

ELEMENTARY EDUCATION

STUDENT ID 59867

November 17, 2006

Second Grade

Social Studies: All About Work

Harris-Stowe State University

EDUC0402 III 01: Supervised Student Teaching

Contextual Factors

Lucas Crossing Elementary Complex is a K-6 school in the Normandy School District, located on Natural Bridge Road. Normandy is located in the North St. Louis County, consisting of 5,153 residents, as reported during the 2000 Census. Approximately sixty-eight percent of the Normandy population is African-American, approximately twenty-seven percent Caucasian, and the other approximate five percent consisting of Asian, Native American and other nationalities. Approximately seventeen percent of the families living in Normandy fall below the poverty level. Approximately twenty-eight percent of the families with just a female householder, no husband, fall below the poverty level. Approximately thirty-percent of the residents living in Normandy are families with children, eleven percent are married-couple families with children, and seventeen percent are female householders, with children and no husband present.

There are approximately 1,000 students enrolled in Lucas Crossing Elementary. The school motto is, "Becoming Most Excellent!" The district curriculum focuses on reading and mathematics. Each day, there is an uninterrupted two hour reading instruction block known as Reading First, and a one hour mathematics block. The student to teacher ratio is nineteen to one. Eighty-three percent of the students are eligible for reduced/free lunch. There are six second grade classes at Lucas Crossing; I am in Ms. Pfeiffer's class.

Ms. Pfeiffer's class consisted of twenty students, eleven boys and nine girls, until November 7, 2006, with the addition of a boy and a girl, bringing the total to twenty-two, twelve boys and ten girls, all African-American. We do not have any students in the class who have special needs, but we do have one student who attends speech, who has recently been dropped.

As of November 13, 2006, a student was added to speech after an IEP meeting. Although we do not have many students who receive special services, it is clear that there are some students who are not at grade level and need extra attention in certain areas, such as reading and math. There are a few students who understand the work they are doing, but need constant praise and monitoring to complete an assignment or task. The abilities of the students in the class range from below grade level, to grade level to above grade level. Based on the Diebels reading testing, there are twelve students who are at benchmark level, three who are at the strategic level, and five who are on the intensive level. Those who are at the intensive level are high risk, those at strategic are at risk, and those at benchmark are low risk. Considering that the levels are varied, when planning for instruction, I will have to make adaptations to meet the needs of all of the students.

The one factor that is going to affect instruction and student learning is the attitudes of the students. The students are constantly talking, in each other's business, bossing each other around, yelling, talking about each other's momma, and tattle telling. Instruction is steady interrupted by students bickering back and forth. Some students tend to not take responsibility for their own actions, but rather place the blame on someone else. Also, the students are seven and eight years old, and when problems do occur, they tend to dwell on what happen and not let it go, causing the problem to be ongoing, from day to day.

The classroom is set up in a very manageable way. The students sit at desks, in pods, each pod consisting of five students; there are five pods and one student chose to sit alone due to his inability to stay quiet and focus on work. Along the front wall is an overhead projector, a dry erase board (full wall), and a class library near the window. Along the back wall is a long table with five computers and a printer, each computer with internet access and a chair. Along the far

wall is another shelf of library books, the word wall, the teacher's desk, and Snoopy the class snake's cage. On the last wall are hooks for book-bags, and a sink and paper towel dispenser. There are hundreds of varied level books for students to read, Play Dough, building blocks, and supplies readily available for each student. Not only does the classroom have an overhead projector, but it also has a Smart Board. Each teacher is also equipped with a laptop computer and a Palm Pilot, which is used to assess students at the beginning, middle, and end of the year, sending the information to the main computer allowing for the results to be calculated and created into a graph, showing improvement or lack of over the course of the year. Although we have readily available resources, parental involvement is minimal. With the upcoming Open House, field trip and parent/teacher conferences, the level of parental involvement will be observed.

In order to provide the best instruction to the students, the first factor I will have to address is the varied levels of each student. In order to reach the students on each level, I will have to make adaptations to my lessons. Ways that I could go about teaching the varied levels could include adding manipulatives, homogenous level groups, heterogeneous level groups, or even choosing a moderate level reader and allow for peer help during heterogeneous groups. The second factor that must be addressed in order to provide the best instruction is the attitudes of the students. Although you cannot change a child's attitude, you can, however, help the child develop a level of respect. Yelling at the students is not going to work, even though sometimes it seems like it helps. I can help the students develop respect for each other and for learning by shaking up the seating chart and paying attention to who gets along with who, do activities that work on building trust with classmates, and simply just practicing procedures.

Learning Goals

Learning Goal 1: Students will be able to understand that people work to earn money and help others. As the students are learning about their communities, it is important for them to learn about those people who make the community work. It is also important for the students to learn the reasons as to why people work. The students are at an age where they are beginning to realize that their parents work to earn money, and it is important for them to understand why. Along with those who work to earn money, the students should also learn what volunteers are, and why they are important in our society. Based on the learning goal, student learning should be seen. The students should be able to explain why people work to earn money. They should be able to define the words earn, tax, and volunteer.

Learning Goal 1 meets the Missouri Grade Level Expectation of SS 4B. Learning Goal 1 also meets the Missouri Grade Level Expectation of SS 6B. Learning Goal 1 meets the Social Studies Thematic Strand of VII. VII. Production, Distribution, and Consumption. Based on the higher order thinking skills of the class, the level of learning, according to Bloom's Taxonomy, for Learning Goal 1 is Comprehension.

Learning Goal 2: Students will be able to explain the choices people make about earning money. As the students are learning about earning money, it is also important for them to learn the choices people make about earning money. It is important for students to learn that they can choose the job in which they earn money, as well as, the different places in which they can work. On the flip side, it is also important for the students to understand that people choose to earn money. Even though the students are still young, it is important to instill the value of work in the students. Working in a district where many of the students come from poverty, it is important that the students know they can be whatever they want to be, but at the same time, not make the students feel ashamed if their parents do not work. Based on the learning goal, student learning should be seen. The students should be able to explain the choices people make.

Learning Goal 2 meets the Missouri Grade Level Expectation of SS 4B. Learning Goal 2 meets the Social Studies Thematic Strand of VII. VII. Production, Distribution, and Consumption. Based on the higher order thinking skills of the class, the level of learning, according to Bloom's Taxonomy, for Learning Goal 2 is Comprehension.

Learning Goal 3: Students will be able to identify needs and wants. In Science, the students have learned about the needs of animals and plants, therefore, they should learn about the things people need as well. Students have a tendency of saying, "I need this," when they want something, and it is important for them to be able to see the difference between a need and a want. After learning about earning money, it is important for the students to learn about the different things people spend their money on and whether or not it

is a want or need. Based on the learning goal, student learning should be seen. The students should be able to list needs and wants and explain why it is a need or a want.

Learning Goal 3 meets the Missouri Grade Level Expectation of SS 6B. Learning Goal 3 meets the Social Studies Thematic Strand of VII. VII. Production, Distribution, and Consumption. Based on the higher order thinking skills of the class, the level of learning, according to Bloom's Taxonomy, for Learning Goal 3 is Knowledge.

Learning Goal 4: Students will be able to distinguish between goods and services. As the students are learning about earning money, spending and saving, it is also important for them to learn about the different things that they spend their money on. The students need to know what goods are and what services can be found in the community. Based on the learning goal, student learning should be seen. The students should be able to define what a good is and what a service is, as well as, examples of each.

Learning Goal 4 meets the Missouri Grade Level Expectation of SS 4A. Learning Goal 4 meets the Social Studies Thematic Strand of VII. VII. Production, Distribution, and Consumption. Based on the higher order thinking skills of the class, the level of learning, according to Bloom's Taxonomy, for Learning Goal 4 is Comprehension.

Learning Goal 5: Students will be able to explain the choices people make about spending and saving. Along with learning about needs and wants, the students should learn about how people choose to spend their money. The students are at an age where they are beginning to do chores around the house and earn money, so it is important for them to learn what to do with their money once they have it. The students should know that they have choices, they can spend their money or they can save it. The students should be aware of the positive and negative of spending and saving. Based on the learning goal, student learning should be seen. The students should be able to explain positives and negatives of spending and saving.

Learning Goal 5 meets the Missouri Grade Level Expectation of SS 4B. Learning Goal 5 meets the Social Studies Thematic Strand of VII. VII. Production, Distribution, and Consumption. Based on the higher order thinking skills of the class, the level of learning, according to Bloom's Taxonomy, for Learning Goal 5 is Comprehension.

Learning Goal 6: Students will be able to distinguish between producing and consuming. Once students have identified what goods are, it is important for them to know who makes the goods. It is important for the students to understand what their role as a consumer is in the economy. Based on the learning goal, student learning should be seen. The students should be able to define what a producer is and what a consumer is.

Learning Goal 6 meets the Missouri Grade Level Expectation of SS 6B. Learning Goal 6 meets the Social Studies Thematic Strand of VII. VII. Production, Distribution, and Consumption. Based on the higher order thinking skills of the class, the level of learning, according to Bloom's Taxonomy, for Learning Goal 6 is Comprehension.

Learning Goal 7: Students will be able to understand what it means to trade with other countries. It is important for the students to know that not every product we purchase is made in the United States. For centuries, people have traded; it is important for the students to understand the importance of trade. It is important for the students to learn that we trade goods with other countries, we receive and give. Based on the learning goal, student learning should be seen. The students should be able to define trade.

Learning Goal 7 meets the Missouri Grade Level Expectation of SS 4A. Learning Goal 7 meets the Social Studies Thematic Strand of VII. VII. Production, Distribution, and Consumption. Based on the higher order thinking skills of the class, the level of learning, according to Bloom's Taxonomy, for Learning Goal 7 is Comprehension.

Grade Level Expectations – Social Studies

Economic Concepts and Principles

4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
 - A. (1) Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events

Show how people trade using **money** and **bartering**

- B. (2) Economic decision-making

Explain how to make decisions using **cost-benefit analysis**

Relationships of Individual and Groups to Institutions and Traditions

1. Knowledge of relationships of the individual and groups to institutions and cultural traditions
 - B. (2) Groups meeting the needs of individuals

Describe how needs are met by families and friends

NCSS Thematic Strands

VII. Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of the people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Distinguish between needs and wants

Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;

Explain and demonstrate the role of money in everyday life

Describe the influence of incentives, values, traditions, and habits on economic decisions

VIII. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication

Bloom's Taxonomy

<p>Knowledge: Recall data or information.</p>	<p>Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p>Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives Examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>

Assessment Plan

Based on the Dibels results, the pre-assessment that I have decided to use for the unit is for the average student. The pre-assessment is a thirteen question unit test, consisting of nine multiple choice questions, three fill-in-the-blank questions, and one essay-style question that is to be completed along with a visual organizer. The questioning concerning prediction will be void. I will administer the pre-assessment prior to the unit in order to see what the students already know about work, as well as, to spark some interest in the topic. Not only will the pre-assessment give me an idea as to what the students will already know, it will guide my development of the unit. The students will do the pre-assessment with full support, which means that I will read each question to the students, but the students will have to determine the answer on their own. My post-assessment is exactly the same as my pre-assessment. In order to compare the data of the pre and post assessments, it was in my best interest to administer the same assessment to see student learning.

The pre/post assessment tests each of the learning goals. Learning Goal 1, Students will be able to understand that people work to earn money and help others, is tested on the assessment by questions three, four, and ten. Learning Goal 2, Students will be able to explain the choices people make about earning money, is tested on the assessment by questions three and ten. Learning Goal 3, Students will be able to identify needs and wants, is tested on the assessment by questions five and fourteen. Learning Goal 4, Students will be able to distinguish between goods and services, is tested on the assessment by question one. Learning Goal 5, Students will be able to explain the choices people make about spending and saving, is tested by the

assessment by questions six, nine, eleven, and twelve. Learning Goal 6, Students will be able to distinguish between producing and consuming, is tested on the assessment by questions two and seven. Learning Goal 7, Students will be able to understand what it means to trade with other countries, is tested on the assessment by question eight. The criterion for the students to reach success for each learning goal is seventy percent.

As I teach this unit, there are a number of formative assessments I will use to monitor student progress. One method of formative assessment I will use is Practice and Activity Book pages. I have chosen seven pages that address each of the learning goals. The first six pages address each individual lesson that will be taught in the unit, and the last page is an overview of the vocabulary taught during the unit. Page forty-eight of the Practice & Activity Book is included; however, it will not be included in the students' grade. Another method of formative assessment I will use is a rubric that will assess the students' drawings of a job in their community. I will use a checklist as another method of formative assessment to assess the students' understanding of needs and wants, spending and saving, and goods and services. As another form of formative assessment, the students will complete two graphic organizers that assess the students' understanding of producing and trade; the students will be assessed on the completion and accuracy of the graphic organizers. As a culminating activity, the students will create a store; I will use a checklist monitoring how the students work in groups as another for of formative assessment, teacher observation. To view all assessments, please see Appendix A, pages 35 - 40.

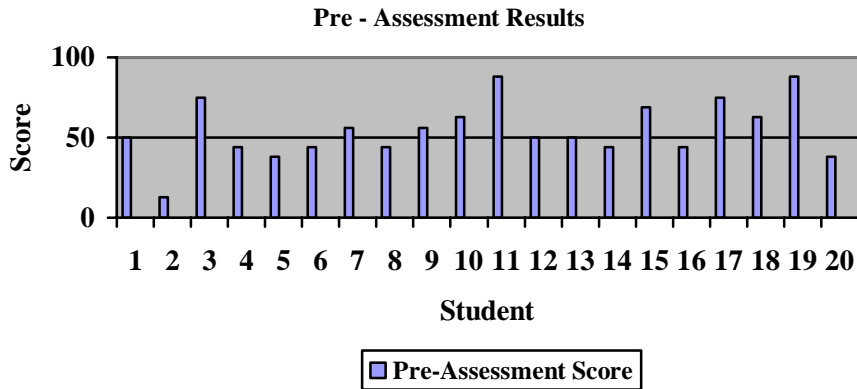
Assessment Plan Table

Learning Goals	Assessment	Format of Assessment	Adaptations
LG 1	<p>Pre</p> <p>Formative</p> <p>Post</p>	<p>Unit Test, questions 3, 4, 10</p> <p>Practice & Activity Book page 39</p> <p>My Job Picture</p> <p>Unit Test, questions 3, 4, 10</p>	<p>The test will be given with full support.</p> <p>The Practice & Activity Book page will be completed with full support.</p> <p>I will write the jobs on the board for students to correctly spell their job title.</p> <p>The test will be given with full support</p>
LG 2	<p>Pre</p> <p>Formative</p> <p>Post</p>	<p>Unit Test, questions 3, 10</p> <p>Practice & Activity Book page 39</p> <p>My Job Picture</p> <p>Unit Test, questions 3, 10</p>	<p>The test will be given with full support.</p> <p>The Practice & Activity Book page will be completed with full support.</p> <p>I will write the jobs on the board for students to correctly spell their job title.</p> <p>The test will be given with full support.</p>
LG 3	<p>Pre</p> <p>Formative</p>	<p>Unit Test, questions 5, 14</p> <p>Practice & Activity Book page 40</p> <p>I'm Going on a Trip</p>	<p>The test will be given with full support.</p> <p>The Practice & Activity Book page will be completed with full support.</p> <p>I will give the students</p>

	Post	checklist Unit Test, questions 5, 14	examples before they begin. The test will be given with full support.
LG 4	Pre Formative Post	Unit Test, question 1 Spending and saving Checklist Unit Test, question 1	The test will be given with full support. I will give the students examples before we begin our discussion. The test will be given with full support.
LG 5	Pre Formative Post	Unit Test, questions 6, 9, 11, 12 Practice & Activity Book page 41 Goods and services Checklist Unit Test, questions 6, 9, 11, 12	The test will be given with full support. The Practice & Activity Book page will be completed with full support. I will give the students examples before discussion. The test will be given with full support.
LG 6	Pre Formative Post	Unit Test, questions 2, 7 Practice & Activity Book page 43 Graphic Organizer (Produce Word List) Unit Test, questions 2, 7	The test will be given with full support. The Practice & Activity Book page will be completed with full support. I will complete the graphic organizer with the students to ensure success. The test will be given with full support.
LG 7	Pre Formative	Unit Test, question 8 Practice & Activity Book 48, 50	The test will be given with full support. The Practice & Activity Book page will be

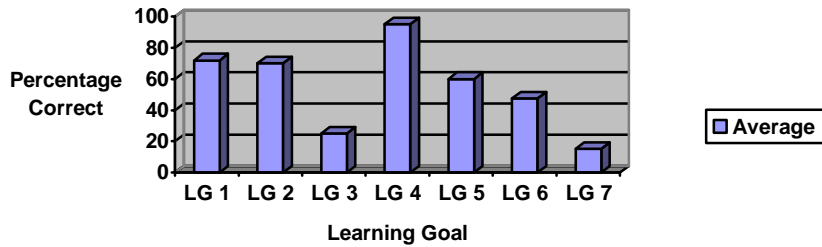
	Post	<p>Graphic Organizer (Made In Chart)</p> <p>Unit Test, question 8</p>	<p>completed with full support.</p> <p>I will complete the graphic organizer with the students to ensure success.</p> <p>The test will be given with full support.</p> <p>.</p>
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Design for Instruction



In the graph above, the results of the pre-assessment are shown. In looking at the results, thirteen of the students scored sixty percent or lower. Two students tied for the highest score of eighty-eight. One student had a class low of thirteen percent. On looking at the range of scores, it appears that the scores fall right around forty to fifty percent. When computing the mean, the class average came out to be fifty – four and sixth tenths percent. Because there is an even number of scores, there is not a number in the middle, therefore, the two numbers in the middle are averaged to find the median. After calculating, the median of the pre-assessment came out to be fifty. The score that occurred most often, also known as the mode, is forty-four. A score of forty-four occurred five times.

Pre-Assessment Scores Broke Down by Learning Goals



After looking at the overall scores of the pre-assessment, I then broke down the test by looking at the scores of the questions for each learning goal. In looking at the averages, it seems that learning goal three and seven need the most instruction through the course of the unit.

Instructional Block Plan

DAY	LEARNING GOAL	TOPIC	ACTIVITY
1: 10/30/06	1, 2	Many Jobs	<ul style="list-style-type: none"> • Read Big Book pages 184 – 191. • Read ABC Jobs book. • Practice & Activity Book page 39 • Job Picture
2: 10/31/06	3	Needs and Wants	<ul style="list-style-type: none"> • Read Big Book pages 194 – 195. • Practice & Activity Book page 40 • “I’m Going on a Trip” naming game
3: 11/01/06	4, 5	Spending and Saving/Goods and Services	<ul style="list-style-type: none"> • Read Big Book pages 196 – 199. • Practice & Activity Book page 41 • View http://www.umsl.edu/~wpockets/clubhouse/library.htm
4: 11/02/06	6	Producers and Consumers	<ul style="list-style-type: none"> • Read Big Book pages 202 – 205. • Practice & Activity Book page 43 • Graphic Organizer: PRODUCE Word List
5: 11/06/06	7	Trading with Other Countries	<ul style="list-style-type: none"> • Read Big Book pages 214 – 217 • Practice & Activity Book page 46 • Graphic Organizer: Made In Chart
6: 11/07/06	1 - 7	Review	<ul style="list-style-type: none"> • Discussion of the unit’s topics. • Practice & Activity Book page 50
7: 11/08/06	1 – 7	Post Assessment	<ul style="list-style-type: none"> • Unit test
8: 11/09/06	6	Being Producers	<ul style="list-style-type: none"> • Producing the store

9: 11/10/06	6/4	Being Consumers	<ul style="list-style-type: none"> • Shopping
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One activity the students will do is a job picture. The materials needed for this lesson are paper, pencils, and colored pencils/crayons. The students will have a brainstorming session where they will each have the opportunity to choose a job. Once the students have chosen a job, they will then receive a piece of paper. On the paper, the students are to draw a picture of the job they chose. The students are to illustrate the job, color their picture, and will write the title of their job. After reading the pages in the Big Book about jobs, the students are demonstrating their knowledge of jobs in their community. The students are using their knowledge of jobs in the community to depict what that job does. This activity allows the students to use their creativity to draw and color their picture. After seeing the results in the pre-assessment for learning goals one and two, it is evident that the students have a clear understanding of earning money, therefore, the students should make the connection that they earn money by working at jobs. This activity will be a type of formative assessment, assessed using a rubric.

A second activity the students will do is a graphic organizer that charts where products are made. The materials needed for this activity are the chart, a pencil, and objects from the classroom. The students are each given an object. Once the student has the object, they are to look on the item for the words, "MADE IN." The students are to identify where the object was made. Each student will then have a turn to come to the front of the class and tell what the object is and where it was made. The students are to write each object and the country the object was made in on the chart. I will model the chart for the students. After seeing the results in the pre-assessment for learning goal seven, it is quite evident that the students need in depth instruction on trade. In looking at where objects are made, the students should connect that the things in

their homes are made all over the world and that countries trade objects. This activity will be a type of formative assessment, and will be assessed according to the completion and accuracy of the chart.

A third activity the students will do is a class store. The materials needed for this activity include stamps, stamp pads, magnets, animal cut outs, the computer, a printer, card stock, string, a hole puncher, paper bags, foam picture frames, scissors, paper, and markers. The students will work in groups to produce items to sell. The groups will be formed from the groups they sit in during class instruction. Each group will be given all the materials needed to create their item. After the students produce their items, they will then have to decide a store name and how much their product is going to cost. Once the students have determined their store name and cost of product, they will then create signs stating the name and price. After seeing the results of the pre-assessment for learning goal six, I believe the students have somewhat of an understanding of producing. In creating a store, the students are connecting their own life experience to the real world producing world. One group of students will use technology to create their product. In using the computer to create bookmarks, the students in that group will experience what it is like to mass produce using technology. This activity will be a type of formative assessment, assessed using a rubric.

The classroom is equipped with lots of technology; therefore, I will be using technology in my unit. I will use the Smart Board and laptop to show the students the website UMSL created about saving. The students will also use the computer and printer in the back of the classroom to create bookmarks using the National Geographic bookmark factory. The students will be exposed to using the internet and navigating a program. It introduces the students to the idea that in the real world, people use computers to make things.

Family Involvement Plan

At Lucas Crossing, family involvement is not ideal for teachers. In communicating with the parents, it seems as though the only time there is communication is when the student has done something incorrect. During the Open House, only three parents came and during Parent Teacher Conferences, only twelve parents came. It is evident that family involvement is limited. Therefore, it is important that I make an effort to take advantage of the family and community resources available. In using the family and community resources available, I could ask parents if they would like to come in and talk about their jobs. I could go to the library and rent videos that depict people at work, or producing, or about shopping. I can use a website designed by the University of Missouri – St. Louis to explore the concepts of spending and saving.

During the course of the unit, I should be communicating with the families. There are several ways I can communicate with the families. One way I can communicate with the families is to send home a letter at the beginning of the unit explaining what the student will be doing for the next two weeks (to view letter, see Appendix A, page 41). In the family letter, I can suggest activities for the families to do at home. I will ask the parents to ask their student what they learned at school each day when they get home. Another way I can communicate with the families is to send home a Saving and Shopping booklet for the students to put together at

home with their parents (see Appendix A). A third way I can communicate with the families is to send home a note asking parents to volunteer to help with the store. The parents are to fill out the form and return it stating whether they can attend/assist the student store.

At the end of the unit, the students will be creating their own store. The students will be producing their own products and developing their store. Along with the development of the store, the students will also be shopping. Instead of having an open house for parents to come into, it would be nice to invite the families to join the students in shopping. The parent(s) can come in and shop with their child. Also, the parents could also help maintain the flow of the stores. The parents could work with their student in running their stores.

There are a number of activities I could suggest for the families to do at home. One activity that I would suggest to the families is for them to talk to their student about earning money. I would suggest that they create a chart which shows a chore the student must do and what the student will earn if they do the store. The earning does not have to be monetary. The student could earn television time, or the opportunity to pick out a movie, or choose the dessert or dinner choice. In creating the chart, the students will be able to see that there are benefits to doing hard work. At work, you receive a salary for working, and students will be able to make connections to what they are learning to real life by doing this activity at home. This activity is rewarding for both the parents and the students; the students may receive something, while the parents are getting the students to do the household chores.

Classroom Management

The students I am working with have such unique personalities, that it makes working with them fun and, at times, challenging. These students have what it takes to be successful, however, a few of them need that extra push to do good. My teaching style is different from that of my cooperating teacher; therefore, in achieving the learning goals, I am going to have to develop a management system that will limit the misbehaviors. My teaching style tends to be towards the quieter side; I don't mind if students whisper while they are working individually, but, if they are talking excessively loud while I am in the middle of instruction and I am distracted, then I know for sure someone else is distracted. When students are not sitting correctly in their chairs, I find it to be a bother because other students may not be able to see, and the student had a chance of getting hurt. People getting out of their seats to get a pencil is not a bother, however, sharpening pencils while I am instructing is. As a pre-service teacher, I tend to vary in my style because I have not established my style yet due to the simple fact that I do not have the experience yet. For this unit, I have to stick to a style that the students will pick up on and follow. Having fun is what learning is all about. I will not have my students in their desks just listening to me lecture. It is important for the students to make text-to-self connections; therefore, discussion is a priority in this unit.

In transitioning from one activity, to the next, it is very important that the students are able to do this quickly. When I want the students to just listen, I will ask them to clear off their desks and have nothing out. I will then thank those who are ready, and the rest follow. In making transitions from activity to activity, I will clearly explain what we will be doing, why we are doing it, and begin the lesson. As I am explaining, the students should be doing the task that I asked for them to do, whether it is clearing off their desk or taking out a pencil. While the students are working on their stores, which the volume will be a bit higher, I will ring the bell to signal to the students that I need them to quiet down and that I am giving a set of instructions. The students will know that when I say, "I'm looking for people who are ready," that a new activity is going to begin and they might want to be ready.

There are three expectations the students must follow. The first is to respect yourself. The second is to respect others, which includes their possessions and bodies. The third is to try your best. In the beginning of the year, the students and parents agreed to these expectations. The motto of the Normandy School District is "Becoming Most Excellent." The students should strive for excellence in all that they do.

When monitoring student behavior, there are a number of strategies that I will use to prevent behaviors from getting out of control. If I feel a student is talking excessively or may be sharing answers during the test, I will move myself next to the student, without saying a word, and continue what I am doing standing next to the student. At all times, while the students are working individually, I will float throughout the classroom monitoring all behaviors. If a student knows that they are not doing the correct thing, I will simply give the student a look, and they should hopefully correct their behavior. When I start thanking those students who are doing the

correct behavior, the others whose behavior isn't where it is supposed to be, will correct their behavior without me having to say a word to them.

There are times where the entire class may be completely out of control, and I will need to use consequences. One consequence I will use is taking away a privilege such as free time. It is hard to take recess away from students because they are cooped up in the classroom for so long, but if the recess monitors feel it is necessary for the student not to have recess, they will not have it. Free time, on the other hand, is a privilege that the students receive at the end of the day. When the students lose their free time, they know that they messed up and need to fix their behavior. When transitioning from activity to activity, and the students know that the next activity is fun, I will have the entire class just sit in silence and begin when everyone is ready. If a student's behavior is so extreme that they cannot handle being part of the day's activity, the student will be sent out of the room to one of the second grade team members. In sending students out, the other students know that they should check their behavior. I may pull an individual who is having behavior issues to the side and just talk to them and find out what is going on. In using consequences, I have to make sure that I am fair and hand out the same consequences to everyone, that I show no favoritism.

This unit is about work and earning money. I will use an earning system for the students to earn money to spend at the store while they are at school. I will explain the system to the students before the unit begins and explain that the only way they will get to go shopping is if they earn money. The students will earn three dollars for attending school every day. The students will earn one dollar if they have a good day in their encore classes, art, music and physical education. The student will lose one dollar if the encore teacher tells me they had a bad day. The student will also lose one dollar if their recess or free time is taken from them for

misbehaviors. The student has to choose to demonstrate the correct behavior in order to earn money.

In setting up the classroom, the students will sit in groups, but instead of facing each other, this time the students will be in straight lines, next to each other. Two students are sitting by themselves because they could not get along with the members of their previous groups. While the students are creating their products, the seat arrangement will stay the same, however, the students have to freedom to sit and work wherever they would like. While the store is open, the desks will be together in groups similar to instruction time, but the desks will be put into an open square so the students have room to walk and move about the room without being at risk to injury or argument.

Instructional Decision Making

While the students were discussing trading and what products the United States trades and receives, there were a few questions that threw the discussion off course and made me re-think how the discussion was going. In the discussion, the students were at the point where they were discussing how the United States trades corn with Japan for televisions and cars. After talking about products the day before, and then talking about televisions being made in Japan, a few students began to ask questions that were good, but not relevant to the topic. One particular student began asking questions about where things in nature are made. The student asked where rocks were made and where water was made. These questions are open-ended and could lead to the mention of God, but I veered away from that path. I just simply stated that things in nature were already here and that human beings did not make them.

Since the discussion had taken a turn off course, I had to get it back on course. The student's question was insightful and full of curiosity, however, it was not the point of our discussion. To get back on course, I said to the students that the student's questions were good, but that we were talking about things people make and trade. Once

I restated the topic at hand, I asked others for questions and also asked the students to think about other products that they United States may receive from other countries. As we were discussing, I noticed that the student who had the questions was making the connection. We then moved into the Made In Chart, which further helped the student make the connection that we were looking for things that people make. Overall, this student did meet the learning goal.

Thinking back on the experience, I believe that it was a good learning experience for all of the students. It is was good for the students to see that it is okay to ask questions and that even if your question or answer is correct and at least you tried. Also, I noticed that when the student asked the question, many of the other students got that look on their face like they were trying to think of who made the things asked about. It sparked an interest and a deeper thought process.

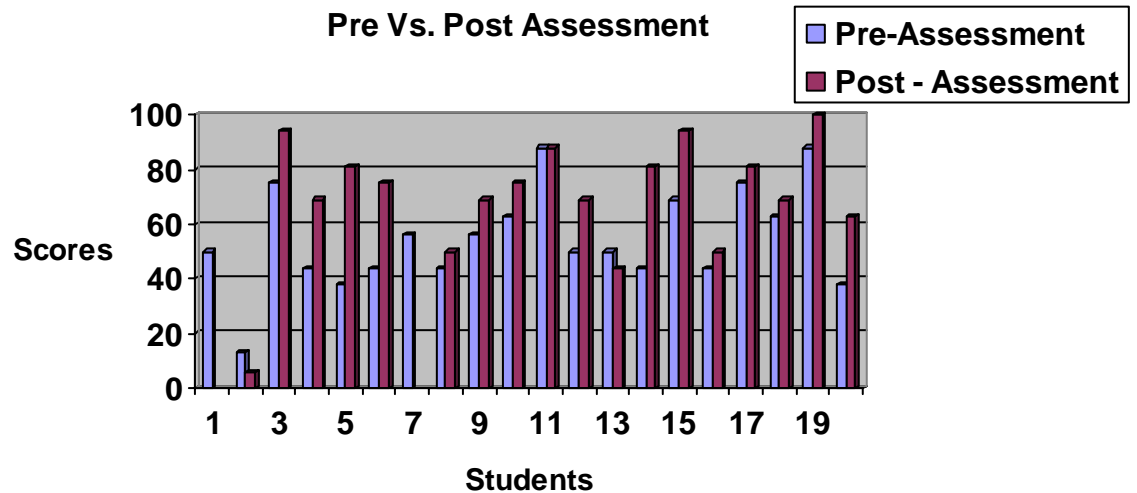
A second instructional decision I had to make was during the course of the store. In watching the students, there were a few things I noticed. First, when I planned what products the students would be making, I didn't take into account how much money the students had earned. After the first group of students went shopping, there were hardly any products left. Had I known, I would have had the students make their prices a little higher than originally. Second, I found the students to have a difficult time understanding that the money they made from selling products was separate from the money they earned to spend. Because of that, there were some disagreements between group members over whose money it was. I think part of the problem was that I had not clearly explained that part to the students, so it was not the students who were making the mistake, the mistake was on me.

After seeing all of this happen during an activity that I thought the students would love, I decided to change the course of the store. I asked those who had already bought products to bring me what they had bought. Then I asked those who were running the stores to please bring me the rest of their items. For the students to enjoy the activity, it was important for that each student bought a product from each store, which made those students feel prideful knowing someone wanted to buy their product. I went into the closet and took out a few more items that I could give the students in order to make their purchase seem fair. I asked the students to take out a book and read. If I saw the student was reading quietly, I asked the student to come to the back of the room where I had placed everything. When the student got to the back, I asked them to choose a bag. Then I asked the student how much they earned; the student then paid me their earnings. I did this until each student received a bag. After giving each student a bag, there were a few items left over. I then walked around the room and stopped at the desks of those students who were reading quietly, and I had them choose one more product from the box.

In making the changes to the store, the students were able to experience a few different things. The students were able to experience what it was like to develop and run a store. However, the students also got to experience what it is like to just shop. I played the role of a store clerk and the students were my customers. In real life, people buy things that are already assembled. Even though the changes had to be made, I still think the students met the learning goal.

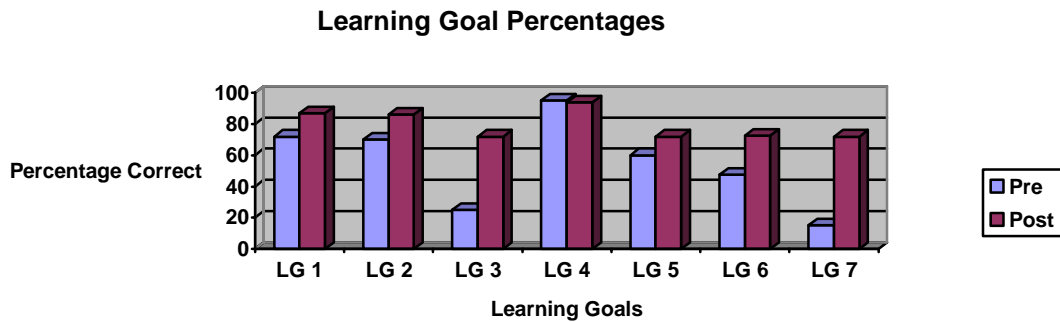
Analysis of Student Learning

WHOLE CLASS ANALYSIS



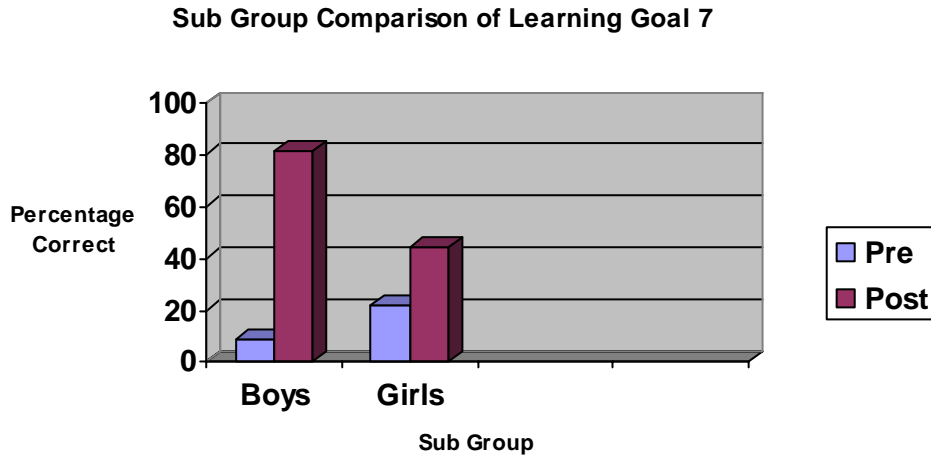
In the graph above, the pre-assessment and post-assessment are shown. In looking at the data, I only had eighteen students take the post-assessment due to absences, compared to twenty students taking the pre-assessment. For the most part, all of the students increased their scores; only two student scores fell, and one stayed the same. Fourteen students scored sixty or higher. One student achieved the top score of one hundred. On the pre-assessment, the mean was fifty-four and six tenths percent; on the post-assessment, the mean is seventy percent. On the pre-assessment, the median was fifty; because there is an even number of scores, there is not a middle score, so the two numbers in the middle are averaged, making the median for the post-

assessment seventy-two. The score occurring most often, or mode, on the post-assessment is a tie between two scores, eighty-one and sixty-nine; both occurred four times. Although the scores are all together not great, the improvement from pre-assessment to post-assessment for some students is excellent and progress was made.



In looking at the data compiled, shown above, showing the percentage of how many students met the learning goals, one thing that stands out is that all of the learning goals had a mastery percentage of sixty or higher. In looking at the data, learning goal three and learning goal seven improved by a significant margin. As the data shows, all of the learning goals increased, except for learning goal four. It is safe to assume that student learning increased and was affected in a positive way due to the activities that were planned for each learning goal. Student learning is quite evident from both graphs. The learning goals were met, and although the individual post-assessment scores show that, when looking at the learning goal data, it shows that the learning goals were met.

SUB GROUP ANALYSIS



In the graph on the bottom of page 22, the sub group being compared is boys versus girls. I chose to compare the boys to the girls because I have always been interested in seeing how male versus female student scores are and if there is any truth in the theories of how boys and girls learn. After comparing the data, I cannot draw a conclusion due to the simple fact that there are more boys than girls in the class and two students, one boy and one girl, were absent on the day of the post-assessment.

The graph shows the percentage of boys and girls who met the criteria for learning goal seven on the pre-assessment and post-assessment. On the pre-assessment, a higher number of girls met the criteria for learning goal seven than boys. On the post-assessment, a higher number of boys met the criteria for learning goal seven than girls. Overall, the data still proves that student learning did take place, especially with learning goal seven. Looking at figures for both groups, the percentages rose in the post-assessment for each group.

Individual Analysis

Instead of selecting two students to analyze, I chose three, based on the Dibels testing; one intensive (Student One), one strategic (Student Two), and one benchmark (Student Three).

All samples of the three students' work are located in Appendix A, pages 43 - 54. It is important for teachers to understand the learning of these three types of learners in order to make the correct modifications to lessons to meet all type of learners. In order for all students to meet the goals set, it is important to reach all students of all learning types on all learning levels.

On the pre-assessment, each of the three students fell into the low, middle, and high ranges. Knowing that this pre-assessment was just a tool to guide the development of the unit, I looked at the formative assessments and post-assessment to determine whether learning had taken place. Student Three met the goals without any struggle and extremely easily. Student Two met the goals with very few struggles, if any, and quite easily. Student One did not meet any of the goals. There are a few reasons Student One did not meet the goals. First, the student is labeled as part of the intensive group because she is a low reader; low reading can affect a student's performance due to the fact that they have difficulty reading, and if they fall behind, will have difficulty meeting the goals set. A second reason is a lack of attention. This student sits alone due to the fact that talking and that student being bullied typically occurs. However, the lack of attention is not there since the student has been alone.

In observing all three students during the course of the unit, especially during the class discussions, all three were very eager to participate in the discussions. When asked for volunteers, all three raised their hands. All three of the students were actively involved in each of the activities. In also observing the three students while working with their store groups, all three worked well with their group members, but the Student One had a few problems getting along with the other group members.

Student Two and Student Three, as shown in their work samples, did achieve learning and did meet the learning goals set. There is some evidence that Student One did achieve some

level of learning, but the samples are not consistent, as compared to Student Two and Student Three.

Reflection and Self-Evaluation

One activity that I found contributed to student learning was the Made In Chart. I do not think that the students ever made the connection that the things we use in every day life are not always made in the United States. The students had the opportunity to be investigators, searching for the name of a country. In doing this activity, the students were able to make the connections and it opened their eyes. I loved doing this activity with the students. It was fun because we were trying to see which country had the most products and the students were rooting for different countries to win. It is always a great feeling when you see that the students are learning and making a connection with what you are teaching.

Another activity that was fun was being producers. The students had so much fun making their products. Everyone was getting along and work was being accomplished. There are some who may say that this was just an arts and crafts lesson, I suggest that they do it with their class. The students were making the connection that they were producers. The students were applying their knowledge of producing to making their products. The students produced with pride and excitement. I loved doing this with the students because it brought a smile to my face watching everyone getting along and taking pride in the work they are doing.

One barrier to student learning that I faced was time. Due to many activities happening in the building that the students had to attend, I was forced to squeeze lots of information into a little bit of time. In planning this unit again, I would have extended the amount of time that I taught the unit. Given more time, I would have planned more activities to enhance student learning. As a teacher, there is never enough time in a day to accomplish everything you want and you must be flexible. I was able to fit in all the information I wanted to, but I feel like some of it was a bit blurred for the students.

Another barrier to student learning that I faced was the student's ability to follow directions. This barrier occurred because of my lack to communicate clearly to the students, specifically when it came to the store and the money that the store earned. In planning this again, I would make sure the students made cash registers to keep the money separate. I think the reason that I did not think of this ahead of time is because of the time barrier I was faced with. I think if I would have been able to communicate clearer, the students would have had a better experience.

My teaching performance for the most part was average. I taught according to the learning goals I had established and I made sure I considered the contextual factors in developing the unit. I stuck to one management style for the most part, but I know that management is the hardest part of the job; it comes with time and experience. I followed my assessment plan and instructional schedule for the most part, except for squeezing more than one lesson into a day. In looking at the results of the post-assessment, I feel that my unit was successful. There was student improvement, which shows that there was some learning taking place when the results are compared to those of the pre-assessment. I could not have made it through this unit without the support of my cooperating teacher. I was able to talk to her about the problems I faced and

she listened and offered excellent advice. I also used my second grade team members as sounding boards when I had a dilemma. In looking back on the unit, I wish I would have spread the unit over three to four weeks, and had the opportunity to invite parents in. I also wish I would have used some business people in the community to speak to the students about their jobs or saving money. There are many things I would have done differently throughout the preparation and instruction of this unit.

During the course of the unit, I did not have any students that needed specialized service. However, during the unit, there was an IEP meeting for one student. In the IEP meeting, it was determined, after testing, that the student did not qualify for any special services except for speech. This did not have any affect on the student's learning.

In considering my contextual factors, there was a time that I had to apply professional ethic standards. When talking about jobs the first day of the unit, some students were expressing that their parents did not work. I did not want to say anything that would make the child feel like their parent did not do anything important, so I explained to the students that if their parents did not work outside of the home, they still had a job, homemaker. I was afraid that the discussion would escalate to students saying that the students whose parents did not work were poor or deadbeats, but it did not. When using technology, I had to make sure that the websites I chose to show the students were kid friendly and appropriate for student use. I did run across any explicit material on the websites I showed the students.

One area that I need to work on is family involvement. Family involvement in the district is low, and if I expect student learning to occur, I have to involve the families. Learning is important to me and I want the families to see that I care and expect achievement. I want the families to feel that they are welcome any time to visit. Communication with parents is

important in maintaining behaviors. A few activities I could do to improve my communication with parents is to send home a weekly newsletter or I could have read with me days where the parents can come in during a certain time period and read a story to the class.

A second area that I need to work on is classroom management. I understand that this area grows and matures over the course of time. My classroom management will change every year because my students will change. The activities I can do to continually develop my management skills are to seek the guidance of experienced teachers, continually read the latest on management and attend professional seminars concerning management.

Overall, this experience has been amazing. I have enjoyed working with the staff and students at Lucas Crossing Elementary. I have built relationships with my colleagues and students who are not even in my class. I have learned so much that will make a difference in the way I teach when I have my own classroom. I could not have asked for a better placement!

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2. We Live Together Assessment Book: Social studies grade 2. Macmillan/McGraw-Hill: New York.
3. We Live Together Practice and Activity Book: Social studies grade 2. Macmillan/McGraw-Hill: New York.
4. We Live Together: Teacher's edition. Macmillan/McGraw-Hill: New York.
5. www.activitiesforkids.com/math/checks.htm
6. www.nationalgeographic.com/kids/bookmarkfactory/
7. www.umsl.edu/~wpockets/clubhouse/library.htm

Job Picture Rubric

Name: _____

Date: _____

	N	S	E	
FOLLOWED DIRECTIONS				
USE OF COLOR				
DEPICTED JOB				
LABELED JOB TITLE				
TOTAL POINTS EARNED				

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth **20 points**.

Checklist

Name: _____

Date: _____

	N	S	E	
Identifying Needs and Wants				
Identifying Spending and Saving				
Identifying Goods and Services				
Participating in Discussions				
TOTAL				

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

Produce Word List Scoring Guide

The following words should be on each student's graphic organizer. Because this assignment was completed together as a class, and I wrote the answers on the board, **each word will be worth 1 point.** This assignment is worth 16 points.

PRODUCE

1. clothes
2. paper
3. corn
4. car
5. eggs
6. cereal
7. pencils
8. pan
9. radios
10. oven
11. door
12. underwear
13. earrings
14. robots
15. computers
16. cameras

Made In Chart Scoring Guide

The following products and countries should be on each student’s graphic organizer. Because this assignment was completed together as a class, and I wrote the answers on the board, **each pair will be worth 1 point, no partial credit will be given.** This assignment is worth 24 points.

PRODUCT	MADE IN
1. Pencils	1. China
2. Play-Doh	2. China
3. Yarn	3. USA
4. Crayons	4. USA
5. Curious George Tin	5. China
6. Dry Erase Marker	6. China
7. White Board Cleaner	7. USA
8. Velcro Strips	8. Mexico
9. Baby Wipes	9. USA
10. Thing 1 Doll	10. China
11. Kleenex	11. USA
12. Plastic Sea Creatures	12. USA
13. Globe	13. USA
14. Turbo Twist	14. China
15. Glue Stick	15. USA
16. Phonics Drill Card	16. China
17. Pens	17. Mexico
18. Kid’s Radio	18. China
19. Binder	19. China
20. Earphones	20. China
21. Pencil Sharpener	21. Thailand
22. Chair	22. China
23. Coat	23. India

24. Watch	24. Thailand
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Store Rubric

Name: _____

Date: _____

	N	S	E	
Developing Products				
Determining Price				
Determining Store Name				
Working In a Group				
TOTAL				

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

All About Work Total Points Sheet

Name: _____

Date: _____

ASSESSMENT	POINTS AVAILABLE	POINTS EARNED
Job Picture	20	
Class Discussions	20	
Produce List	16	
Made In Chart	24	
Store	20	
Practice & Activity Book Pages	33	
End of Unit Test	16	
TOTAL	149	

- A = 100 - 91
- B = 90 - 81
- C = 80 - 71
- D = 70 - 61
- F = 60 or below

Family Letter

October 27, 2006

Dear Parents,

On Monday, we will begin our new Social Studies unit, All About Work. Your child will be learning about economics. Economics deals with goods and services we produce and use. You can help your child get ready for this unit by talking about work people do and how they spend what they earn.

There are many activities you can do with your child to help re-enforce what they are learning at school each day.

- Ask your child to tell you what they learned each night when they get home. This helps students recall information they have recently learned.
- Read the Shopping and Saving book I sent home with your child. Ask your child questions about the book.
- Create a “Chore Chart” that lists your child’s chores and what they will earn if they complete the chore. The earning does not have to be money; it can be simple things, such as choosing the night’s dessert, choosing the next night’s dinner, or choosing the family

movie. There are many things you can reward your child with. This activity will help your child see that in order to get “paid,” you must first do good work.

At the end of the unit, your child will be working to create a story. Your child is earning money, fake money that is, everyday at school. Your child earns money for attending school and for the behaviors she/he displays. Your child will be producing a product and then selling it and shopping for other products. I will be sending a note home in the next few days asking for volunteers and if any parents would like to come and hang out while we have our store.

Thank you for working with your child and your help in making this unit a success.

Sincerely,

Megan Cunningham

Student One Work Sample

Job Picture Rubric

Name: Bre' Ana

Date: October 30, 2006

	N	S	E	
FOLLOWED DIRECTIONS			X	5
USE OF COLOR			X	5
DEPICTED JOB			X	5
LABELED JOB TITLE			X	5
TOTAL POINTS EARNED				20

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth **20 points**.

Checklist

Name: Bre'Ana

Date: 10/31 – 11/07

	N	S	E	
Identifying Needs and Wants			X	5
Identifying Spending and Saving		X		3
Identifying Goods and Services		X		3
Participating in Discussions			X	5
TOTAL				16

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

Store Rubric

Name: Bre'Ana

Date: 11/09/06

	N	S	E	
Developing Products			X	5
Determining Price			X	5
Determining Store Name			X	5
Working In a Group		X		3
TOTAL				18

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

All About Work Total Points Sheet

Name: Bre'Ana

Date: 11/13/06

ASSESSMENT	POINTS AVAILABLE	POINTS EARNED
Job Picture	20	20
Class Discussions	20	16
Produce List	16	-
Made In Chart	24	13
Store	20	18
Practice & Activity Book Pages	33	30
End of Unit Test	16	1
TOTAL	149	98 = 66% = D

A = 100 - 91
B = 90 - 81
C = 80 - 71
D = 70 - 61
F = 60 or below

Student Two Work Sample

Job Picture Rubric

Name: Keion

Date: October 30, 2006

	N	S	E	
FOLLOWED DIRECTIONS			X	5
USE OF COLOR			X	5
DEPICTED JOB			X	5
LABELED JOB TITLE			X	5
TOTAL POINTS EARNED				20

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth **20 points**.

Checklist

Name: Keion

Date: 10/31 – 11/07

	N	S	E	
Identifying Needs and Wants			X	5
Identifying Spending and Saving			X	5
Identifying Goods and Services			X	5
Participating in Discussions			X	5
TOTAL				20

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

Store Rubric

Name: Keion

Date: 11/09/06

	N	S	E	
Developing Products			X	5
Determining Price			X	5
Determining Store Name			X	5
Working In a Group			X	5
TOTAL				20

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

All About Work Total Points Sheet

Name: Keion

Date: 11/13/06

ASSESSMENT	POINTS AVAILABLE	POINTS EARNED
Job Picture	20	20
Class Discussions	20	20
Produce List	16	14
Made In Chart	24	21
Store	20	20
Practice & Activity Book Pages	33	33
End of Unit Test	16	11
TOTAL	149	139 = 93% = A

A = 100 - 91
B = 90 - 81
C = 80 - 71
D = 70 - 61
F = 60 or below

Student Three Work Sample

Job Picture Rubric

Name: Joshua

Date: October 30, 2006

	N	S	E	
FOLLOWED DIRECTIONS			X	5
USE OF COLOR			X	5
DEPICTED JOB			X	5
LABELED JOB TITLE			X	5
TOTAL POINTS EARNED				20

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth **20 points**.

Checklist

Name: Joshua

Date: 10/31 – 11/07

	N	S	E	
Identifying Needs and Wants			X	5
Identifying Spending and Saving			X	5
Identifying Goods and Services			X	5
Participating in Discussions			X	5
TOTAL				20

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

Store Rubric

Name: Joshua

Date: 11/09/06

	N	S	E	
Developing Products			X	5
Determining Price			X	5
Determining Store Name			X	5
Working In a Group			X	5
TOTAL				20

N = 1 POINT

S = 3 POINTS

E = 5 POINTS

This assignment is worth 20 points.

All About Work Total Points Sheet

Name: Joshua

Date: 11/13/06

ASSESSMENT	POINTS AVAILABLE	POINTS EARNED
Job Picture	20	20
Class Discussions	20	20
Produce List	16	16
Made In Chart	24	24
Store	20	20
Practice & Activity Book Pages	33	33
End of Unit Test	16	16
TOTAL	149	149 = 100% = A

A = 100 - 91
B = 90 - 81
C = 80 - 71
D = 70 - 61
F = 60 or below

