

EARLY CHILDHOOD	EDCI 37401 Math/Science	Lesson Plan Collection	OVERALL SCORE: 3.50/4.00
<i>Teacher Candidate</i>	<i>Date</i>	<i>School/Grade Level</i>	<i>Estimated Lesson Duration</i>
	11-13-19	Edgewood/2 nd grade	15-20 minutes per center
<i>Co Teacher Signature for Approval</i>			

Solar System Lesson

The central focus of my lesson is for students to develop a deep understanding of the water on Earth, the challenges other countries on Earth face, what we can do to protect Earth, what other planets in the solar system are like and how it all is connected. The students will learn these concepts through a variety of hands-on activities that engage them in collaboration and higher-level thinking.

<i>Standard(s)</i>	<i>Learning Objective(s)</i>	<i>Assessment(s)</i>
<ul style="list-style-type: none"> • Earth and Space Science (ESS) • Civics and Government: Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation. • Writing: Writing Genres: Argumentative, Informative, and Narrative • Programs and Algorithms (PA) • DATA ANALYSIS 	<ul style="list-style-type: none"> • 2.ESS.4 The student will obtain information to identify where water is found on Earth and that it can be solid or liquid by observing a globe and a picture of Earth and then creating a labeled diagram of Earth. • 2.2.5 The student will identify good character traits that make people admirable relating to taking care of the Earth. • 2.2.7 The student will explain the consequences of violating environmental laws, including punishment of those who do wrong, by learning about the consequences of violating environmental laws. • 2.W.3.1 The student will write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action to help the Earth should be followed. • K-2.PA.1 The student will use technology and a developmentally appropriate multimedia resource (solarsystemscope.com) to conduct age-appropriate research about the solar system. • 2. DA.1: The student will create a picture graph to represent the data collected about the class’s favorite planet overall. 	<ul style="list-style-type: none"> • The diagram of the Earth that each student made. Check whether or not they labeled each amount of water on Earth (in oceans, frozen, and usable). • The writing product created by students. Check whether they addressed good character traits relating to the environment, consequences of violating environmental laws, and what they can do to help Earth. • Check whether the student was appropriately using technology and examine the work product. (Whether or not the picture is labeled correctly with each part). • Graphing sheet: check whether or not the student correctly graphed each vote. • Self-Reflection sheet- students are able to reflect on all pieces of their work for centers.

Academic Language: What academic language will you teach or develop? What is the key language demand? What is the key vocabulary and/or symbols?	<i>Language Function:</i> Identify the purpose for which the language is being used, with attention to goal and audience – the one verb from the standard; ex: demonstrate.
	The purpose is to obtain, identify, and explain with the language being introduced and studied today.
	<i>Academic Language Demand:</i> Identify one of the following: reading, writing, listening/speaking, or demonstrating/performing. The demand will require more or less scaffolding (support) depending on the needs of students.
	The language demand is reading, writing, and demonstrating within each center.
	<i>Language Vocabulary:</i> Identify key words specific to the content area derived from the standard. Solar system, planets, Earth, globe, diagram, Pangea, crust, mantle, outer core, inner core

Planned Supports

Instructional Strategies and Learning Tasks

Introduction

- **Attention Getter- Class, Class- Yes, Yes**
- **Today we will be learning about Earth and the solar system.**
- **The first three rotations of centers will be done in the morning, leaving the last rotation for the afternoon.**
- **First, I will go over a powerpoint that teaches us about the Earth, keeping the Earth clean, and the other planets in the solar system.**
- **After the powerpoint, tell groups which center they will be doing.**
- **The teacher will set the timer for 20 minutes to begin.**
- **The students will begin their centers.**

Body

- **Globe Diagram & Water on Earth**
 - The students will explore a real globe and analyze the aspects of it.
 - There will be a picture of Earth showing the percentages of water on Earth.
 - The model of my diagram will be available for them to refer to.
 - Then they will create their own diagram of Earth with a Styrofoam and color it with markers.
 - There will be a step-by-step instruction sheet for students to follow along with if they need help creating their diagram.
 - Then they will label the water on Earth with a black marker. (97% in oceans, 2% frozen, and 1% usable)
- **Earth! My First 4.54 billion years**
 - Differentiation: depending on the group of 4 students, the story will be read aloud to them or the students will take turns reading each page.
 - We will focus on the page that focuses on the environment. (There are printed out sheets of the specific page each student will have to refer back to.)
 - This page will help them with the writing prompt “I can help Earth by...”
 - Have students first discuss amongst themselves what they could do to help Earth.
 - Ask students what makes a person a good citizen relating to the environment and helping the Earth.
 - Ask students what types of consequences people have for violating environmental laws.
 - The students will write about what they can do to help Earth, what we can do to be a good citizen for the environment, and consequences of breaking environmental laws.
 - They will write at least 1-2 paragraphs depending on the group they are in.
- **Solar System Scope**
 - In this center, students will be exploring the website solarsystemscope.com.
 - There will be instructions available for students to follow when starting to use the website.
 - The students will explore the website and decide which planet is their favorite.
 - For students who are struggling readers, a teacher will read the information about each planet to them.
 - They will draw a picture of that planet and label the crust, mantle, outer core, and inner core.
 - Then they will discuss with a neighbor in their group why they chose their favorite planet and ask why they chose theirs.
 - Then they will answer what they think is the most important part of the website.
- **Planet Books**
 - The students will go through and read each book about each planet.
 - There are facts and pictures throughout each book and page.
 - Based on what they discovered, they will decide which planet is their favorite.
 - They will write their favorite planet on their voting card.
 - Then they will place their vote in the voting box.
- **The timer will go off after 20 minutes, signaling to the students to finish and clean up at their current center.**
- **The students will walk quietly back to their seats and keep any papers/or the diagram on their desk, leaving some empty space.**
- **Chose one student randomly to hand out the pictograph papers.**
- **Tell students we are going to reveal what planet was the favorite planet.**
- **As we reveal the votes, we will draw a picture in each column for the planet that was voted for.**
- **A picture of each planet is provided in each row to show what that planet should look like when drawn.**
- **Model this for the students as you go, having them follow along.**

- **The winning planet will be revealed. Ask students why they thought that planet was the best.**

Closure

- **Review and ask students what they have learned today about the Earth, the other planets, and the solar system.**
- **Have students fill out a self-reflection checklist.**
- **Have students turn in their work and their self-reflection sheet in the gray basket in the front of the classroom.**

<i>Instructional Materials</i>	<i>Instructional Resources</i>
<ul style="list-style-type: none"> • Smartboard to present powerpoint • Elmo • Chromebooks • Globe • Styrofoam balls • Markers (green, blue, black) • Planet Books by Christine Taylor-Butler • Book- <i>Earth My First 4.54 Billion Years</i> by Stacy McAnulty, illustrated by David Litchfield • My Favorite Planet Sheets • I Can Help Earth by... writing prompt • Voting Box • Voting Sheets • Graphing Sheets • Self-Reflection checklist • Procedures lists 	<ul style="list-style-type: none"> • Doe.in.gov. (2019). <i>Indiana Academic Standards</i>. [Online]. Available at: https://www.doe.in.gov/standards • solarsystemsscope.com • WHO drinking water statistics https://www.who.int/news-room/fact-sheets/detail/drinking-water

LESSON PLAN TEMPLATE

ELEMENTARY EDCI 36204 Lite

ALL SCORE: 4.00/4.00

Day of lesson and topic: November 15, 2018- History

Common Core & Indiana Academic Standards<http://www.corestandards.org/the-standards>

5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.

5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Subject area and grade level/Targeted audience:

5th grade ELA

5th grade Social Studies

Estimated time required:

35-45 minutes

Objectives and/or Section 504 Plan items addressed:

Students will examine accounts of early European explorations including major land and water routes, reasons for exploration and the impact the exploration had.

Students will determine two or more main ideas of a text and explain how they are supported by key details and summarize the text.

What do you need to know to teach this lesson? (Academic Resource Materials)

Who Marco Polo was.

Where he explored.

Why he explored.

How long their experience was.

Student Background Information

4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Materials needed and preparation beforehand

Video: <https://www.livescience.com/27513-marco-polo.html>

Pen

Pencil

Teaching Methods/Strategies

Discussion: for the introduction of my lesson and throughout my lesson.

Reading-as-thinking: reading the article and highlighting main ideas.

Cooperative learning: Working as a class to identify main points in the article and discussing with their elbow partner.

Inquiry learning: asking the students critical thinking learning questions as we work.

How will you incorporate technology for the lesson and for the students?

I will be using the TV to display my short video.

I will be using the ELMO doccam throughout my lesson.

Differentiated Instruction:

I will follow the guidelines and adaptations for the students with an IEP. Ex: time extension.

I will work individually with students who need additional assistance as well as having my partner pull students who need assistance.

Diverse Learners/Multiple Intelligences Targeted:

Visual Learner: The video will meet the learning needs of a visual learner.

Verbal: A verbal learner will benefit from our discussions and responding to questions.

Intrapersonal: Will benefit from independent work time at the end.

Interpersonal: Will benefit working as a group and discussing with others as a class.

Instructional Procedures Include specific examples you will use, specific questions you will ask.

Engage ("Hook"):

- I will begin this lesson by first asking the students who has gone swimming. Who has played Marco Polo? Does anyone know how we came up with the game Marco Polo? Explain: The Marco Polo game began because Marco's family was explorers. When they were out on a voyage, Marco got separated from his family. When they called, "Marco" he replied "Polo" until they were reunited.
- I will then ask the students to think back to the Silk Road that we have been learning about, and I will remind them that Marco Polo was one of the most remembered explorers because he had one of the longest voyages as well as documenting his entire experience.
- We will then fill out the "Know" and "Want to know" sections of our KWL chart before we watch a video.
- I will then play a short 2-minute video that summarizes who Marco Polo is to give the students

more of a visual than just a passage. As they watch this video, they will be expected to write down 3 things they learned about Marco Polo on their KWL chart to share with the class so we can have a discussion. At the end of the video and discussion, the students will be able to grasp who Marco Polo is and his importance in the Silk Road.

Explore Activities:

- After the video, we will transition to our educational text about Marco Polo. The boys and girls will take turns reading paragraphs within the text. As the girls read, I will call on a boy to tell me the main idea in the paragraph. As the boys read, I will call on a girl to tell me the main idea in the paragraph. I will continue this until we finish the entire article.
- At the end of the article I will pause to give the students some time to fill out the “Learned” section of our KWL.
- We will then look at the map of all the places Marco Polo traveled and the students will talk with their elbow partner about all of the tools, resources, and obstacles that the merchants had to take.
- After we have finished reading and looking at this map, I will have the student’s transition to the boat and questions to answer independently.
- After they finish their boat, they will be asked to finish the writing at the bottom of the paper.
- They will be asked to write down anything else they learned under the “L” section and then we will review this as a class.

Reflect & Connect:

Discuss Marco Polo, his role in the Silk Road, and why he is remembered today.

Evaluation:

Collect each child’s boat, KWL chart, questions, and check for accuracy within their answers.

Assessment

Students will examine accounts of early European explorations including major land and water routes, reasons for exploration and the impact the exploration had with 85% accuracy by answering the final questions on the attached sheet as well as filling out the “Learned” category on our KWL worksheet.

Students will determine two or more main ideas of a text and explain how they are supported by key details and summarize the text with 85% accuracy by highlighting and underlining the main details in the text as we read. They will do this independently before we review them as a class.

Suggestions for re-teaching (State what you will do differently):

My overall lesson performance went really well! My students were engaged, interactive, eager, and comprehensive. This lesson was a History lesson and we talked about Marco Polo. Learning about history was never my favorite thing to do, so I reflected on that and I remembered how I felt learning history. Because of that, I did my best to present this lesson with enthusiasm, optimism, and straightforward. Because of the cooperation of my students, this was probably one of my favorite lessons!

Before we started this lesson, my kids only knew who Marco Polo was because of the pool game. I used this as my hook and explained the origin of that game and the relevance that it had to our lesson. So before this lesson, the students didn't have much to build off of. This allowed me to base everything off of minimal knowledge and scaffold off of there. By the end of this lesson, each student answered multiple questions about Marco Polo, they explained why he is remembered, what his significance was, how long his exploration took, and they used 3 new vocabulary words in their writing. Their growth from the beginning to the end of the lesson was extensive!

The overall execution of this lesson was successful. The students stayed engaged throughout the entire execution, they asked questions, and their assessments showed significant growth from where they started. Each child exceeded the goal of 85% accuracy and completed their questions and activities

with very few questions.

The only changes I would make to this lesson would be with the reading. Instead of reading separating boys and girls every time, I would switch it up to opposite sides of the room, if you're wearing a specific color, etc. This is something that they do every day and I think the students would have liked this change if I incorporated it. Also, I would allow the students time at the end to color the boat that I attached to the lesson for a way to wrap up the lesson and allow for a brain break.

Management System/Signals:

Class Dojo

Tally System

Problems that might arise

Technology could fail.

Behavior issues.

SECONDARY EDCI 34X Learning Segment OVERALL SCORE 3.23/4.00

Final Reflection

EDCI 347

Lesson #1 Reflection

According to my host teacher, she loved the lesson and wanted to implement the idea of it in her classroom. She specifically love the timeline aspect and how students as a class create their own. She loved how as a class we move down the timeline and explain the event and how it connects currently but also to the next chronological event. She also liked how I hooked the students with relevance. During the lesson, I felt that I could connect with the students more than I did previously and they definitely warmed up to me. I felt extremely confident at the end of the lesson because in a couple of the classes, students came up to me and complimented me on the lesson and how they felt they gained a good amount of new knowledge. After that feedback, I felt great, but need to look at the first classes, bell ringers and exit slips to get a grasp on whether or not it was actually effective. With the bellringer, it showed 70% of students in all the classrooms thought we always had a national currency. Then around 20% could tell me what our current banking system was. While less than 5% of the classroom could connect that knowledge to historical events. By the end of the class the evidence growth or not was in the exit slips. 98% of the students in each class could tell me that we didn't always have a national currency. Then they showed improvement because by the end about 95% could tell me what the current banking system was. Then about 85% of the students were able to correctly connect this system with a historical event. This showed that most students met my learning target, that At 85% accuracy, students can take evidence from the text of a historical event and apply its effect on the current federal reserve system. This felt really good and showed that my lesson was effective in all the classes I taught in. Next all classes were able to construct a timeline completely and summarize their event as we went through. This shows that the students At past my learning target because all classes were able to at 85% accuracy create a timeline of the history of the American Banking System.

After this I knew that I needed some constructive feedback on the implementation of the lesson because by all means, my lesson wasn't perfect. So I asked my host teacher what I could improve upon. She told me that, setting a time on parts of the lesson would be beneficial. She also suggested that I have additional work for students who needed it. This was the feedback I got after the first time I did the lesson. Knowing this, I set time limits next class, with a timer in the front of the classroom. This helped a lot, it made sure students were focused and on task, and it ensured that I didn't spend too much time on one thing. It also ensured that I gave enough time for everything the students had to complete. She also suggested that I have additional work for students who finish the worksheet early. This feedback was at the end of all my lessons and the way I do this is by asking students who are finished with worksheet and blank paper part, is to also ask students to draw on the other side of the blank paper a picture that represents the event. She also suggested that I work on rephrasing of questions, to get answers that I want during discussion. I believe this takes practice and I will definitely look into how I do this for next time. She also suggested that I practice on working with wrong answers that students give me. She suggest things as working adding on to wrong answers to turn it into something that is applicable and doesn't make students feel bad for giving wrong answers. Don't tell students that is straight out wrong but maybe suggest this is what they mean. Also she suggested just telling student interesting point and we will get back to that, then moving on. Other than some adjustments that she saw, she felt I did great. She also told me that I

commanded the room very well. She thought that I was managing the classroom pretty well and when ever I felt they were getting off task, she said i made sure they got back on task. She also thought this command came through with my preparedness and knowledge of the content. She loved how I consciously answered student questions. I would like to point out through my own observation that students in the first class got confused with my instruction and what they should do. They thought while reading there document they were filling out the timeline notes. This could come as a confusion because I passed out both the worksheet and timeline notes at the same time. It confused them because I didn't explain what the notes were for so they assumed they had to fill that out at the same time as the worksheet. I fixed this problem by first not handing out timeline notes until after the class timeline was created. Handing them out became time consuming, So in the third class, I handed them out at the start of class but the first thing I asked them to do was put the notes underneath there desk and I would tell them when to pull it out again. This worked and got rid of the confusion that students encountered. All of this gave me insight that, I need to refine my transitions, timing, and explanation of task to limit some confusion within the classroom. After the day was over I graded the worksheet and this work as feedback to students. If student did perfect they got a "well done" on there paper, but also a positive remark on something they did remarkably well on. If student got something wrong, I put a question that would help them find the correct answer. There were still a positive remark on paper to ensure students don't feel bad about grades. On a side note, I won't know if this form of feedback is good and I will get the answer to that the next time I see them. Overall I had a ton of fun and can't wait to take what I learned and apply it to my next lesson.

Lesson #2 Reflection

I thought the lesson went well, students were engaged and seemed to like the change in procedure. The period that this lesson was implemented tends to follow a strict pattern that they go about tackling these case studies. They tend to introduce the subject, read and annotate, discuss, and debate. This is a great strategy for students to use and learn but I wanted to change it up. Students, once they found out that everything was going to be a little different, seemed to get a little more excited for the lesson and they engaged in discussion questions. Also, students stayed on task throughout, which was awesome and allowed the class to finish up the tasks and objectives for the day. Overall the lesson went very well and was a great learning experience. Students across the board got the knowledge they needed and the lesson in my eyes went alright.

The strongest component of the lesson was when students first made their predictions about the reading. I thought it was amazing how throughout the lesson, they found evidence to either discredit or credit that prediction. Students were extremely excited when this happened, which facilitated a great discussion after the class found particular evidence. Something that was really cool to see was that the students created new predictions about what would happen next based on the information they found without teacher leading questions. This really showed the power of the activity and how it could help students find purpose in reading, look for evidence, and make an educated guess. I think this really helps students grasp the content but also develop their literacy skills. I think this is the strongest part of the lesson because it was the aspect that I think helped the students the most. The instructional component that needs the most refinement according to my host teachers' feedback is the phrasing of my leading questions and discussion questions. She said they aren't bad but sometimes I get caught in my words and sometimes my questions can be confusing. I completely agree with this assessment, I think that I get ahead of myself sometimes and need to just take a second. I saw that students

got confused a couple of times when I was leading a discussion. When I saw this, I had to think and quickly rephrase the question. I think if I just take a second to think what I want to say then I won't have to backtrack and reask the question. That being said the questions I had prepared and had at my disposal were precise and created little confusion. The ones I had trouble with was the on the fly questions that was the product of student answers and activity. Again I think I need to take time to think about how I want to ask the question but be a little more prepared for almost anything. I will work to improve this in my next lesson but this was for sure part of the lesson that needs the most work because at points it derailed a good discussion for splits of a second.

Even though I felt great about my lesson and felt true growth on part of the students, I made sure that I could prove this through data either way. I first gage this data in the opening discussion, to informally grasp the student's pre-ability to summarize and assess the various actions which characterized the early struggle for civil rights. With the opening discussion, about 95% of students could tell me that everyone has the right to vote. Showing me that I didn't really need to spend a lot of time on the subject. In the same discussion, about 90% of students could tell me that this right to vote hasn't been available to everyone. Showing me that I didn't really need to spend a lot of time on the subject. In the same discussion, about 10% of students could describe how voting rights have changed. As I expected this area of information would need to be an important aspect of the lesson. In the same discussion, about 5% could tell me the cause and effect of these changes. Again as I expected this area of information would need to be an important aspect of the lesson. By the end of the class, the evidence of growth or not was seen in the Summative assessment. This is the work were students read the first two sections, then write on the same page as there predictions, the evidence that either proves predictions wrong or right and explain why. Then they will need to summarize what they read and predict what will happen in the next reading. Based on this and what students turned in about 90% of students could accurately summarize and assess the various actions and events that they read. Based on students' answers about 85% were able to use textual evidence to propel their predictions for the next readings. This showed me that most students met my learning target and my lesson was at least based on the data an effective lesson. This felt really good and showed that my lesson was effective in all the classes I taught in.

In conclusion, I think my choices and actions of classroom management supported learning. There are the same insights about my teaching as before in other lessons and reflections but I think a new one that I found was that I am working the room a lot in all three lessons that I conducted. I talk from all parts of the class, which I think helps students connect and get involved due to being closer to me and me being able to see them. I also think this moving around helps the management of the classroom as students know that I will be moving around, talking by them and checking in on them with their work. I also think this helps me to gage understanding and where students are at in an activity. This leads me into my next insight, my host teacher tells me that I am flexible and make adjustments based on students' needs pretty well. For this lesson, I saw students were interested and needed more time on the activity and discussion so I extended the time. I think this ability to gage is important but like anything too much flexibility can be taken advantage of and needs to be used with moderation. I know my teaching isn't perfect and as in anything, work on one's craft is always needed. So overall I had a ton of fun and can't wait to take what I learned and apply it to my next lesson.

[Lesson #3](#) Reflection

I think the lesson went very well, the students were extremely engaged and were hooked from the beginning question. The period that this lesson was implemented is the host teacher's

“rowdy” bunch. They tend to get out of hand at different points of a lesson and I had to use different management skills to ensure students stayed on task. They really enjoyed the idea of having taxes introduced to them through a real-world point of view discussion. Students were engaged and liked doing the activity, they tried their best to answer the questions at hand. I think the lesson helped introduce the topic to them very well and got them ready to learn specifics about different types of taxes and spending by the government. I didn't get through the whole lesson and presentation but I think the extended time on the discussion questions and activity was needed. I realized pretty early on that students had many questions and things to say, making it most beneficial for them to stay on this to ensure that students could be proficient when they moved on to the next lesson in the unit. Overall students stayed on task throughout, which was awesome and allowed the class to be productive for the day. Overall the lesson went very well and was a great learning experience. Students across the board got the knowledge they needed and the lesson in my eyes went alright.

I believe the strongest component of the lesson for me was the student engagement aspect of the lesson. According to my supervisor and the host teacher, they really enjoyed how I got students across the board to interact and actively participate in the lesson from beginning to end. Which in terms of means, I had a good hook, good leading questions, and a good activity for higher thinking. The last lesson I did, my leading questions were not good, so going into this discussion led lesson, I wanted to ensure my questions weren't confusing and got students thinking and discussing what they should be questioning and talking about. Students learn by being active and in this lesson, I think their activity was high and was the best aspect of the third lesson that I conducted. I had fun implementing the lesson because of this and hope students got the most out of the lesson and enjoyed it as well. Again, I think my transitions and connection to the next aspect of the lesson was not the best. My host teacher again brought this part of my lesson as something that needs to be worked upon. My knowledge of the content was fine and she praised most of the lesson but again transitioning to the next question or activity was something she sees as something I need to work on. Not great transitions could lead to confusion, misbehavior, and other things that could derail the lesson. I agree these things need to be refined but I think I limited the distraction my bad transitions caused. I may not be as lucky if they continue to fail and run into problems. Also if I saw confused looks about the transition and connection between two different questions or activities, then I ensured I explained and brought the class back together with an adjustment. I wouldn't have to do this if the transitions were refined and precise. Overall I don't think my teaching is perfect by any means and I could do better in many aspects of my implementation but the one I should focus and needs the most work is transitions. I think a way to improve this, is to have another teacher look over how I plan on transitioning. I could also play out the lesson to ensure the transitions sound good and students would get them. This would allow me to refine them and ensure they are classroom-ready.

Even though I felt great about my lesson and felt true growth on part of the students. As this was an introduction lesson the student's beliefs were gaged first with the group activity and discussion. This helps the teacher get a grasp on students' understanding of taxes overall. With the discussion, about 40% of students thought that taxes should be the same for all people. With the discussion, about 45% of students thought that taxes should have some people pay a higher portion of taxes based on their income. About 5% didn't think either plan would work. About 70% of students thought that people's taxes be based on their ability to pay. About 100% believed that it was the government's responsibility to aid people who are retired and have a disability. The class was split 50% to 50% when it came to the government's responsibility to cover those

without work? This divide was confusing because about 90% thought that people were responsible to provide for him- or herself. 10% thought otherwise, most thought the government funding should be a safety net and it's a person's job to be working and providing for themselves. About 90% of students told me about sales, property, and income tax. About 5% told me about progressive, regressive, and proportional taxes. This meant that when filling out the chart later the teacher needed to make a particular point in mentioning these. When asked what taxes pay for, students universally could tell me benefits and military. They were pretty knowledgeable on the spending part of taxes. The teacher took note and determined that this aspect may need less time when filling out the chart. By the end of the class, the evidence of growth or not was seen in the final formative assessment. This is seen when students are asked to fill out an exit slip. It asks them, "What type of taxes are there and what do they pay for?" Based on this and what students turned in about 90% of students could tell me that there is a progressive, regressive, proportional, sales, income, property, and other small types of taxes. Just like seen in the discussion, 100% of students could tell me that these taxes go for the budget for our local, state, and federal institutions. It pays for education, military, benefits, healthcare, retirement, and many other things. This showed me that most students met my learning target and my lesson was at least based on the data an effective lesson. This felt really good and showed that my lesson was effective and my actions were warranted.

In conclusion, I think my choices and actions of classroom management supported student learning. There are the same insights about my teaching as before in other lessons and reflections but I think a new one that I found was that I am working the room a lot in all three lessons that I conducted. I talk from all parts of the class, which I think helps students connect and get involved due to being closer to me and me being able to see them. I also think this moving around helps the management of the classroom as students know that I will be moving around, talking by them and checking in on them with their work. I also think this helps me to gauge understanding and where students are at in an activity. This leads me into my next insight, my host teacher tells me that I am flexible and make adjustments based on students' needs pretty well. For this lesson, I saw students were interested and needed more time on the activity and discussion so I extended the time. I think this ability to gauge is important but like anything too much flexibility can be taken advantage of and needs to be used with moderation. I know my teaching isn't perfect and as in anything, work on one's craft is always needed. So overall I had a ton of fun and can't wait to take what I learned and apply it to my next lesson.

Lesson #4 Reflection

In reflection, my lesson didn't go to plan and was derailed halfway through it. So for the class, I was going through the lesson and students were just about halfway through the activity, when the host teacher pulled me aside and told me that I am teaching progressive taxes too broad and wrong. That my lesson and activity would confuse the students when it came time for them to learn how to file taxes. She told me that I needed to collect the activity and switch to something else. She suggested that I revert to going over taxes overall. At this point, without even thinking I brought up my previous lesson and pulled up the discussion questions that can facilitate a general discussion about taxes overall including progressive taxes. At this point, I told students to turn in the activity. I was freaking out how not to make this quick change in the lesson didn't give show off that I had taught the content wrong. So I told them that since we talk about one specific tax, we will look into taxes in general and where progressive taxes fit in the broad spectrum of the system. Based on my observation students had no thought that something was wrong. This situation was by far the worst thing that's ever happened to me during the lesson. This change of course within the lesson made my lesson into a review and

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didn't allow me to get data on if students accomplish my objectives for the lesson. It threw everything off and I felt as though I hurt student growth rather than be there and further their learning. As this is mostly my fault, I should have asked more specifically what she wanted to be learned about progressive taxes and how I should teach it. My communication with my host teacher should have been better. Overall I regret this lesson and will always work to ensure this never happens again, I cherish this experience because again it is a great learning experience for my teaching.

I think the strongest aspect of my lesson throughout the first and second part was the student engagement aspect. Even with the change, of course, I across the board got the students to interact and actively participate in the lesson from beginning to end. Even with my lessons flaws I was able to get this from the students, I think it was due to my composure but also I had higher level questioning that created a good environment for learning. Again I believe that students grow in their education by being active and in this lesson, I think their activity was high and was the best aspect of the final lesson that I conducted. Something to note is that my transitions in this lesson got better proven by the ease of the transition between my lesson and improvised part of the class time. That being said based on this final lesson the instructional component that needs the most refinement is the content knowledge. I haven't taken an economics class since high school, so every time I created and conducted a lesson for economics, I had to do heavy research and learning about the topic I would be teaching. I did this for progressive taxes and believed I had a good grasp on progressive taxes and would be able to teach the concept and content. When I got to the day of teaching and while I was progressing through the lesson it became apparent to me that I wasn't as knowledgeable of the content when I was told that I was teaching it wrong and teaching of the content wouldn't be beneficial to students. If I had a better grasp on content then the problem within my lesson wouldn't have happened and everything probably would have gone to plan. I should have taken even longer to learn the content and even talked to the host teacher about it.

When referencing knowing whether students accomplished the goals and objectives or not. I couldn't determine this because my lesson was cut before students could finish the activity. Also, it finished up before I conducted my round-up discussion. Which would have told me if students accomplished the goals and objectives by the end of class. It would have shown me student growth and where there was a need for adjustment in my lesson. If I had gotten through this data wouldn't matter because what I was teaching the students about progressive taxes was wrong and not something they needed to learn. I regret not being able to gather this data. Even when my lesson changed to another topic, it became a review and it was difficult to gage any kind of understanding because most students knew the general knowledge about taxes. When it came to academic feedback, I couldn't give this to the students. I did provide students feedback when it came to my experience with them this semester. I told them that I was thankful for them treating me with respect and dignity. I thank them for allowing me to teach them but also get to know and learn from them. I thanked them for being amazing and wished them the best throughout life. Students liked this, then gave me a round of applause for doing a good job in their own eyes. I felt this feedback necessary and then extended it to the host teacher in a one on one setting. I told my host teacher that I was thankful for her allowing me to come to observe, learn, and teach within her classroom. I told her that this was a great learning experience and it helped me learn so much and she helped me grow so much. I just overall expressed my gratitude and wished her the best.

In conclusion, there are the same insights about my teaching as before in other lessons and reflections but I think a new one that I found was that not all lessons work out and I was

able to adjust and fix something when faced with adversity in a lesson. I think that being prepared is key to every aspect of teaching but something that I thought I did well and found out about myself was that I was prepared enough for the unit that my lesson could be thrown out and I still was able to change topics and connect it and make adjustments to keep learning going. I know my implantation of my lesson wasn't perfect but again I found a positive insight on my teaching through it. This lesson was a great learning experience even though it failed in a couple instances. These failures serve as a great lesson that I need to communicate better what is expected of me, know the content on the specific topic better, and that flexibility is an essential tool that any good teacher has.

Final Reflection

In reflection of my experience, one must come to the conclusion that this experience was beneficial and a great learning experience. I've gained a vast amount of knowledge including the importance of impact on student learning and how to use the data a teacher obtains to lead their decisions. I've learned how to take constructive criticism and work on the area of need and then apply and adjust for the next lesson. I've tried to apply this and be an effective teacher during my time in the field. When teaching I was able to be an effective educator in most of my lessons besides the last one. In all my lessons, I got students across the board to interact and actively participate in the lesson from beginning to end. Which in terms of means, I had a good hook, good leading questions, and a good activity for higher thinking. By the end of this experience, I made good improvements on my transitions and was working the room a lot more. I talk from all parts of the class, which I think helps students connect and get involved due to being closer to me and me being able to see them. I also think this moving around helps the management of the classroom as students know that I will be moving around, talking by them and checking in on them with their work. I also think this helps me to gage understanding and where students are at in an activity. I also found that I was quite good at being flexible and making adjustments based on students' needs pretty well. I also found that I am quite welcoming to feedback, as I see this as the only way to get better at my profession. That being said there are always places for improvement. Places that I think I need some improvement are personally connecting with students, remembering names, creating qualitative and quantitative assessments, and having precise leading questions and transitions. Overall I had a ton of fun and can't wait to take what I learned and apply it to my classroom.

In reflection about my Impact on Student Learning, I would say that I had a positive impact on 3 out of the 4 lessons that Implemented. In the first lesson, growth is seen with two figures. For the lesson when students filled out the bellringer, around 20% could tell me what our current banking system was and less than 5% of the classroom could connect that knowledge to historical events. By the end of class, students showed growth because about 95% could tell me what the current banking system was about 85% of the students were able to correctly connect this system with a historical event. This also shows that they met my learning target for the lesson. This shows that I positively impacted student learning for this lesson, which continues into lesson #2. When asked how voting rights have changed, about 10% of students could describe this. In the same discussion, about 5% could tell me the cause and effect of these changes. By the end of the class, 90% of students could accurately summarize and assess the various actions and events of how they changed voting rights. This showed me that most students met my learning target and my lesson was at least based on the data an effective lesson. This again continued into lesson #3, Whereby the end of class students showed growth in knowledge of content and skills. At the beginning of class, about 5% of students could tell me that progressive, regressive, and proportional were taxes. By the end of

class, about 90% of students could tell me that there are progressive, regressive, proportional, sales, income, property, and other small types of taxes. These three lessons, show the importance of assessment and understanding of the student body. My lessons were effective because I understand that within the school, reading and general English skills were low. So I made lessons to accommodate this but also ensure I grow their reading and English skills along with their economics knowledge. Where I ran into trouble with my impact on student learning is in lesson #4. I know that I wasn't an asset to students because I ran into trouble during the unexpected lesson. I couldn't determine growth and learning because my lesson was cut before students could finish the activity. Also, it finished up before I conducted my round-up discussion. Which would have told me if students accomplished the goals and objectives by the end of class. It would have shown me student growth and where there was a need for adjustment in my lesson. If I had gotten through this data wouldn't matter because what I was teaching the students about progressive taxes was wrong and not something they needed to learn. I regret not being able to gather this data. Even when my lesson changed to another topic, it became a review and it was difficult to gauge any kind of understanding because most students knew the general knowledge about taxes. An adjustment that I would ensure that I had a backup plan for all lessons but ensure that I communicate better with my teacher and ensure content is correct. Even though I had a failure in lesson #4, it was a great learning experience and something to ensure never happens again.

When looking at the data above one could say that my lessons were too easy but I would argue that they were just right. A strategy of mine was to challenge them with the content but also disciplinary literacy. When I had literacy for a lesson, I ensure that the reading and writing aspects were just above the varying levels of my students, so the lesson would challenge them. Also, I ensure I was teaching students content they weren't familiar, if they already had previous knowledge and didn't need to concentrate on a specific topic then it was just briefly summarized. Learning should be fun and easy, we shouldn't make the experience dreadful and almost impossible. Yes, students should work for higher thinking but as a teacher, I'll make the process to get to this point simple for students. That being said my data shows that my lessons were challenging for students in a fun way but it also was effective in most cases. I think part of this also has to do with the management strategies that I took. Management of the classroom came down having good preventive, supportive, and corrective strategies for classroom management. I never wanted to disturb the learning of the students and with management strive to keep students constantly learning, working, interested, and engaged. This I think helps prevent any student from truly misbehaving while I was teaching. Also during the lesson, I ensured to recognize positive learning behaviors by students, which helped. I also ensured there was always a good and efficient lesson pace. Which helped to learn and keeping students on-task. This is also done when I had classroom withitness, prepared higher level questioning, and provide feedback when needed. When this failed I used proximity control to ensure staying on task but also monitoring to ensure students know the routines, consequences, and procedures still apply. In conclusion, I think my choices and actions of classroom management supported student learning.

In conclusion, I think that this was a great learning experience and a great way to grow within my profession of teaching. I've gained a vast amount of knowledge including the importance of impact on student learning and how to use the data a teacher obtains to lead their decisions. I've learned how to take constructive criticism and work on the area of need and then apply and adjust for the next lesson. I've tried to apply this and be an effective teacher during my time in the field. Other than that, I want to thank my amazing host teacher, supervisor, the

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students, and most importantly my professor for always being available for feedback, being a never-ending bank of information, allowing me to pick her brain, and always ensuring we are always growing in our education. I feel most of my growth can be contributed to these people and I am always thankful for this.

Marco Polo

Revised article from history.com

Although Marco Polo is mostly known for the famous pool game, “Marco” “Polo” he actually is remembered to be one of the most well-known Europeans to travel the Silk Road. Marco Polo grew up in a family of merchants¹. His father and uncle had been involved with trade

for years before they took Marco with them. However, when they brought Marco along, this trip took 24 years (1271- 1295) because they stayed in China for 17 years collecting jewels and gold.

When Marco, his uncle, and his father were on their expedition², they could not find any boats that they liked. Because of this, they hiked many trails on the land, which eventually became known as the “Silk Road.” They hiked these trails over the next three years, traveling through mountains and deserts.

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When Marco and his family returned to their hometown, Venice, in 1295, he was captured in a battle and was put into prison. What seemed unfortunate at the time, it actually turned out to help Marco in his future. While in prison, he met a man named Rustichello. Rustichello and Marco ended up working together to collaborate in writing a manuscript³ titled “Description of the World” better known as “The Travels of Marco Polo” which is why we remember him today.

Merchant¹: a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying merchandise to a particular trade.

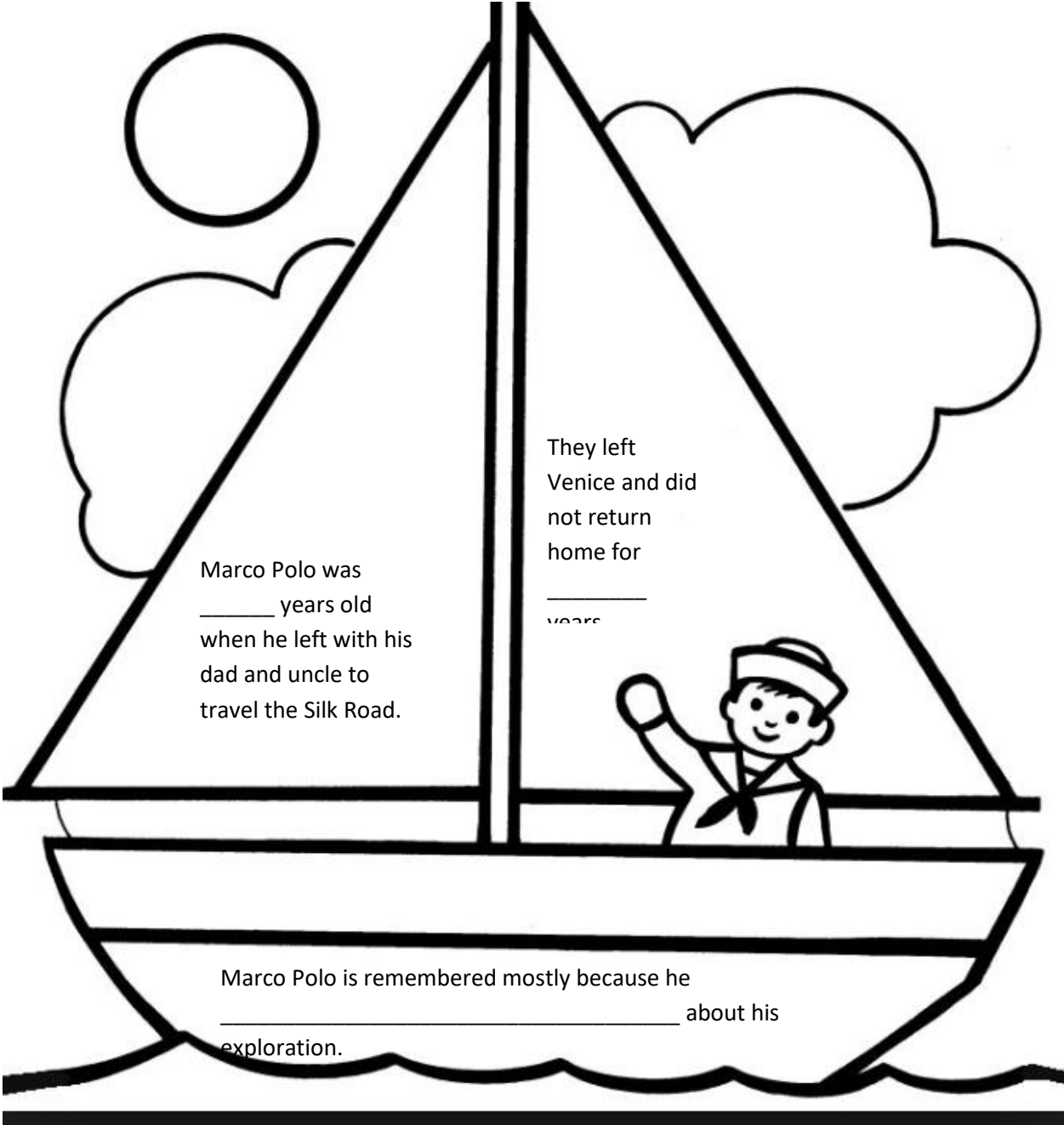
Expedition²: a journey or voyage undertaken by a group of people with a particular purpose, especially that of exploration, scientific research, or war.

Manuscript³: a book, document, or piece of music written by hand rather than typed or printed.

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Know	Want to know	Learned

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Marco Polo was _____ years old when he left with his dad and uncle to travel the Silk Road.

They left Venice and did not return home for _____ years.

Marco Polo is remembered mostly because he _____ about his exploration.

1. Where did Marco Polo travel to? _____.

2. Name two items Marco Polo was hoping to collect on the trade

3. If you were a merchant like Marco Polo and you had to leave your home and travel for 24 years, would you go on this exploration? Why or why not? Explain.

