

Name:

Lesson Plan Title: Lesson Plan #1 – Should Class Participation Count?

Grade Level: 4th Grade

School Site: Frank J. Lamping Elementary School

1. Standards/Objectives

- **Specific common core standards**
 - **CCSS.ELA-Literacy.L.4.2b**
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - **Student-Friendly Knowledge Target**
 - “I can use quotations marks to designate quoted material from a text or source.”
- **Measurable objective(s)**
 - **(A)** Fourth grade students **(B)** will be able to use quotations marks to designate quoted material from a given source, **(D)** quoting three pieces of evidence with 90% accuracy, **(C)** provided that they have prior knowledge of direct quotations and a basic knowledge in the use of quotation marks and evidence-based terms.
- **Prerequisite learning and/or key concepts**
 - In order to succeed in this lesson, it is essential for students to have prior knowledge of direct quotations and a basic knowledge in the use of quotations marks.
 - Concepts that students should be familiar with prior to this lesson are: quotes, quotation marks, quoted material, dialogue, direct speech, direct quotations, statement, thought, persuasive, conclusion, evidence, and evidence-based terms.

2. Materials and/or Technology Resources

- **Description, quantity**
 - **Scholastic News** (35 copies – one per student)
 - Week of March 3, 2014
 - Edition 4
 - Vol. 76, No. 16
 - ISSN 0736-0592
 - **“Opinion Writing: Use a STEP Approach!” Worksheet** (35 copies – one per student)
 - **“Direct Quotations” SMART Board Lesson**
 - **Source:** <http://exchange.smarttech.com/details.html?id=0789aa29-dfcb-4255-86c3-f2f87eabc776>
 - **SMART Board**
- **Distribution strategy**
 - Classroom jobs are assigned by the mentor teacher each Monday. The designated teacher’s assistants will help to distribute a copy of the Scholastic News and an Opinion Writing worksheet to each student.

- **Collection strategy**
 - To collect all of the necessary materials, I will have the students turn their Opinion Writing worksheet into the basket at the front of the classroom.

3. Procedures (Content Area Specific)

- **Quiet signal**
 - I will use the school-wide “Give Me Five” quiet signal, which means the following:
 - Eyes on speaker
 - Sitting still
 - Listening
 - Hands free
 - Voices quiet
- **Motivation/engagement**
 - “Boys and girls, I know that you all have been learning about how to use quotation marks to show dialogue and direct speech. I’m so excited to teach you all today about how to use quotation marks when pulling information directly from magazines, books, and other things that we love to read. You will also get the chance to write and share your opinion on a debate topic from the Scholastic News with me and your classmates!”
- **Teaching strategies/questions**
 - **Lemov**
 - **Without Apology**
 - I will make this lesson fun and exciting for the students. If they can see my enthusiasm and excitement about the topic, they are more likely to mirror that enthusiasm and excitement. I will also help my students to see why learning this material is important and how it will be useful to them in the future beyond today’s lesson.
 - **Kagan**
 - **Turn to Your Partner**
 - This will be one of the strategies used during formative assessment.
 - After teaching the lesson and working through an example with the students, I will allow students to first think and work independently on their worksheet. During this time, students will decide which side of the argument they are on and use evidence from the Scholastic News to support their thoughts and arguments. Then, students will share what they have written with their face partner. Lastly, I will call on several random pairs of students to share their work with the class.
 - **Minute Fingers**
 - I will use the Minute Fingers strategy to get a general idea of how much more time students need to complete their work.

- **Depth of Knowledge (DOK)**
 - **DOK 1**
 - The “Direct Quotations” SMART Board Lesson will be used as a review that will lead into today’s lesson. The questions that I will ask the students during this lesson will require them to recall prior knowledge/information. Some examples of DOK 1 questions that I could ask are:
 - “What is direct speech or a direct quotation?”
 - “How would you use quotation marks, periods, and commas in direct quotations?”
 - **DOK 3**
 - The Opinion Writing assignment requires students to support their thoughts using evidence from the Scholastic News. To encourage students to form well-developed thoughts, I can ask the following:
 - “Can you elaborate on the reasons why you think class participation should/should not count towards a student’s grade?”
 - **DOK 4**
 - The students will have to use the information given in the Scholastic News as evidence for their writing assignment. I can ask the following:
 - “What information can you gather to support your idea about why you believe that class participation should/should not count towards a student’s grade?”
- **Additional strategies**
 - **I Do, You Do, We Do**
 - School-wide teaching strategy used at Lamping ES
 - **“I Do”**
 - First, I will model a statement, thought, and evidence for the Opinion Writing worksheet on the board.
 - **“We Do”**
 - Second, the students will pick a stance and write their own statement, thought, and evidence and share what they have written with their face partner.
 - **“You Do”**
 - Lastly, the students will work independently.
- **Accommodations, modifications, and differentiations for diverse learners**
 - I am in an inclusive classroom with accommodations, modifications, and differentiations in place for several of the students. Preferential seating and repeated directions will be important for this lesson. There are also some students that may require a bit of extra time and some re-teaching in order to complete the assignment. The use of masks/colored overlays for the worksheet will also be necessary for a couple of the students in the class who have dyslexia and/or vision impairments.

- **Closure**
 - **Three W's closure strategy**
 - To end the lesson, I will use the “Three W's” closure strategy. In this strategy, students and I will discuss the following:
 - **What** did we learn today?
 - **So what?** (Relevancy, importance, and usefulness)
 - **Now what?** (How does this fit into what we are learning? Does it affect our thinking? Can we predict where we are going?)
- **Extension**
 - This lesson did not have a specific extension activity.
 - Some possible ideas for extension activities are:
 - Have students compose a paragraph using the elements of the Opinion Writing worksheet.
 - Have students write 1 – 3 paragraphs about a specific topic that they will research. In these paragraphs, they would need to use quotation marks to designate the information pulled from the sources that they use. This activity would allow them to further demonstrate their understanding of today's lesson.

4. **Student Assessment/Evaluation (Formative and/or Summative)**

- **Formative assessment of learning**
 - I will use the following formative assessment strategies:
 - **Hand Signals**
 - Before I allow the students to start working on their Opinion Writing, I will ask them to give me the following signals to indicate their understanding of the lesson:
 - Thumbs up = I understand
 - Thumbs down = I do not yet understand
 - So-so hand gesture = I'm not completely sure
 - **Turn to Your Partner**
 - See Teaching Strategies section of this lesson plan for description/explanation of how this formative assessment strategy will be used.
 - **Observation**
 - As the students are working, I will be walking around the classroom and observing as a way to check for learning. I will also be taking note of who may need additional help or re-teaching.
- **Summative assessment of learning based upon objectives**
 - This lesson did not have a summative assessment.

5. **Post Lesson Assessment and Reflection**

- **Report the results (data) from application of assessments**
 - As stated previously, this is an inclusion class with a high number of students with IEPs and 504 plans. With that being said, some students

performed much better than others. Overall, the students performed quite well, and the majority of the students were able to achieve the objectives. Students' strength was incorporating evidence-based terms properly in quoting material from the given text (Scholastic News). Students' weakness was the proper placement of commas and punctuation marks in the quotations.

- **Reflection on strengths, concerns, and insights**

- **Strengths**

- The SMART Board review lesson on direct quotations went very well. The students just loved being able to come up to use the SMART Board to do examples for the class. They were most engaged when they were able to participate, so I would like to use the SMART Board again in a future lesson or find other ways to allow students to have more involvement in the lesson.

- **Concerns**

- My lesson took much longer than my mentor teacher and I were expecting. The entire lesson (including the time that it took for the students to work on the worksheet) took approximately one hour, so the pacing of my lessons will need some improvement. To improve my pacing for future lessons, I will try to plan and allot time for each activity more specifically and efficiently. I will also work on having smoother transitions that will allow me to move from one thing to the next more quickly.

- **Insights**

- As I prepared and delivered this lesson, I realized how important it is for me as a teacher to brush up on and really be familiar with the material that I am teaching. I also realized that I need to be more confident in myself and in my abilities to teach because the students will be able to pick up on any uncertainty or nervousness. I have also learned a great deal about students as learners. This lesson has really proven to me that students truly do learn in different ways and at different paces. As I walked around the room to observe and assess students, I was able to see the various levels of student understanding. It amazed me to see how differently some students responded to the same lesson given to the entire class.

Analysis of Student Work (ASW)

1. S.P. is a fourth-grade student and one of the lowest-performing students in all subject areas (English language arts, math, social studies, etc.) in her class. S.P. often falls behind as she is easily and frequently distracted and off-task in class. S.P.'s parents can speak Spanish fluently, but they do not speak Spanish with their children, so English is S.P.'s first and primary language. S.P.'s parents were just recently divorced, and her father holds a job that requires him to be away for long periods of time. S.P. has also been experiencing anger and violence issues at home that she will be seeing a counselor for. S.P. is not currently eligible for an IEP or 504 plan, but her past and current teachers have felt that she is in need of one. I believe that S.P. may not be achieving in all subject areas due to her problems at home, a lack of parental involvement in her education, and a lack of personal interest/motivation. Based on my experiences with S.P., I agree with her teachers that she may be able to benefit from some kind of individualized plan or formal classroom accommodation plan.
2. Generally speaking, fourth-grade students are expected to meet certain English Language Arts standards that cover reading, writing, speaking and listening, and language. The standard in this lesson comes from the domain of language. Within the domain of language, fourth-grade students are expected to learn conventions of standard English, knowledge of language, and vocabulary acquisition and use. In the specific case of this lesson, fourth-grade students are expected to learn how to “demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing”, which includes knowing to use commas and quotation marks to mark direct speech and quotations taken from a text or source. This particular group consists of students at a variety of learning and achievement levels, and while these things are taken into consideration, all are held to high academic standards and are expected to achieve to the best of their abilities.
3. Initially, S.P. did not seem to grasp the concept of the lesson. I looked over her worksheet and her evidence was not written in the format that I had provided and modeled for the class during the lesson. After a one-on-one re-teaching with S.P., she was able to understand how to use the correct format in her writing, but quickly became off-task. S.P. did not finish the worksheet and chose to doodle and draw pictures on the worksheet instead. I feel that S.P. is very easily distracted and needs constant individualized assistance to keep her focused on the task at hand.
4. Initial teaching strategies used for the lesson taught to the entire class were:
 - **Lemov**
 - **Without Apology**
 - I will make this lesson fun and exciting for the students. If they can see my enthusiasm and excitement about the topic, they are more likely to mirror that enthusiasm and excitement. I will also help my students to see why learning this material is important and how it will be useful to them in the future beyond today's lesson.

- **Kagan**
 - **Turn to Your Partner**
 - This will be one of the strategies used during formative assessment.
 - After teaching the lesson and working through an example with the students, I will allow students to first think and work independently on their worksheet. During this time, students will decide which side of the argument they are on and use evidence from the Scholastic News to support their thoughts and arguments. Then, students will share what they have written with their face partner. Lastly, I will call on several random pairs of students to share their work with the class.
 - **Minute Fingers**
 - I will use the “Minute Fingers” strategy to get a general idea of how much more time students need to complete their work.
- **Depth of Knowledge (DOK)**
 - **DOK 1**
 - “What is direct speech or a direct quotation?”
 - “How would you use quotation marks, periods, and commas in direct quotations?”
 - **DOK 3**
 - “Can you elaborate on the reasons why you think class participation should/should not count towards a student’s grade?”
 - **DOK 4**
 - “What information can you gather to support your idea about why you believe that class participation should/should not count towards a student’s grade?”
- **Additional strategies**
 - **I Do, You Do, We Do**
 - **“I Do”**
 - First, I will model a statement, thought, and evidence for the Opinion Writing worksheet on the board.
 - **“We Do”**
 - Second, the students will pick a stance and write their own statement, thought, and evidence and share what they have written with their face partner.
 - **“You Do”**
 - Lastly, the students will work independently.

5. Three new teaching strategies that I could possibly use to re-teach this lesson to S.P. are:
 - **Lemov**
 - **Stretch It**
 - The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability.
 - **Kagan**
 - **Three-minute review**
 - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions, or answer questions.
 - **3-2-1**
 - This is an exit slip strategy that provides a quick “dipstick” of students’ learning. Students are instructed to use a piece of paper or index card to record the following:
 - Three things that are clearer to them regarding the day’s topic or concept.
 - Two connections they are making to the new concept and their prior knowledge or experience.
 - One question/piece that needs further clarification.
 - The teacher collects the slips as students leave the room and uses the information to inform the next day’s lesson and/or to differentiate instruction for students.
6. The strategy that I selected to re-teach this lesson to S.P. was Stretch It.
7. S.P. was the student that I had initially chosen as my ASW student. Due to S.P.’s performance in this lesson, an alternate ASW student was not needed.
8.
 - a. I selected Stretch It as my re-teaching strategy, because after briefly talking with S.P. as I came around and observed her work, I felt that it was the most appropriate strategy to use, especially in this kind of lesson. My mentor teacher often has me pulling students and providing small group instruction, and S.P. has been often been one of those students. As I have worked with S.P., I have learned that she usually does have a general understanding of concepts being taught, but gains a better understanding and becomes more motivated if you sit and talk with her individually about the task at hand. There have been times in the past when I have re-stated a question or asked her follow-up questions, and all of a sudden she understands the concept. I felt that Stretch It was the best way to help S.P. gain the clarity she needed to make the necessary connections for this lesson.
 - b. As I was re-teaching the lesson to S.P., I felt it was best for me to ask her how and why she wrote what she initially did so that I could determine where her confusion was. Then, I modeled an additional example for S.P. and then had her explain to me why I did what I did. Afterwards, I asked S.P. how she would write and format her own evidence from the text using commas and quotation marks and had her show me by writing it out on her paper. Lastly, I

asked S.P. to again explain why she did what she did. S.P. was able to answer all of my questions and follow-up questions and explain to me exactly how and why you would use commas and quotation marks when marking direct speech or quotations from a text. I believe that the best test of whether or not you truly understand something is trying to teach or explain it to someone else. I may have been the one doing the re-teaching, but Stretch It allowed me to give S.P. the opportunity to pretend to be the teacher and demonstrate her understanding by explaining the concept to me. Although S.P. was able to grasp the concept of the lesson, she quickly lost interest. She did not finish the remainder of the assignment and choose to doodle on her worksheet instead.

9.

- a. I will definitely use the ASW process in my future classroom as a means to inform and differentiate instruction. Through this process, I was able to learn so much about a student and come to the realization that there are so many things that could affect a student's performance in the classroom. Getting to know S.P. and her background has helped me to gain a better understanding of what she needs to help her succeed academically. I truly believe that this process will help me get to know my future students and their specific needs better so that I can help them to achieve their full potential.
- b. I think that the process of "teaching, check, re-teach, re-check" is so very important to student achievement. A student who may fully understand something in one setting may not understand it in another setting. The same goes for students who may not understand something in one setting but do understand it in another setting. Also important to add is that this process helps teachers get to the root of why a student may not be achieving. We cannot simply assume that a student has or has not mastered and fully achieved something after teaching and checking just once. Like most things, complete mastery takes practice. Re-teaching and re-checking are vital in ensuring that a student fully understands something and can apply this learning in a variety of different situations or in a variety of different ways.

Name:

Lesson Plan Title: Lesson Plan #2 – Changing Metric Units

Grade Level: 4th Grade

School Site: Frank J. Lamping Elementary School

6. Standards/Objectives

- **Specific common core standards**
 - **CCSS.Math.Content.4.MD.A.1**
 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
 - **Student-Friendly Knowledge Target**
 - “I know equivalent units within a system of measurement.”
- **Measurable objective(s)**
 - **(A)** Fourth grade students **(B)** will be able to convert between metric units **(D)** with 90% accuracy, **(C)** provided that they have prior knowledge of metric units and the mathematical operations of multiplication and division.
- **Prerequisite learning and/or key concepts**
 - In order to succeed in this lesson, it is essential for students to know how to multiply and divide numbers. It is also essential for students to have already learned about the metric system prior to this lesson. Having prior knowledge of the metric system and its units of measurement will help students to better understand the process of conversion within the metric system.
 - Concepts that students should be familiar with prior to this lesson are: metric system, metric units, meter (m), kilometer (km), centimeter (cm), millimeter (mm), decimeter (dm), liter (L), milliliter (mL), gram (g), kilogram (kg), milligram (mg), conversion, multiplication, and division.

7. Materials and/or Technology Resources

- **Description, quantity**
 - **Mathematics Journals** (35 journals – one per student)
 - **Whiteboards** (35 whiteboards – one per student)
 - **Dry-Erase Markers** (35 markers – one per student)
 - **EnVision Math Books** (35 books – one per student)
 - Grade 4
 - Lesson 16-8
 - Pages 380 – 381
 - **EnVision Math: Teacher’s Edition** (1 book)
 - Grade 4
 - Topic 16
 - Lesson 16- 8
 - Pages 380A – 381
 - **SMART Board**

- **Distribution strategy**
 - Students will already have the necessary materials in their desks, so no distribution will be necessary.
 - Each student was given a math book and math journal at the beginning of the school year. In these journals, students take notes daily and complete independent work. These items are to be kept in their desks, and the journals are periodically graded.
- **Collection strategy**
 - The math books and math journals are to be kept in the students' desks, so no collection strategy is necessary.
 - Students will come up to me to have the work in their journals checked and graded. These journals are then kept in their desks so that they can reference it and study the material for upcoming quizzes and tests.

8. Procedures (Content Area Specific)

- **Quiet signal**
 - I will use the school-wide "Give Me Five" quiet signal, which means the following:
 - Eyes on speaker
 - Sitting still
 - Listening
 - Hands free
 - Voices quiet
- **Motivation/engagement**
 - "Boys and girls, I know that you all have been learning about the metric system and metric units. I'm so excited to teach you all today about how to use multiplication and division to convert between those metric units! Who can tell me some of the names of the metric units that we have learned about?"
- **Teaching strategies/questions**
 - **Lemov**
 - **No Opt Out**
 - A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
 - In this class, there are a few students who I think would greatly benefit from this strategy. These students may know the answer or know how to do something but may not be willing to answer or participate and need that extra "push". They may also not know the answer and say "I don't know" to get out of having to participate or put forth any effort. This strategy can help students to realize that they are all expected to participate and try their best. All students should be held to high academic standards and expectations.

- If students are unable or unwilling to answer questions, I can use this strategy in a few different ways:
 - I can give the student the answer and have them repeat it. Although this may seem simple, it will help the student to realize that I am not going to just let them not participate.
 - I can have another student provide the answer and have the original student repeat the answer.
 - I can provide the student with cues that they can use to get to the answer.
 - I can have another student provide cues that the original student can use to get to the answer.
- **Kagan**
 - **Whiteboards**
 - This will be one of the strategies used during formative assessment.
 - Each student has an individual whiteboard and a marker in their desks. I have selected problems 1 – 4 under the Guided Practice section on page 381 of the EnVision Math book for students to do on their whiteboards. I will ask the students to do each problem individually and then hold their whiteboards up as a class for me to see. This will allow me to quickly assess student understanding and determine who may need help or re-teaching.
- **Depth of Knowledge (DOK)**
 - **DOK 1**
 - During this lesson, students will be required to recall prior knowledge/information. Some examples of questions that I could ask are:
 - “What are some names of metric units that we have learned?”
 - “What are some things that we could measure using metric units?”
 - “What operation would you use to change larger units to smaller units?”
 - “What operation would you use to change smaller units to larger units?”
 - **DOK 2**
 - This lesson will require students to apply previous knowledge and skills. Some examples of questions that I could ask are:
 - “Can you explain why we would multiply/divide to change larger/smaller units to smaller/larger units?”
 - “How would you compare the wingspan of the large monarch butterfly to the wingspan of the small monarch butterfly?”

- “How are these units of measurement alike or different from each other?”
 - **Additional strategies**
 - **I Do, You Do, We Do**
 - School-wide teaching strategy used at Lamping ES
 - **“I Do”**
 - First, I will model an example of a conversion between metric units for the students.
 - **“We Do”**
 - Second, the students and I will work together to solve the problems provided in the EnVision Math lesson video.
 - Also, the students are expected to work on their own on the whiteboard problems, but after the whiteboards are held up and checked, we will work through these problems together as well.
 - **“You Do”**
 - Lastly, the students will work independently on the assigned textbook problems.
 - I have selected problems 5 – 23 (odd) under the Independent Practice section on page 381 for students to work on independently.
- **Accommodations, modifications, and differentiations for diverse learners**
 - I am in an inclusive classroom with accommodations, modifications, and differentiations in place for several of the students.
 - Preferential seating and repeated directions will be important for this lesson.
 - There are some students that may require a bit of extra time and some re-teaching in order to complete the assignment.
 - There is also a student with dyslexia/vision impairments that may need assistance with reading text within the lesson or assignment.
- **Closure**
 - **Be The Teacher Closure Strategy**
 - To end the lesson, I will use the “Be the Teacher” closure strategy.
 - In this strategy, select students will present three key concepts/ideas that they think everyone should have learned through this lesson.
 - Students will also be asked to explain the importance of the material learned in this lesson and give examples of how they may be able to use this information in future/real-life situations.
- **Extension**
 - This lesson did not have a specific extension activity.
 - Some possible ideas for extension activities are:
 - Metric Conversions in the Classroom/Community

- Have students take the metric unit measurements of objects found in the classroom, around the school, at home, or in their community and convert those measurements from one metric unit to another.
- **Metric Unit Conversion Bingo**
 - This would be very much like traditional bingo. Students will be given pre-made, unique bingo cards. The teacher will ask the questions and, if the student has that answer on their cards (and it is the correct answer), they can mark that square on their card. Like traditional bingo, students who make a line horizontally, vertically, or diagonally get a “Bingo”.
 - An example scenario:
 - The teacher would call out “5 m = _____ mm”
 - The students would need to figure out the answer to the problem and, if the answer is on their bingo card, mark the square.

9. Student Assessment/Evaluation (Formative and/or Summative)

- **Formative assessment of learning**
 - I will use the following formative assessment strategies:
 - **Whiteboards**
 - See Teaching Strategies section of this lesson plan for description/explanation of how this formative assessment strategy will be used.
 - **Observation**
 - As the students are working, I will be walking around the classroom and observing as a way to check for learning. I will also be taking note of who may need additional help or re-teaching.
- **Summative assessment of learning based upon objectives**
 - This lesson did not include a summative assessment.

10. Post Lesson Assessment and Reflection

- **Report the results (data) from application of assessments**
 - Overall, the class performed very well and achieved the objectives. Almost every student got the correct answers to the problems during the whiteboards portion of the lesson. When students were finished with their independent practice problems from their math textbooks, I had them come up to me so I could check their answers. I was very pleased to see that many students missed only one or two problems, and some even received perfect scores.
- **Reflection on strengths, concerns, and insights**

- **Strengths**
 - The Whiteboards teaching strategy went very well -- truly a hit with the students. They were so eager and excited to use the whiteboards and show me that they were able to do the problems. This strategy was great for both myself and the students, because the students enjoyed the opportunity to use their whiteboards, and I was able to quickly assess student understanding.
- **Concerns**
 - The students have to watch the EnVision Math lesson videos every day during math time, and I could tell that they were a little bored during this portion of the lesson. If I could go back and change/improve anything in this lesson, I would either pull additional resources to supplement the video lesson or get rid of the video lesson altogether and make my own lesson. When I was planning this lesson, I thought that it would be best to play it safe and stick to what the students were used to. Now that I am looking back and reflecting upon the lesson, I think that I should have stepped out of my comfort zone to make the lesson a little more exciting for them. Regardless, the lesson went well overall and I will definitely use this as a learning experience for future lessons.
- **Insights**
 - This lesson taught me a great deal about myself as a teacher and about students as learners. First and foremost, I have realized that I am a bit too quick to judge students and make assumptions about their abilities. I went into this lesson thinking that I knew exactly who was going to achieve and who was going to struggle based on the results from my first lesson. As my lesson progressed, I noticed that some of the students that I expected to struggle were actually the ones who understood the lesson the most. I was so very surprised and pleased to see that one student in particular (who typically struggles in most subject areas) excelled during the lesson. He was really grasping the material and even volunteered to do every single example. As I reflect upon this lesson, I realize that I cannot simply assume that a student who struggles in one subject area will also struggle in every other subject area. I wrongly assumed that the students who struggled with my first English language arts lesson were also going to struggle with this math lesson. Every student is an individual with different strengths, weaknesses, skills, and abilities that come into play in different areas. For example, a student may struggle in math but excel in English language arts. Although this should all be common sense, I think that I sometimes get so caught up in learning how to be a teacher and deliver a lesson that I forget to think about students as people.

Analysis of Student Work (ASW)

10. S.P. is a fourth-grade student and one of the lowest-performing students in all subject areas (English language arts, math, social studies, etc.) in her class. S.P. often falls behind as she is easily and frequently distracted and off-task in class. S.P.'s parents can speak Spanish fluently, but they do not speak Spanish with their children, so English is S.P.'s first and primary language. S.P.'s parents were just recently divorced, and her father holds a job that requires him to be away for long periods of time. S.P. has also been experiencing anger and violence issues at home that she will be seeing a counselor for. S.P. is not currently eligible for an IEP or 504 plan, but her past and current teachers have felt that she is in need of one. I believe that S.P. may not be achieving in all subject areas due to her problems at home, a lack of parental involvement in her education, and a lack of personal interest/motivation. Based on my experiences with S.P., I agree with her teachers that she may be able to benefit from some kind of individualized plan or formal classroom accommodation plan.
11. Generally speaking, fourth-grade students are expected to meet certain mathematics standards that cover operations and algebraic thinking, number and operations in base ten, number and operations involving fractions, measurement and data, and geometry. The standard in this lesson comes from the domain of measurement and data. Within the domain of measurement and data, fourth-grade students are expected to learn how to solve problems involving measurement and conversion of measurements, represent and interpret data, geometric measurement, concepts of angle, and how to measure angles. In the specific case of this lesson, fourth-grade students are expected to “know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit”, which is what was covered in this lesson. This particular group consists of students at a variety of learning and achievement levels, and while these things are taken into consideration, all are held to high academic standards and are expected to achieve to the best of their abilities.
12. S.P. did not perform very well during this lesson. Even after re-teaching, she responded correctly to only 3 of the 10 assigned math problems. S.P. was unable to stay focused during the lesson, and it took some time for her to get started on the assignment, but her focus slightly improved when I worked one-on-one with her to re-teach. As I worked with S.P., she struggled with multiplication and division and had difficulty understanding and remembering when to multiply or divide when moving from larger units to smaller units or smaller units to larger units.
13. Initial teaching strategies used for the lesson taught to the entire class were:
- **Lemov**
 - **No Opt Out**
 - A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
 - In this class, there are a few students who I think would greatly benefit from this strategy. These students may know

the answer or know how to do something but may not be willing to answer or participate and need that extra “push”. They may also not know the answer and say “I don’t know” to get out of having to participate or put forth any effort. This strategy can help students to realize that they are all expected to participate and try their best. All students should be held to high academic standards and expectations.

- If students are unable or unwilling to answer questions, I can use this strategy in a few different ways:
 - I can give the student the answer and have them repeat it. Although this may seem simple, it will help the student to realize that I am not going to just let them not participate.
 - I can have another student provide the answer and have the original student repeat the answer.
 - I can provide the student with cues that they can use to get to the answer.
 - I can have another student provide cues that the original student can use to get to the answer.
- **Kagan**
 - **Whiteboards**
 - This will be one of the strategies used during formative assessment.
 - Each student has an individual whiteboard and a marker in their desks. I have selected problems 1 – 4 under the Guided Practice section on page 381 of the EnVision Math book for students to do on their whiteboards. I will ask the students to do each problem individually and then hold their whiteboards up as a class for me to see. This will allow me to quickly assess student understanding and determine who may need help or re-teaching.
- **Depth of Knowledge (DOK)**
 - **DOK 1**
 - During this lesson, students will be required to recall prior knowledge/information. Some examples of questions that I could ask are:
 - “What are some names of metric units that we have learned?”
 - “What are some things that we could measure using metric units?”
 - “What operation would you use to change larger units to smaller units?”
 - “What operation would you use to change smaller units to larger units?”
 - **DOK 2**

- This lesson will require students to apply previous knowledge and skills. Some examples of questions that I could ask are:
 - “Can you explain why we would multiply/divide to change larger/smaller units to smaller/larger units?”
 - “How would you compare the wingspan of the large monarch butterfly to the wingspan of the small monarch butterfly?”
 - “How are these units of measurement alike or different from each other?”
 - **Additional strategies**
 - **I Do, You Do, We Do**
 - School-wide teaching strategy used at Lamping ES
 - **“I Do”**
 - First, I will model an example of a conversion between metric units for the students.
 - **“We Do”**
 - Second, the students and I will work together to solve the problems provided in the EnVision Math lesson video.
 - Also, the students are expected to work on their own on the whiteboard problems, but after the whiteboards are held up and checked, we will work through these problems together as well.
 - **“You Do”**
 - Lastly, the students will work independently on the assigned textbook problems.
 - I have selected problems 5 – 23 (odd) under the Independent Practice section on page 381 for students to work on independently.
14. Three new teaching strategies that I could possibly use to re-teach this lesson to S.P. are:
- **Lemov**
 - **Right Is Right**
 - Set and defend a high standard of correctness in your classroom
 - **Kagan**
 - **Team Pair Solo**
 - Students do problems first as a team, then with a partner, and finally on their own.
 - **Rally Coach**
 - Partners take turns, one solving a problem while the other student coaches.
15. The strategy that I selected to re-teach this lesson to S.P. was Right Is Right.
16. S.P. was the student that I had initially chosen as my ASW student. Due to S.P.’s performance in this lesson, an alternate ASW student was not needed.

17.

- a. I selected Right Is Right as my re-teaching strategy. During my time with S.P., I have noticed that she has the tendency to give half of an answer and then expects someone else to finish it for her. I wanted to try this technique with S.P. to break her of this habit and help her realize that it is important for her to think on her own and form her own complete thoughts and responses. While students should be praised for the efforts that they make on their way to getting to the right answer, I believe in holding out for completely, fully, right answers. I feel that it is important and beneficial for students like S.P. to strengthen their problem solving skills by learning to eventually come to complete solutions on their own without depending on someone else to finish the job for them.
- b. As I began to re-teach the lesson to S.P. and worked through examples with her, she did exactly what I had initially expected her to do: I would present a math problem to her, she would do half of the problem, and then she would look up at me and wait for me to tell her what else she had to do or to give her the right answer. Rather than do what she expected me to do, I said things such as “I like what you’ve done so far. Can you get us the rest of the way there?”. It only took her about two examples to realize that I was holding out for the right answer and expecting her to use what we had gone over during the lesson and re-teaching to work through the problem and give me the right answer herself. She realized that I was not going to accept her half-efforts in solving the problem. We continued to work through the assigned problems, and while she did start putting much more forth effort to work through each problem in their entirety, she was still not able to grasp the concept of the lesson. As stated in #3 above, S.P. struggled with multiplication and division and was unable to understand whether to use multiplication or division. Although the Right Is Right technique was successful in helping S.P. put forth more effort, her struggles hindered her performance and success in this lesson.

18.

- a. I will definitely use the ASW process in my future classroom as a means to inform and differentiate instruction. Through this process, I was able to learn so much about a student and come to the realization that there are so many things that could affect a student’s performance in the classroom. Getting to know S.P. and her background has helped me to gain a better understanding of what she needs to help her succeed academically. I truly believe that this process will help me get to know my future students and their specific needs better so that I can help them to achieve their full potential.
- b. I think that the process of “teaching, check, re-teach, re-check” is so very important to student achievement. A student who may fully understand something in one setting may not understand it in another setting. The same goes for students who may not understand something in one setting but do understand it in another setting. Also important to add is that this process helps teachers get to the root of why a student may not be achieving. We cannot simply assume that a student has or has not mastered and fully

achieved something after teaching and checking just once. Like most things, complete mastery takes practice. Re-teaching and re-checking are vital in ensuring that a student fully understands something and can apply this learning in a variety of different situations or in a variety of different ways.

Name:

Lesson Plan Title: Lesson Plan #3 – The Gold Rush: Life in the Old West

Grade Level: 4th Grade

School Site: Frank J. Lamping Elementary School

11. Standards/Objectives

- **Specific common core standards**
 - **CCSS.ELA-Literacy.W.4.1.b**
 - Provide reasons that are supported by facts and details.
 - **Student-Friendly Knowledge Target**
 - “I can provide facts and details to support reasons.”
- **Measurable objective(s)**
 - **(A)** Fourth grade students **(B)** will be able to incorporate evidence-based terms to write a paragraph about whether or not they would have wanted to be a prospector in one of the gold rushes, **(D)** quoting at least three facts or details from the story, **(C)** provided that they have prior knowledge of evidence-based terms, opinion writing, direct quotations, and how to write a paragraph.
- **Prerequisite learning and/or key concepts**
 - In order to succeed in this lesson, it is essential for students to know how to form and express opinions. It is also essential for students to know how and when to incorporate evidence-based terms and direct quotations into their writing.
 - Concepts that students should be familiar with prior to this lesson are: facts, details, point of view, reasons, opinion, support, evidence, evidence-based terms, direct quotations, quotation marks, and justify.

12. Materials and/or Technology Resources

- **Description, quantity**
 - **Harcourt Trophies Reading Books** (36 books – one per student)
 - Grade 4
 - Lead the Way
 - Theme 6
 - Pages 614 – 633
 - **“The Gold Rush” Writing Worksheet** (36 worksheets – one per student)
 - **“The Gold Rush” Writing Rubric** (36 rubrics – one per student)
- **Distribution strategy**

- Classroom jobs are assigned by the mentor teacher each Monday. The designated teacher's assistants will help to distribute the worksheets and rubrics to each student.
- Each student already has a Trophies book that is kept in their desk, so these will not need to be distributed or collected.
- **Collection strategy**
 - To collect all of the necessary materials, I will have the students turn their worksheets into the basket at the front of the classroom.

13. Procedures (Content Area Specific)

- **Quiet signal**
 - I will use the school-wide "Give Me Five" quiet signal, which means the following:
 - Eyes on speaker
 - Sitting still
 - Listening
 - Hands free
 - Voices quiet
- **Motivation/engagement**
 - "Boys and girls, I am so excited to teach you all today about some of the gold rushes that we had here in the United States! You will get to learn about what life was like for a prospector in a gold rush. Then, you will get the chance to tell me whether or not you would have wanted to be a prospector in one of the gold rushes."
- **Teaching strategies/questions**
 - **Lemov**
 - **Cold Call**
 - In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
 - I will be reviewing the steps and format of opinion writing, evidence-based terms, and direct quotations, as well as modeling an example of why I would or would not want to be a prospector, supported by a fact or detail from the story (using evidence-based terms) for the students.
 - I will be using the cold call technique during the review and have the students tell me the steps and format of opinion writing, how to use evidence-based terms, and how to incorporate direct quotations into their writing since these are things that they have already learned and used in previous lessons and assignments. I believe that this will help to refresh the students' memories of these concepts and help them to be more engaged in the lesson.
 - **Kagan**
 - **Think-Write-Pair-Share**

- This is a variation of Think-Pair-Share and will be one of the strategies that will be used during formative assessment.
 - After reading the story with their shoulder partner, students will independently think about the information gained from the story, form an opinion in relation to the given prompt, and write about whether or not they would want to be a prospector in a gold rush using facts and details from the story. Then, students will share their writing with their same shoulder partner. Afterwards, I will call on several random pairs to share their writing pieces with the class.
- **Minute Fingers**
 - I will use the Minute Fingers strategy to get a general idea of how much more time students need to complete their writing assignment.
- **Depth of Knowledge (DOK)**
 - **DOK 1**
 - During this lesson, I can ask students the following questions to help them recall information from the story:
 - “What is a gold rush?”
 - “Who were the prospectors?”
 - “When and in which state was the first gold rush in the North American West?”
 - “When did some of these gold rushes in the United States happen?”
 - “How would you describe the life of a prospector in a gold rush?”
 - **DOK 2**
 - This writing assignment requires students to apply previous knowledge and skills. An example of a question that I could ask is:
 - “How would you apply what you have learned about opinion writing and evidence-based terms to form an opinion and write about whether or not you would want to be a prospector in a gold rush?”
 - **DOK 3**
 - Some questions that I could ask students to get the thinking strategically about the information gained during this lesson are:
 - “Can you predict what happened after prospectors traveled to California?”
 - “Can you elaborate on the reason why you would or would not want to be a prospector in a gold rush?”
 - “What would have happened if the gold rush never happened?”
 - **DOK 4**

- The writing assignment requires students to use information in the story to provide reasons to support their opinion. An example of a question that I could ask is:
 - “What information can you gather to support your opinion about whether or not you would want to be a prospector in a gold rush?”
- **Additional strategies**
 - **I Do, You Do, We Do**
 - School-wide teaching strategy used at Lamping ES
 - **“I Do”**
 - First, I will model an example of a reason of why I would or would not want to be a prospector, supported by a fact or detail from the story (using evidence-based terms) for the students.
 - **“We Do”**
 - Second, the students and I will work together through an example together.
 - Also, the students are expected to work on their own on the writing assignment, but they are to read the story with their shoulder partner and later share their writing with their shoulder partner. Several random pairs will be called on to share their writing with the class.
 - **“You Do”**
 - Lastly, students will independently think, form an opinion, and write about whether or not they would want to be a prospector in a gold rush using facts and details from the story.
- **Accommodations, modifications, and differentiations for diverse learners**
 - I am in an inclusive classroom with accommodations, modifications, and differentiations in place for several of the students.
 - Preferential seating and repeated directions will be important for this lesson.
 - There are some students that may require a bit of extra time and some re-teaching in order to complete the assignment.
 - There is also a student with dyslexia/vision impairments that may need to use masks/colored overlays on their reading book and assignment and/or teacher assistance with reading text within the lesson or assignment.
- **Closure**
 - **Whip Around Closure Strategy**

- Students quickly and verbally share one thing they learned in the class today.
- I will ask for volunteers to share.
- **Extension**
 - This lesson did not have a specific extension activity.
 - A possible extension activity would be to have a play in which the students would act out life during the gold rush. The students would use information from the story to play to show what life was like for prospectors, boomtown business owners, and people living in those boomtowns during the gold rushes.

14. Student Assessment/Evaluation (Formative and/or Summative)

- **Formative assessment of learning**
 - I will use the following formative assessment strategies:
 - **Think-Write-Pair-Share**
 - See Teaching Strategies section of this lesson plan for description/explanation of how this formative assessment strategy will be used.
 - **Oral Questioning**
 - I will use oral questioning to assess student understanding of the story and writing assignment. Some questions that I could ask are:
 - “What is the genre of the story?”
 - “What does the genre of the story tell us about what we can expect to learn from the story?”
 - “What is the main idea of the story?”
 - “Give an example of a difficulty that a prospector may have experienced in a gold rush.”
 - “How would you compare your life to the life of a prospector in a gold rush?”
 - **Observation**
 - As the students are working, I will be walking around the classroom and observing as a way to check for learning. I will also be taking note of who may need additional help or re-teaching.
- **Summative assessment of learning based upon objectives**
 - **Rubric**
 - A rubric will be used to grade the writing assignments and assess whether or not students have achieved the stated objectives.
 - A copy of the rubric used is attached to this lesson plan.

15. Post Lesson Assessment and Reflection

- **Report the results (data) from application of assessments**
 - Overall, the class as a whole performed very well and achieved the objectives. As I walked around the classroom, I was very pleased to see the students making connections and incorporating what I had taught them in a previous lesson about evidence-based terms and direct

quotations. Virtually every student in the classroom met my expectations, and many even exceeded them.

- **Reflection on strengths, concerns, and insights**

- **Strengths**

- Prior to this lesson, I preferred to have students read independently. I was always worried that allowing them to read with a partner would turn into more talking than actual working. Much to my surprise, reading with a partner worked very well for this lesson, and I definitely plan to do this in my future classroom. As I was walking around the room, I noticed that students were asking each other questions about the story to make sure that they were paying attention and understanding what they were reading. I was very happy to see them putting forth effort to understand and make meaning of the story.
- The creation and use of a rubric for this lesson also went very well, and I definitely plan to use rubrics in my future classroom. Having a rubric and providing each student with a copy of the rubric really helped the students to know what was expected of them. I even saw some of the students referring back to the rubric as they were writing to make sure that they were meeting my expectations.

- **Concerns**

- The only thing that I would change about this lesson would be to allow the students to help me create the rubric. Although I did not have the opportunity to do this with this specific class, it is something that I will definitely keep in mind when creating rubrics for my future students. I believe that allowing students to help create a rubric helps to teach them about personal responsibility and accountability. Since the students helped to create the rubric, the criteria and expectations should come as no surprise to them. They know what the expectations are ahead of time, so they will know what quality of work is expected and can be held accountable to meet those expectations.

- **Insights**

- Through this lesson, I have learned more than ever about myself as a teacher and my students as learners. First, I have learned that I need to trust students more. As I had stated in my reflection about strengths above, I believed that allowing students to read with a partner would lead to talking and fooling around rather than working and learning. The students have clearly proved me wrong. Without even having to tell them to do so, the students were asking each other questions as they read. I must admit that I am ashamed that I had not thought to tell them to do this myself! Regardless, this experience has taught me that I need to trust my students more and realize that they are much more involved and interested in learning than I may think. Second, this lesson and my use of a rubric has taught me a lot about how students respond to

expectations. Prior to this experience, I knew of the importance of setting high expectations for students, but deep down, I sometimes wondered if students would realistically be able to meet high expectations. Part of me felt that the students would just give up and not make any effort to do what I expected. My fourth-graders have once again proved me wrong, and I am sad that I had ever doubted them. They have shown me that if you set high expectations for students, they can and will rise to meet them. Never again will I doubt my students, because my belief in them will help them to come to believe in themselves and their abilities.

Analysis of Student Work (ASW)

19. S.P. is a fourth-grade student and one of the lowest-performing students in all subject areas (English language arts, math, social studies, etc.) in her class. S.P. often falls behind as she is easily and frequently distracted and off-task in class. S.P.'s parents can speak Spanish fluently, but they do not speak Spanish with their children, so English is S.P.'s first and primary language. S.P.'s parents were just recently divorced, and her father holds a job that requires him to be away for long periods of time. S.P. has also been experiencing anger and violence issues at home that she will be seeing a counselor for. S.P. is not currently eligible for an IEP or 504 plan, but her past and current teachers have felt that she is in need of one. I believe that S.P. may not be achieving in all subject areas due to her problems at home, a lack of parental involvement in her education, and a lack of personal interest/motivation. Based on my experiences with S.P., I agree with her teachers that she may be able to benefit from some kind of individualized plan or formal classroom accommodation plan.
20. Generally speaking, fourth-grade students are expected to meet certain English Language Arts standards that cover reading, writing, speaking and listening, and language. The standard in this lesson comes from the domain of writing. Within the domain of writing, fourth-grade students are expected to learn text types and purposes, production and distribution of writing, research to build and present knowledge, and range of writing. In the specific case of this lesson, fourth-grade students are expected to learn how to "write opinion pieces on topics or texts, supporting a point of view with reasons and information", which includes the concept of using facts and details to support their reasons (the standard selected for this lesson). This particular group consists of students at a variety of learning and achievement levels, and while these things are taken into consideration, all are held to high academic standards and are expected to achieve to the best of their abilities.
21. Although S.P. did not completely achieve the objectives, I felt that it would be important for me to recognize the fact that she had performed much better in this lesson than my mentor teacher and I had expected. When asked to do a writing assignment, S.P. typically does not end up writing more than a few short sentences. One could imagine my surprise when I saw half a page filled with writing within the first few minutes of walking around the classroom. After reading through S.P.'s writing, I noticed that she did have many thoughts and reasons and that she did attempt to incorporate some evidence-based terms, but

unfortunately her reasons were quite repetitive, as well as largely irrelevant to the information presented in the story. She also did not incorporate the use of direct quotations. Normally, I would attribute these problems to a lack of motivation or interest on S.P.'s part, but that was not the case in this lesson. S.P. seemed to be genuinely interested and determined to do well on her assignment. I feel that it is possible that these problems may have occurred because she may not have been able to fully comprehend the story and was therefore unable to properly use the information in her writing. I also noticed that she continues to struggle with knowing how to format direct quotations correctly on her own as she did during my first lesson.

22. Initial teaching strategies used for the lesson taught to the entire class were:

- **Lemov**
 - **Cold Call**
 - In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
 - I will be reviewing the steps and format of opinion writing, evidence-based terms, and direct quotations, as well as modeling an example of why I would or would not want to be a prospector, supported by a fact or detail from the story (using evidence-based terms) for the students.
 - I will be using the cold call technique during the review and have the students tell me the steps and format of opinion writing, how to use evidence-based terms, and how to incorporate direct quotations into their writing since these are things that they have already learned and used in previous lessons and assignments. I believe that this will help to refresh the students' memories of these concepts and help them to be more engaged in the lesson.
- **Kagan**
 - **Think-Write-Pair-Share**
 - This is a variation of Think-Pair-Share and will be one of the strategies that will be used during formative assessment.
 - After reading the story with their shoulder partner, students will independently think about the information gained from the story, form an opinion in relation to the given prompt, and write about whether or not they would want to be a prospector in a gold rush using facts and details from the story. Then, students will share their writing with their same shoulder partner. Afterwards, I will call on several random pairs to share their writing pieces with the class.
 - **Minute Fingers**
 - I will use the Minute Fingers strategy to get a general idea of how much more time students need to complete their writing assignment.
- **Depth of Knowledge (DOK)**

- **DOK 1**
 - During this lesson, I can ask students the following questions to help them recall information from the story:
 - “What is a gold rush?”
 - “Who were the prospectors?”
 - “When and in which state was the first gold rush in the North American West?”
 - “When did some of these gold rushes in the United States happen?”
 - “How would you describe the life of a prospector in a gold rush?”
- **DOK 2**
 - This writing assignment requires students to apply previous knowledge and skills. An example of a question that I could ask is:
 - “How would you apply what you have learned about opinion writing and evidence-based terms to form an opinion and write about whether or not you would want to be a prospector in a gold rush?”
- **DOK 3**
 - Some questions that I could ask students to get the thinking strategically about the information gained during this lesson are:
 - “Can you predict what happened after prospectors traveled to California?”
 - “Can you elaborate on the reason why you would or would not want to be a prospector in a gold rush?”
 - “What would have happened if the gold rush never happened?”
- **DOK 4**
 - The writing assignment requires students to use information in the story to provide reasons to support their opinion. An example of a question that I could ask is:
 - “What information can you gather to support your opinion about whether or not you would want to be a prospector in a gold rush?”
- **Additional strategies**
 - **I Do, You Do, We Do**
 - School-wide teaching strategy used at Lamping ES
 - **“I Do”**
 - First, I will model an example of a reason of why I would or would not want to be a prospector, supported by a fact or detail from the story (using evidence-based terms) for the students.
 - **“We Do”**

- Second, the students and I will work together through an example together.
- Also, the students are expected to work on their own on the writing assignment, but they are to read the story with their shoulder partner and later share their writing with their shoulder partner. Several random pairs will be called on to share their writing with the class.
- **“You Do”**
 - Lastly, students will independently think, form an opinion, and write about whether or not they would want to be a prospector in a gold rush using facts and details from the story.

23. Three new teaching strategies that I could possibly use to re-teach this lesson to S.P. are:

- **Lemov**
 - **Format Matters**
 - It’s not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.
- **Kagan**
 - **Talking Chips**
 - Allows all students to participate in the discussion while listening to others.
 - Students can share information with one another.
 - Provides structured oral language development for students to practice speaking.
 - **Role Playing and Simulations**
 - Students learn by mimicking, playing, and experimenting.
 - Encourages students’ curiosity and motivation to learn.
 - Role play simulation aims to revive the ease and joy of experiential learning.

24. The strategy that I selected to re-teach this lesson to S.P. was Format Matters.

25. S.P. was the student that I had initially chosen as my ASW student. Due to S.P.’s performance in this lesson, an alternate ASW student was not needed.

26.

- a. Although I would have loved to use one of the Kagan strategies, there were not enough students who did not achieve the objectives to form a group, so I selected Format Matters. I feel that this turned out to be a wise decision, because format was a big part of what S.P. was experiencing difficulty with, specifically grammatical format and formatting of direct quotations. During my time with S.P., I have noticed that she constantly struggles with spelling and grammar. I felt that this would be a perfect opportunity to use this technique to try and help her. There are too many students who struggle with grammar usage problems, and many of these students are not aware that

they are struggling because they are not being corrected. If we want our students to be educated, successful individuals, we have to let them know that format does indeed matter.

- b. As I was re-teaching the lesson to S.P., I began pointing out and identifying the grammatical errors found in some of her sentences. I would repeat the error in an interrogative tone and then see if she could self-correct. There were a few occasions in which she was unable to self-correct, so I would begin the correction for her and see if she could go from there to fix it. Through the re-teaching of this lesson, S.P. was able to self-correct and fix many of her grammatical errors. I also reviewed how to use commas, quotation marks, and punctuation within the direct quotation format individually with S.P. during re-teaching (I had already reviewed this with the class as a whole during the lesson), but she still did not use the format within her writing. Overall, my re-teaching with S.P. did not go as well as I had hoped. Regardless, I am happy to have had the opportunity to try this new technique to help her, and I hope that when she comes across something similar to this in the future, she will remember what I had tried to teach her.

27.

- a. I will definitely use the ASW process in my future classroom as a means to inform and differentiate instruction. Through this process, I was able to learn so much about a student and come to the realization that there are so many things that could affect a student's performance in the classroom. Getting to know S.P. and her background has helped me to gain a better understanding of what she needs to help her succeed academically. I truly believe that this process will help me get to know my future students and their specific needs better so that I can help them to achieve their full potential.
- b. I think that the process of "teaching, check, re-teach, re-check" is so very important to student achievement. A student who may fully understand something in one setting may not understand it in another setting. The same goes for students who may not understand something in one setting but do understand it in another setting. Also important to add is that this process helps teachers get to the root of why a student may not be achieving. We cannot simply assume that a student has or has not mastered and fully achieved something after teaching and checking just once. Like most things, complete mastery takes practice. Re-teaching and re-checking are vital in ensuring that a student fully understands something and can apply this learning in a variety of different situations or in a variety of different ways.