**Lesson Assessment Reflection**

**Background Information:**

1. Language Arts/Social Studies: In the process of reading the story to the students, the students will be able to recognize the main idea of a text as demonstrated by listening to the story. This lesson focus will be on the main topic and key details of a text. Science: By listening to parts of a story, the students will be able to identify the living and nonliving things in the book by answering questions. The focus of this lesson is living and nonliving. Math: By viewing the video, the students will be able repeat and recognize the numbers one to ten by singing along to the video.
2. As stated before, I observed my resource teacher teach about the main topic of a text and they were not understanding. I also reviewed her exit slip that she gave them at the end of the lesson. Based on these observations, I felt that the students needed more practice for this topic. My resource teacher has never gone over science, therefore I thought understand living and nonliving would be an easy beginning point. For math, the teacher got them to master numbers 1-5, therefore, I felt that the students were ready to go up to 10.
3. Language Arts/Social Studies: While reading the story, I asked questions as part of my assessment to see if the students were grasping the topic. I also used a checklist, question/answer strategy, and a rubric as a part of my scoring guide. Math: During the video, I checked for their understanding by stopping the video asking them what number comes next. I used a checklist, rubric, and an exit slip to check to see how well the students knew their numbers. Science: During the story, I stopped and had them answer and identify who/ what was living or nonliving on the page and why. I used a rubric, question/answer strategy, and a whip around to assess their understanding about living and nonliving.
4. My two students I have been observing are the ELL student and the student with the behavior needs. The ELL student would have my resource teacher speak to him in Spanish as needed throughout all my lessons. The student with the behavior needs had to constantly be redirected and given positive reinforcements. At times, he had to be removed from the room because of his behavior.

**Reflection in Action:**

1. Language Arts/Social Studies: based on the assessment about the main topic, the students were able to tell me what main topic meant, what the main topic of the story was, and the key details. I believe this was successful because I used repetition with the students to gain more insight about the topic. I would use the same assessment for the next content because it had been successful. I was surprised that all students were able to grasp the concept of this lesson based on the results of my pre-assessment. The second time around was successful because I used repetition throughout the lesson. Science: based on the assessment about living and nonliving, the students were able to tell me the difference between living and nonliving as I incorporated other activities besides the story because the story was not as helpful. I felt that I had them gain enough knowledge and I had confidence in them, I was not surprised that they did well. Once again, I will use the same type of assessment for the math content because the success rate so high. Math: based on the assessment, the students were having difficulty recognizing the numbers as opposed to saying them. This was fixed when I had to point to each number starting from one and saying, “This is what number one looks like”. Once I went through the rest of the numbers with the students, they were able to count and recognize them. Once I went over what each number looked like in written form, I expected the students to identify them, which they did.
2. I gave positive feedback to all students by commenting on specifically what they did. Each day, I went over the scoring with all students showing them how, they did. For the two targeted differentiated students, my resource teacher went over the scoring guides with him in Spanish, and translated my positive feedback to Spanish. The behavior needs student benefitted from the positive comments because they kept him motivated, and during the explanation of the scoring guides, I had to redirect his attention because he kept losing focus.
3. Once I go over the scoring guides individually with the students, if there is room for improvement we will go over how to fix it to better their word. I will let the students know that the feedback is a way for myself and them to see where they are, and how they can become better.
4. I have found that doing a pre-assessment can determine what lesson I should teach and what they know, or do not know. The formative assessments were a way for me to see if there were any improvements among the students. The feedback I gave was I way to show the students ways to improve their learning, as well as providing positive comments to all students.
5. As I look back n these lessons, I feel that I could have incorporated more group work among the students, as well as more opportunities for them to be up and moving since it is difficult for them to sit still for extended periods of time. I wish I would have made a point to talk to someone in the school about the student with the behavior needs to help him be more successful in the classroom.

Student Perception Questions:

1. I learned that I am organized, comfortable in front of the class, I have a good rapport with the students, and I tend to plan too much for a lesson. Over planning can be okay because I never know how quickly we will get through lessons depending on the students.
2. For unit week, it is vital for me to continue with repetition, so the students can understand, and continue to have patience with each student. For student teaching, depending on where I get placed, I will need to plan according to what the students know, and help students who may need the extra assistance.

**Survey Results:**

**3= YES 2= MAYBE 1= NO**

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| **P** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **J** | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
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