Case Study

Student Teaching Seminar

College of Saint Mary

Fall 2015

**Table of Contents**

**Section 1 Contextual Factors**

**Section 2 Learning Goals and Outcomes**

**Section 3 Description of Assessment Plan**

**Section 4 Design for Instruction**

**Section 5 Instructional Decision-Making**

**Section 6 Analysis of Student Learning**

**Section 7 Reflection and Self-Evaluation**

**Section 1 Contextual Factors**

* Description of School Context

I am student teaching in a second grade classroom in a suburban school district. The district contains fifty-five public elementary schools, eleven middle schools, and sixteen high schools, which are located in well-established neighborhoods. Residents and parents are strongly encouraged to participate in school functions and in their child’s education. In this district, there is strong support from the community. The elementary school I’m student teaching at is 47 years old and was built in 1968. The school has 630 students in kindergarten through sixth grade. According to the principal, 396 students are Caucasian, 61 are Hispanic, 102 are African American, 21 are Asian, 3 are Pacific Islanders, and 47 are not specifically identified. The percentage of students on free or reduced is 50.2%. The number of English Language Learners is only 19.

* Description of Class Content

There are 19 students in the second grade class. This includes nine boys and ten girls. There are no English Language Learner (ELL) students but one of our students is on an Individualized Education Plan (IEP). One student is new to the school district, and test scores show this student is above grade level. Of the nineteen students, four are above grade level in math while the rest are either on grade level or below. The students in our classroom are very hands on and visual learners. For the first couple of weeks, we mainly have the students work out of their workbooks that are associated with the textbooks. The worksheets in the workbooks are very engaging and allow students to draw and color, and add their own manipulatives to problem solve. The students understand the concept but often become bored with the routine of things. To implement more enthusiasm to education, the teacher and I include songs, short video clips, introductory short stories, and dances to keep the students engaged in their learning. To aid students with their learning, the teacher and I plan for both whole group and small group instruction. We strive to give these students the enrichment they need individually while also maintaining an equal classroom and equal opportunities. Therefore, we group students based on their strengths and weaknesses.

.

Below is a chart provided for identified students within the classroom.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student # | Developmental Data | Learning Style | Interests | Objective Anecdotal Notes |
| 5 | IEP-Math and Reading | -Needs someone to emphasize staying on task and following directions.  -breaking down task/directions for understanding | Apples, Cars, Animal Lover | Works in Support Services room for part of the day. |
| 1 | Autism | -Needs small reminders to stay on task.  - This student is a very active learner. The student does need a daily schedule and struggles with changes throughout the day. This student needs assistance occasionally in the classroom. | Cars, Cats, Plants | Although this student doesn’t really need a lot of assistance in order to be successful in the general education classroom this student can get off task. This student has meltdowns about changes or personal issues one or more times a day and these sometimes can throw off the rest of the day.  This students has minor issues with failure (getting a question wrong) that can cause lack of interest in work. |

* Implications These Factors May Have on Instructional Planning

Given the small variety of learners, the teacher and I strive to strategically create lessons and provide activities to meet all of the needs of the students. I am planning to build activities that instruct students to work with others in order to have assistance other than myself while also instructing them to complete activities on their own so I can analyze their learning. I will have both formal and informal assessment that I will collect as well. I will give the same test as a pre-test and post-test to examine growth throughout the unit. The teacher and I, will use manipulatives and white boards as much as possible. The students enjoy the hands on learning alternatives, as it seems to aid them in staying engaged and on task. During intervention and enrichment time, the teacher will have centers laid out for the students to work individually at their own pace.

**Section 2 Learning Goals/Outcomes**

* Description of and background of learning goals selected

Within this unit students are supposed to be learning commonly used words (sight words) and a comprehension skill. Their target skill will be identifying the main idea and details when reading literature or informational text. For grammar, they will learn about synonyms and antonyms.

|  |  |
| --- | --- |
| **Unit Learning Objectives** | **FL State Standards** |
| The students will be able to identify the main idea and supporting details in a passage they have read.  The students will be able to read and comprehend what they have read. | **LACC.2.RL.1.1 ask and answer questions to demonstrate understanding of key details.**  **LACC2.RL.1.2 recount stories and determine their message, lesson, or moral**  **LACC.2.RL.4.10 read and comprehend literature.** |
| The students will be able to identify and group words found from pictures.  The students will be able to use word structure to Identify sight words. | **LA 2.1.3B Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)** |
| The students will be able to identify synonyms and antonyms within a group of words. | **LA 2.1.2 Phonological awareness: Concept mastered at a previous grade level.** |
| The students will be able to identify and act out or use words in a complete sentence. | **LA 2.1.1 Knowledge of print: Concepts mastered at a previous grade level.** |

**Section 3 Description of Assessment Plan**

* Describe what and how you will assess

Skills will be assessed the same way throughout each lesson. All of the work will be graded on accuracy and how well students show comprehension.

* Differentiation for individual needs

The work will be altered to fit the needs of the learner. Every student will be required to do individual work, however, there is a group work activity. Teacher assistance can be offered when needed except during the pretest and posttest. The students on IEP’s are able to participate in the class even though sometimes they have to leave for Resource time. This student will be given the ample amount of time to complete the task in the lesson.

**Summary Chart of Assessment Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Learning Goal*** | ***Assessment*** | ***Assessment***  ***Documentation Format*** | ***Differentiations***  ***Including modifications/ accommodations*** |
| Objective #1  I will know how to identify synonyms and antonyms within a group of words.    I will be able to (skill): define the word synonym and antonym and group them accordingly. | Pre-assessment | Pretest | Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |
| Formative Assessment | Students will complete “S & A” worksheet. Teacher will check accuracy. | N/A |
| Summative | Posttest | Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |
| Objective #2  I will know (knowledge): how to identify commonly used words and use word structure to identify sight words.  I will be able to (skill): group words found from pictures. I will be able to identify/pronounce my sight words. | Pre-assessment | Pretest | Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |
| Formative Assessment | Students will participate in Picture Dominoes game individually. Teacher will use a sight word checklist for assessment. | Teacher will help identify pictures to help students who struggle. |
| Summative | Posttest | .  Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |
| Objective #3  I will know how (knowledge): to identify the main idea and supporting details in a passage.  I will be able to (skill): ask and answer questions to demonstrate understanding of key details, recount stories and determine their message, lesson, or moral, and read and comprehend literature. | Pre-assessment | Pretest | Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |
| Formative Assessment | Read a short story. Create a graphic organizer identifying the key details and main idea of the story.  Complete “Finding the Main Idea” worksheet. | Reread short story and directions/questions multiple times for students who have IEP’S. |
| Summative | Posttest | Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |
| Objective #4  I will know (knowledge): the phonological concept of words.  I will be able to (skill): identify, comprehend, say, and act out commonly used words. | Pre-assessment | Pretest | Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |
| Formative Assessment | Have students participate in “Charades” game and “Word ball” with a partner. Teacher will assess students individually using checklist although this is a partner activity. | Give students who have IEP’s an option to complete the activity with a partner or individually. |
| Summative | Posttest | Read test aloud to all students. Check on students who have IEP’s to repeat as necessary. |

\*Pretest was given before any instruction on the unit and the Posttest was given after all instruction was given on the unit.

**Section 4 Design for Instruction**

**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Synonyms and Antonyms** | | | | |
| **Your name: Amir Davis** | **Age or Grade Level: 2nd grade** | | **Integrated Disciplines/Subjects:**  **Language Arts/Reading** | **Time frame for Lesson: 20 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **LACC.2.RL.1.1 ask and answer questions to demonstrate understanding of key details.**  **LACC2.RL.1.2 recount stories and determine their message, lesson, or moral**  **LACC.2.RL.4.10 read and comprehend literature.**  **LA 2.1.3B Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)**  **LA 2.1.2 Phonological awareness: Concept mastered at a previous grade level.**  **LA 2.1.1 Knowledge of print: Concepts mastered at a previous grade level.** | | | | |
| **Objectives:**  The students will be able to identify synonyms and antonyms within a group of words. | | | | |
| **Assessment:** Students will be assessed on accuracy and completeness. | | | | |
| **Materials:** worksheet  **White board**  **markers** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Ask student to define the word antonym and synonym in their own words. Then, ask them to give examples.  **Guided Work**  On the board list words and guided students into identifying the antonym of the word (vice versa for synonyms).  For example, the word “Big”. What is an antonym for “Big”? What is a synonym?  Using the class set of whiteboards, write a word on the board and instruct students to write a synonym or antonym for the word. Continue with multiple examples. | | | | |
| **Teacher will do:**  **Help student define synonym and antonym.**  **Discuss examples. Guided Work**  **Give Worksheet.** | | **Student will do:**  **Whiteboard activity.**  **Complete worksheet.** | | |
| **Closure:** We will discuss how the students felt about the activity. Check for understanding by reviewing any errors. | | | | |
| **Differentiation:**  Can help the student out with reading the words or directions. | | | | |
| **REFLECTION**  My students did exceptionally well with the synonyms worksheet but with the antonyms worksheet they got stuck on a couple of the words. As we reviewed, I noticed they had an idea of what the words were on one sided but didn’t know the meaning of the ones on the opposite side. | | | | |

**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Charades** | | | | |
| **Your name: Amir Davis** | **Age or Grade Level: 2nd grade** | | **Integrated Disciplines/Subjects:**  **Language Arts/Reading** | **Time frame for Lesson: 20 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **LACC.2.RL.1.1 ask and answer questions to demonstrate understanding of key details.**  **LACC2.RL.1.2 recount stories and determine their message, lesson, or moral**  **LACC.2.RL.4.10 read and comprehend literature.**  **LA 2.1.3B Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)**  **LA 2.1.2 Phonological awareness: Concept mastered at a previous grade level.**  **LA 2.1.1 Knowledge of print: Concepts mastered at a previous grade level.** | | | | |
| **Objectives:**  The students will be able to identify and act out words. | | | | |
| **Assessment:** Students will be assessed on their understanding of the word and if they correctly act it out.  Students will be assessed based on sight word right/wrong percentage checklist. | | | | |
| **Materials:**  **Bucket/basket**  **Flash cards** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Ask the student if they know the rules to charades. Do a practice run with example words. | | | | |
| **Teacher will do:**  **Make flash cards using sight words**  **Place cards in basket.**  **Write words which can be acted out, and which your child has already been introduced to, on index cards. Or use appropriate Word Cards from your Word Box. Put them in a bag and ask your child to pick one and act it out. You have to guess what the word is.** | | **Student will do:**  **Draw from basket.**    **Act out word.** | | |
| **Closure:** We will discuss how the students felt about the activity. Check for understanding by reviewing any errors. | | | | |
| **Differentiation:**  Can help the student out with reading the words or directions. | | | | |
| **REFLECTION**  Fun game!  **For future lessons, try dividing words into different levels (level 1 being the easiest-level 3 being the hardest), and let the participant choose which level they want to start with. Helps you track progress.** | | | | |

**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Finding the Main Idea** | | | | |
| **Your name: Amir Davis** | **Age or Grade Level: 2nd grade** | | **Integrated Disciplines/Subjects:**  **Language Arts/Reading** | **Time frame for Lesson: 20 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **LACC.2.RL.1.1 ask and answer questions to demonstrate understanding of key details.**  **LACC2.RL.1.2 recount stories and determine their message, lesson, or moral**  **LACC.2.RL.4.10 read and comprehend literature.**  **LA 2.1.3B Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)**  **LA 2.1.2 Phonological awareness: Concept mastered at a previous grade level.**  **LA 2.1.1 Knowledge of print: Concepts mastered at a previous grade level.** | | | | |
| **Objectives:**  The students will be able to identify the main idea and supporting details in a passage they have read. | | | | |
| **Assessment:** Students will be assessed on their how detailed their answers are. | | | | |
| **Materials:**  **Worksheet** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Ask the student to define Main idea. | | | | |
| **Teacher will do:**  **Give brief overview of what Main idea and supporting details include.**  **Give worksheet** | | **Student will do:**  **Complete worksheet.** | | |
| **Closure:** We will discuss how the students felt about the activity. Check for understanding by reviewing any errors. | | | | |
| **Differentiation:**  Can help the student out with reading the words or directions. | | | | |
| **REFLECTION**  In grading the work, I was very excited to see most of my students got all of the questions correct on this worksheet. Their sentences weren’t very complete though which made me aware of another skill that should have been reviewed beforehand. | | | | |

**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Picture Dominoes** | | | | |
| **Your name: Amir Davis** | **Age or Grade Level: 2nd grade** | | **Integrated Disciplines/Subjects:**  **Language Arts/Reading** | **Time frame for Lesson: 20 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **LACC.2.RL.1.1 ask and answer questions to demonstrate understanding of key details.**  **LACC2.RL.1.2 recount stories and determine their message, lesson, or moral**  **LACC.2.RL.4.10 read and comprehend literature.**  **LA 2.1.3B Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)**  **LA 2.1.2 Phonological awareness: Concept mastered at a previous grade level.**  **LA 2.1.1 Knowledge of print: Concepts mastered at a previous grade level.** | | | | |
| **Objectives:**  The students will be able to identify and group words found from pictures. | | | | |
| **Assessment:** Students will be assessed on their understanding of the word and how they are grouped. | | | | |
| **Materials:**  **Picture Dominoes Worksheet** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Ask the student if they know the rules to dominoes. | | | | |
| **Teacher will do:**  **Print and cut out picture dominoes worksheet.**  **Explain to the student that they are** **to** **play dominoes by matching the pictures whose names have the same ending sound.** | | **Student will do:**  **Play Picture Dominoes.** | | |
| **Closure:** We will discuss how the students felt about the activity. Check for understanding by reviewing any errors. | | | | |
| **Differentiation:**  Can help the student out with reading the words or directions. | | | | |
| **REFLECTION**  I didn’t like this activity very much because I didn’t like the picture template that came along with it. In revising this activity, I plan to use my own pictures and relate them to student’s interest. For the most part, each student did really well with the lesson although some of the names of the pictures threw us off. For example, there was a picture of a bike and one of the students called it a “bicycle”. Technically, that is still correct but for the game to go smoothly we had to go with “bike” instead. | | | | |

**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Word Ball** | | | | |
| **Your name: Amir Davis** | **Age or Grade Level: 2nd grade** | | **Integrated Disciplines/Subjects:**  **Language Arts/Reading** | **Time frame for Lesson: 20 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **LACC.2.RL.1.1 ask and answer questions to demonstrate understanding of key details.**  **LACC2.RL.1.2 recount stories and determine their message, lesson, or moral**  **LACC.2.RL.4.10 read and comprehend literature.**  **LA 2.1.3B Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)**  **LA 2.1.2 Phonological awareness: Concept mastered at a previous grade level.**  **LA 2.1.1 Knowledge of print: Concepts mastered at a previous grade level.** | | | | |
| **Objectives:**  The students will be able to use word structure to identify sight words. | | | | |
| **Assessment:**  Student will be assessed based on a sight word right/wrong percentage checklist. | | | | |
| **Materials:**  **Beach volleyball**  **marker** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Tell the student they are going to practice sight words while throwing around a beach volleyball. ☺ | | | | |
| **Teacher will do:**  **Blow up beach volleyball.**  **Write down sight words on the colored parts of the beach volleyball.**  **Explain that the teacher will toss the ball to the student and they are to read the sight words facing towards them.** | | **Student will do:**  **Catch ball and read sight words.**  **Throw ball back.**  **Repeat.** | | |
| **Closure:** We will discuss how the students felt about the activity. Check for understanding by reviewing any errors. | | | | |
| **Differentiation:**  Can help the student out with reading the words or directions.  If student has mastered most of the sight words challenge them to next time choose a sight word on the volleyball and create a well formed sentence using the word. | | | | |
| **REFLECTION**  **The students enjoyed this game the most! In comparison to the charades game my students were able to correct a few of the words they previously didn’t know/mispronounced.** | | | | |

**Use of Technology**

There wasn’t any use of technology in this unit. I would’ve liked to see the educational program Istation for Reading being used on the computers but time wouldn’t allow. However, I did integrate various hands-on activities to keep the students engage in their learning.

**Section 5 Instructional Decision-Making**

Before starting the unit, I gave the students a simple pretest so that I could compare scores at the end. The students became very frustrated with it even though I reminded them multiple times that this was just for me to see where they were at. Once we completed the test, I used the overhead to review the 15 words selected from the Sight Words for second grade list that we have already been working on. We use these same 15 words for each lesson. My students who need extra help did have the test read aloud to them at their pace and I was very surprised they didn’t become frustrated with like the others Although some of my students did ok with the pretest they did not like being tested over skills they did not have.

In the first lesson, I asked the students “what is a Synonym? Antonym?” and we used big poster boards to define and list examples for each one. I had the students then complete a synonym/antonyms activity after instructional time. I used some words from their Sight Words list. I read the directions and each word choice on both worksheets for my struggling learners. The entire class did exceptionally well with the synonyms worksheet but with the antonyms worksheet they got stuck on a couple of the words. As we reviewed, I noticed they had an idea of what the words were on one sided but didn’t know the meaning of the ones on the opposite side. Review as a whole group, extra one on one time for my struggled students, gave them the chance to fix all there errors.

In the second lesson, we played a charades game using the 15 sight words. This was a fun game and my students seemed as if they really enjoyed it! My students with autism struggled with acting out some of the words and become frustrated when the partner wasn’t able to identify the word from his actions. My students who struggle were grouped together, at first, but after showing more understanding I separated them into the other groups. In the future, I will try to group the words “easy, medium, hard levels” so they can have options while also a challenge.

In the third lesson, we worked on finding the main idea and key details in a passage as our target skill of the week. During Guided Work, I read a short passage then as a whole group we created a graphic organizer on the board pinpointing the details and the moral of the story. This helped students understand what key details are and how they are used to find the main idea of a story. My struggling learners were with the resource teacher learning the same skill. My autistic student struggles with becoming frustrated when answering incorrectly and with this lesson he couldn’t seem to understand the difference between a detail and a key detail in a passage.

In the fourth lesson, we played picture dominoes. I didn’t like this activity very much because I didn’t like the picture template that came along with it. For example, there was a picture of a bike and some of the students called it a “bicycle”. Technically, that is still correct but for the game to go smoothly we had to go with “bike” instead. In revising this activity, I plan to use my own pictures. For the most part, my students did really well with the lesson although some of the names of the pictures threw us off. The directions were to group the pictures like dominoes based on the “ending part” of the word.

In the fifth and final lesson, we played word ball. The students and I both enjoyed this game the most! My students who struggle even had a great time with this activity and were able to identify and pronounce the Sight Words correctly. My autistic student had minor issues at the beginning in which I instructed him to take a break. When he returned I allowed him to choose a partner to work with which seemed to help. I noticed in comparison to the charades game some of the students were able to correct a few of the words they previously didn’t know/mispronounced.

The day before post-test day, I did a brief review over the sight words and the comprehension skill. We did a lesson each day of the week, leaving no time to take the posttest, so I felt it would be appropriate to refresh their memory returning back to school from the weekend. I decided to keep the same questions as the pretest so that I could compare percentages. My students with struggles had the test read to them at their pace just like the pretest, but I was a bit confused with my autistic student. During the pretest this student didn’t show any action of frustration but for the posttest it was the opposite. I encouraged him throughout the test to do his best and that seemed to help.

**Section 6 Analysis of Student Learning**

The pretest and posttest included the same questions. The first part of the test was the Sight Words inventory and students were tested individually on this section. The 15 sight words chosen were:

Small read

Animal tell

Still kind

Should hand

World off

Well mother

Land line

Right

The second section of the test included a short passage “Austin’s Famous Flyers” and multiple choice questions on comprehension of key details. It also included a short answer response asking “What is the main idea of “Austin’s Famous Flyers”? Use key details from the story to help support your answer.” Both tests were scored out of 20 points.

The data collected shows growth from every student. The data shows that some students struggled greatly before the instruction but were still able to make a learning leap.

The test percentages were:

Pretest Posttest

|  |  |  |  |
| --- | --- | --- | --- |
| 40 | 82 |  |  |
| 51 | 83 |  |  |
| 38 | 80 |  |  |
| 54 | 83 |  |  |
| 59 | 74 |  |  |
| 30 | 70 |  |  |
| 78 | 91 |  |  |
| 64 | 88 |  |  |
| 84 | 93 |  |  |
| 81 | 98 |  |  |
| 61 | 90 |  |  |
| 63 | 84 |  |  |
| 64 | 88 |  |  |
| 72 | 98 |  |  |
| 64 | 92 |  |  |
| 64 | 88 |  |  |
| 51 | 72 |  |  |
| 71 | 82 |  |  |
| 48 | 88 |  |  |

Overall Growth Percentage: The average pretest score was 60%. The average posttest score was 85%. The scores improved by 25%.

**Section 7 Reflection and Self-Evaluation**

All in all, this was a very interesting experience conducting this case study. Last semester, I gained a small amount of experience working on one but we were required to only focus on a couple of students. The difference in this case study was developing materials and data on an entire class. It has made me learn a great deal when it comes to Special Education and also how to use different strategies to help a student improve in their reading. Also, it made me realize how much work there is to do not only for the resource teacher but for the classroom teachers in teaming up to help make improvements with student’s struggles. I was very pleased that my students liked the lesson plan activities.

All of the students made improvements throughout the unit. The above grade level students increased their scores but it wasn’t a big increase because they did fairly well on the pretest. As for my low level learners, I was very satisfied with their improvements too. I believe the lessons I chose for this unit were made to help the students realize how much fun learning can be when you integrate hands-on activities into lesson plans. It teaches children how to collaborate and work successfully in groups, and also practice working independently. If I were to reteach this unit, I would make the changes needed to “Picture Dominoes” and “Charades” and add an extra activity to teach the comprehension skill. A lot of the students did okay with finding the main idea and key detail of the passage I presented to them but I would have liked to see a bigger improvement with the skill.

This study made me realize that every student has the ability to make learning gains with careful planning and instruction. Although I would like to correct every wrong answer with each student, I know that it is not practical due to the amount of time in the classroom and the number of things we still have to teach. I really enjoyed watching the students learn from each other and have so much fun with the different activities. The classroom would get quite noisy and hectic during the lesson but the students were very excited and cooperative when asked to stay focus. I only hope I am able to apply these same learning tools into my future classroom.