presented today and yesterday. Students are able to work with partners in order to share ideas in coming up with sentences. All students, however, are responsible for writing their own down and turning in.

Some (pronoun)	Some (adjective)
This (pronoun)	This (adjective)
Which (pronoun)	Which (adjective)
Several (pronoun)	Several (adjective)
Whose (pronoun)	Whose (adjective)
What (pronoun)	What (adjective)
Many (pronoun)	Many (adjective)
Any (pronoun)	Any (adjective)
Each (pronoun)	Each (adjective)
That (pronoun)	That (adjective)
Few (pronoun)	Few (adjective)
All (pronoun)	All (adjective)

Television (noun)	Television (adjective)
Water (noun)	Water (adjective)
Pink (noun)	Pink (adjective)
Pumpkin (noun)	Pumpkin (adjective)
Apple (noun)	Apple (adjective)
Tree (noun)	Tree (adjective)
Glass (noun)	Glass (adjective)
Book (noun)	Book (adjective)
Cardboard (noun)	Cardboard (adjective)
Blue (noun)	Blue (adjective)
Plastic (noun)	Plastic (adjective)
Music (noun)	Music (adjective)

TEACHING PROCESS 5: INSTRUCTIONAL DECISION-MAKING

Definition: *The teacher candidate uses ongoing analysis of student learning and student behaviors based upon daily assessments to make instructional decisions.*

Reflection for Work Sample – Day 1, Objective 1

Task 5.1: Describe the changes you made, if any, to each lesson while teaching it and provide a rationale for the changes you made.

1. Clearly describe any change you made to your lesson while teaching it.

While teaching this lesson, I had to go back and teach students about helping verbs.

2. Discuss the specific data/evidence/observations that prompted you to make these changes.

While a student was working on the assessment, I was called over to answer a question. The student didn't understand how to find the verb because "it wasn't after the subject." After taking another look at the assignment, I regained the students' attentions and explained helping verbs.

Task 5.2: Discuss the impact of the changes made during the lesson citing evidence or examples to support your assertion.

1. Discuss the impact of these changes on student learning for each of the three focus students as well as the whole class. Be sure to identify the evidence on which you base your claim(s). (e.g., eight of the students were then able to complete the problem correctly, two students asked for additional help, and four students completed the problem incorrectly).

By addressing this change, students were then able to correctly identify the appropriate verb in each sentence. All three focus students correctly found the verb in the sentences containing helping verbs. 86% of the students in the class, also correctly identified the sentences with helping verbs.

Task 5.3: Describe any changes you need to make for the class as a whole in the next lesson in the unit and provide a rationale for the changes you intend to make.

1. See Table 6.1.2 and Table 6.1.3 in Teaching Process 6.

2. What does the formative assessment data from this lesson indicate about the achievement of the lesson objectives for the class as a whole? Draw conclusions about why you think the class as a whole was successful or may have struggled with specific objective(s).

Based on the results of the formative assessment, almost all students either met or exceeded expectations for the objective. I believe students were successful on this objective because they have had prior knowledge of it in the past. Students showed a little understanding on the pre-assessment, they just needed reminders of what specifically needed to be done.

3. Based on the results of the formative assessment for this lesson and your observations of students, describe any changes you will make in the next lesson for the whole class. Discuss why these changes are needed.

For the next lesson I will work on providing more “out of the norm” examples so that when students come across them, they are more prepared. These changes are needed so that students have all the instruction from the beginning. Some of these students have difficulty adding new information, when they have already made up their minds on how to do an assignment.

Task 5.4: Describe any changes you need to make for any of the focus students and provide a rationale for the changes you intend to make.

1. See Table 6.1.1 in Teaching Process 6.

2. What does the formative assessment data from this lesson indicate about the achievement of the lesson objectives for each of the three focus students? Draw conclusions about why you think each of the focus students was successful or may have struggled with specific objective(s).

Typical Student S and Atypical Student O were successful in achieving objective 1 because they were able to recall prior knowledge in order to accomplish the assessment. They used today’s lesson as a review and were able to complete the assessment with ease. Atypical Student D was able to successfully complete the formative assessment because she sought out extra instruction. This student was able to receive the one-on-one attention she needed, in order to complete her comprehension of objective one.

3. Were the planned modifications for each of the atypical focus students effective? Why or why not?

The planned modifications were effective for the atypical students. By completing multiple examples within the classroom, all students were able to stay focused and on-task. It also gave them ideas to compare the sentences on their assessment too. One atypical student also sought out extra instruction, which allowed her to completely comprehend the instruction.

4. Based on the results of the formative assessment, describe any changes you will make in your next lesson for any of the focus students. Discuss why these changes are needed.

Based on the results of this formative assessment, I will again plan on being available during class time for students to address for extra instruction. The formative assessment for objective two is an in-class activity.