

## Annotation & Evaluation

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### Barto, Denise AP8 - Knowledge of Subject Matter

Status: **Evaluated**

EVALUATION				
	Emergent	Bridging	Fulfilled	Profecency Level
<input type="checkbox"/> Insufficient  <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 8.E.1 Demonstrate knowledge and awareness of accurate subject matter (e.g. English, History, Mathematics, etc.)  <input type="checkbox"/> 8.E.2 Demonstrate awareness of the need to connect subject matter (e.g. English, History, Mathematics, etc.) to students' (P-12) real-world experiences  <input type="checkbox"/> 8.E.3 Demonstrate knowledge and awareness of a variety of teaching resources appropriate for subject matter (e.g. English, History, Mathematics, etc.)  <input type="checkbox"/> 8.E.4 Demonstrate an awareness of integrating knowledge from more than one subject area	<input type="checkbox"/> 8.B.1 Design instructional activities that use accurate and current subject matter  <input type="checkbox"/> 8.B.2 Design instructional activities that connect subject matter to students' (P-12) real-world experiences  <input type="checkbox"/> 8.B.3 Design instructional activities that use a variety of teaching resources  <input type="checkbox"/> 8.B.4 Design learning experiences that allow students (P-12) to integrate knowledge from more than one subject area	<input checked="" type="checkbox"/> 8.F.1 Utilize current knowledge of subject matter during classroom instruction  <input checked="" type="checkbox"/> 8.F.2 Implement activities that connect subject matter to students' (P-12) real-world experiences  <input checked="" type="checkbox"/> 8.F.3 Use a variety of appropriate teaching resources and curriculum materials that are accurate, comprehensive and useful for representing ideas and concepts in particular subject matter  <input checked="" type="checkbox"/> 8.F.4 Implement learning experiences that allow students (P-12) to integrate knowledge from more than one subject area (e.g. art, music, history, English, mathematics, science, etc.)	<input type="checkbox"/> Preliminary  <input type="checkbox"/> Emergent  <input type="checkbox"/> Bridging  <input checked="" type="checkbox"/> Fulfilled

**Comments from Evaluator:** your reflections demonstrate your knowledge in integrating other subjects in to your lesson along with relating your lessons to your students prior knowledge and experience\  
Good job

#### ANNOTATION

1. Type and description of evidence(s) (e.g. assignments, activity)

Contents:

- Lesson Plan: Florida's Native American Tribes Grade Level: 4
- Unit Plan: Methods: Topic: Health and the Exploration of the Human Body Grade Level: 3
- Lesson Plan: Shared Reading and Writing Grade Level 1-2
- Reading Assessments Grade 1  
updated 11/17/08
- Writing Lesson Plan Grade 1  
updated 11/23/08
- Halloween Lesson Plan – 1st grade Level II Practicum
- Thanksgiving Lesson Plan – 1st grade Level II Practicum

The first evidence that I have included for AP 8 Knowledge of Subject Matter is a lesson plan/local studies project that I did with a classmate on Florida's Native American Tribes as a class requirement for Teaching Elementary Social Studies SSE 4313. This lesson is a fourth grade Social Studies lesson for a unit on Florida History. This lesson involves the students researching a Florida Native American tribe and then writing and illustrating a fact book about the tribe, including facts about where the tribe lived, what they ate, what happened to them, etc. The students also learn about tools Florida Native Americans used and then are to make a tool that the tribe used, describing how the tool was made and used.

The third evidence I have included for AP 8 Subject Matter is a lesson plan written for RED 4310 Early Literacy. The lesson was a shared reading and writing lesson for students in first or second grade. I used the lesson in a first grade class. The lesson was designed to teach students how to make predictions when reading a book and to communicate ideas and thoughts through writing. I used the book, "Click, Clack Moo Cows That Type" by Doreen Cronin. I choose this book because children love animals and would be able to relate to the story. The illustrations were another reason I selected the book to help teach the concept of making predictions. For the content presentation I started the lesson the students were asked to make predictions what they thought the story would be about. I also talked with the students about how people can write or talk to each other such as using a typewriter like the animals used in the story. During the reading of the book the students would follow as I read and say "Click, clack, moo. Click, clack, moo. Click, clack moo. Clickety, clack, moo." Before reading each page I asked the students to make predictions. For guided practice with the students I had a discussion about what the animals in the story were demanding from the farmer and how they wrote a letter telling the farmer what they wanted. I had a worksheet of a letter with blanks and a word bank so they could see the letter format and practice completing a letter. The independent practice involved the students themselves writing a letter or using pictures if they were in the prewriting stage to write from the animal perspective and ask the farmer for something.

The fourth evidence that I included for knowledge of subject matter is a writing lesson plan I wrote and taught in my Level II Practicum. The writing lesson plan was for first grade. The writing lesson was one that was taught in a series of writing lessons for the writing unit. This lesson involved engaging the students by telling them yesterday we were working on writing small moments about people in their lives. I then told the writers the teaching point was to catch a small moment from their life and turn those moments into stories. I elicited prior knowledge by using the book, A Chair for My Mother, to guide the students on writing about a small moment to illustrate how the author stretched out a small moment. I then provided guided practice on the concept by sharing a story I wrote on a small moment. I modeled the thinking process by doing a think aloud then writing process by writing what I was thinking. I engaged the students in thinking of special places they like to go with their special person and wrote their responses on the flip chart for the writers to refer to when writing their stories. The students went back to their seats to write independently. While the students were writing I conferenced with the students on the teaching point for the day or on follow up from previous conference notes. Once the students went through the unit of study they selected a piece to publish. I used the rubric to assess the student's published piece of writing.

The fifth artifact I have selected for AP8 is the paper I wrote for RED 4310 Early Literacy Learning, discussing five assessments I selected to utilize with a first grade student. The assignment involved selecting a student in Kindergarten, First, or Second grade. I asked to work with a first grade student. The cooperating teacher selected which student to assess. The requirement was to select five assessments to assess reading and writing and administered those assessments. After conducting the assessments I was to analyze the results of the assessments and share my experiences in a written summary. I decided to use the running record, Harris word test, dictation survey, basic sight words, and rhyming assessments. I prepared for the assessments by reading the directions, obtaining books for reading, and making copies of the assessments to use with the student. For the running record I used a Marc Brown book, Arthur's Halloween. I copied the book to have the words to follow and score. I did a cold read which is taken on an unfamiliar book for the student. The running record was used to record the student's reading behaviors. I recorded and analyzed any words the student said in the process of reading connected to the text. For the Harris word List I made word cards which made it easy for the student to read. I follow along with my master word list and scored the words she said correctly, self corrected, no response, and what she attempted to sound out the phonemes. The dictation survey I provided a blanket sheet of paper and a pencil. The purpose of the dictation survey is to assess the student's representation of sounds by writing letters. I made word cards for the basic sight words. I followed along with the master sheet and scored the student's responses. The last assessment I administered was the rhyming assessment. This assessment involved me saying a word and having the student tell me a word that rhymed with the word I said. I took the assessments, scored and analyzed each one to determine the student's strengths and weaknesses in reading.

I have included a lesson plan I wrote and taught in my level II practicum. The lesson was a writing lesson plan that involved the students taking one small moment in their life and turning those moments into stories by thinking of a special place they like to go and write about a moment they had at that place. I related that lesson to a familiar book the students had heard and used for reading lessons, A Chair for My Mother, by Vera B. Williams. I read a page where I could show how the author took one small moment and stretched the moment out by telling the readers details. I showed the students my thinking process of how I come up with an idea to write about and then I modeled writing a small moment story from my life. I had the students close their eyes and visualize somewhere special in their minds and then think of a small moment at that place. The students then shared their ideas with their writing partners. After sharing our ideas the students went back to their table spots and wrote about their small moment.

updated 11/23/08

I wrote a lesson to teach the students how we celebrate Halloween but other countries celebrate Day of the Dead. I wrote and taught this lesson for my Level II practicum in a first grade classroom. This was a cross the curriculum lesson where I read the books, Pablo Remembers the Fiesta of the Day of the Dead and Moonlight: The Halloween Cat. I discussed with the students the holiday Day of the Dead and Halloween. The students then turned and talked with their partners about the similarities and differences between the holidays. I had the students tell me their ideas and I wrote them on a Venn Diagram on the whiteboard. From that discussion we talked about pumpkins and how we see them at Halloween. I then used the pumpkins for my math lesson to have the students make predictions about how many pumpkin seeds were in the pumpkin and to graph the results after the students counted the seeds. I used small pumpkins so counting the seeds did not take a long time. After the pumpkins were used for math we talked about the pumpkins and what they looked like. I set the pumpkins outside for the week where we observed the pumpkins when I came back the next week. The students with the cooperating teacher on the days I was not in the class observed the pumpkins and described what they saw.

This artifact is a Thanksgiving Lesson that I wrote and taught for my Level II practicum. I taught this lesson in the first grade class I interned in. I met with the first grade teachers who discussed the shadow box assignment and what we wanted the students to do this year for the class enrichment project. I worked with the entire first grade team of teachers to discuss the shadow box project. We discussed when to assign the project and when the due date would be. We also made arrangements

for the students to walk through all the classrooms to view each others shadow boxes. My cooperating teacher asked me to teach a lesson on Thanksgiving so the students would have more understanding and it would help them make their shadow boxes. A letter from the first grade team was sent home to the students and their families that the shadow box was a family assignment and they were to help their child make a shadow box of their families' thanksgiving or of the first thanksgiving with the pilgrims and Indians. In the lesson I taught the students that not everyone celebrates thanksgiving like we do and even in the United States thanksgiving is celebrated differently from one another. I used the Internet to go to various websites that were bookmarked on the computer to show the students how the countries like Canada, Korea, Israel, and Ghana celebrate thanksgiving. We discussed how our thanksgiving was similar and different from the other countries in the way they celebrate and the foods they eat for the holiday. For math that day I had the students graph the thanksgiving food they eat making a bar graph. During our science lesson we talked about the pumpkins and the students described what they saw. I wrote this down and we set the pumpkins outside. I had the students talk about what they thought would happen to the pumpkins during the week of sitting outside.

2. How did the evidence(s) address the Accomplished Practice? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)

I am submitting this lesson because my classmate and I conducted extensive research in the area before writing the lesson plan and activities. We visited local museums and Indian mound sites as well as conducted research on the internet to find out information about the Indian tribes we included in the lesson. We had to develop extensive knowledge about the Indian tribes in order to complete this lesson plan and present it to our class. After gathering the information we obtained on the Indian tribe we had to put together a presentation for the class to educate fellow classmates about the topic.

The second evidence that I included for planning is the unit plan that I developed with three classmates in my methods course. The unit is a third grade science unit on the human body. This is one of four lessons each person in our group developed to teach the unit on the human body. We started out developing our objectives for the lessons in order to guide our research and keep us directed in what we wanted to teach the students. The process of developing the objectives took time, discussion, writing and rewriting until we developed objectives we felt were appropriate for the subject matter we wanted to teach. This lesson is on the five senses. I included the lesson because there is the teaching lesson and the activity lesson which demonstrates knowledge of the subject matter that was needed in order to develop just one lesson for this unit. This lesson utilizes a KWL chart to engage the students in what they know about their senses and what they want to know. This lesson is also very interactive and contains hands on learning activities which will have an impact on the student learning process. I feel the presentation activities of engaging the students in using their senses will promote their learning about their senses and using their senses. This lesson also has an extension activity which demonstrates the knowledge that planning goes beyond the current lesson and the teacher should think of ways to extend the lesson or ways to relate the subject material to other subjects.

This lesson plan addressed the AP Knowledge of Subject Matter to demonstrate my ability to teach reading and writing skills through a reading lesson plan. I displayed my knowledge of various strategies to use to teach reading and relate it to writing in order to making writing more meaningful to the student. It also shows my ability to select material that children can relate to and enjoy reading the story. This lesson also shows by ability to take a children's book and develop a lesson plan to teach a reading strategy. I feel it is important to select books that are appealing to children, yet teach the concepts you want them to learn. I believe the lesson also shows my ability to set up the learning environment using various teaching strategies including whole class discussions, modeling, and independent practice to reinforce the concepts learned and be able to assess what the students learned.

I selected this lesson plan to display me knowledge regarding the writing process. I included this artifact because it was the first lesson I taught and was able to assess the student's learning using a rubric rather than my observations. I also included this lesson because I utilized conferencing notes with the students as well as the rubric for their finished writing piece. The conference notes shows my ability to use both formal and informal assessment strategies according to the intent of how and why I am assessing the students. The conference notes also allow me to conference with the student, document the teaching point, and address areas that a student may be struggling. I included this artifact to display my knowledge of selecting an assessment based on student performance and ability. I believe a teacher needs to know the subject matter but also how to assess the student's learning of the subject. The conference notes and the writing rubric allowed me to analyze the student's writing ability, areas they were not performing, and areas that needed to be revisited in my lessons. The two forms of assessments helped guide my future instruction which was based off the student's writing performance. The rubric assisted me in scoring to determine the student's writing ability. I believe the rubric helped me evaluate the student's strengths and weaknesses particularly with the writing process. In the writing process there is no right or wrong answer like a math test and would be very subjective if the rubric was not developed to guide the assessment process. When evaluating a student's writing a teacher makes a decision whether or not the product meets the criteria to be assessed. I was able to use the rubric with the 16 students in the class and see the individual performance but then analyze the performance for the class as a whole. When reviewing the rubrics on the students in the class I was able to see the writing areas that needed to be taught again.

I used the reading assessments to document my knowledge of not only the reading process but how to assess the student as well. I decided on using these assessments based on what I saw Pinellas County use I felt these assessments were commonly used and should be ones I should be familiar in using. I also used this evidence to display my ability to take an assessment, administer them with a student, and then analyze the assessments to determine how I would proceed with instructing the student to improve their reading ability. I used the assessments to show the knowledge I learned about assessments, how to administer assessments, and then analyze the assessments. I feel assessments are the most important tool for a teacher to use in planning for the instruction process. Assessments help guide your instruction. Analyzing assessments helps identify a student's weaknesses and guides your instruction or teaching strategies to help the student learn.

updated 11/17/08

The writing lesson meets AP 8 for subject matter because the students had to connect to real-world experiences they had in a special place and write about a small moment they had in that place. I am using this evidence to show my ability to plan a lesson that involves the students thinking about experiences they have had in their lives and then write about that moment. I believe when possible a lesson should connect the students to experiences they have had in their lives. It also shows my knowledge of the writing subject area for the primary elementary grades. You need to relate their stories to their lives, have them talk about their writing with their peers and then practice writing stories. I also believe whenever you can use children's literature to illustrate a point helps the students in the learning process. In using the book the students were familiar with helped to show the teaching point and let them experience as a reader what it feels like to read and see an explanation of

what you want the student to do.

updated 11/23/08

The Halloween lesson demonstrates my knowledge of subject matter for AP 8 because I was able to write and teach a lesson to the first grade class I interned in teaching the students about how other cultures celebrate holidays differently than we do. The lesson taught the students about Halloween and how Mexicans celebrate the Day of the Dead during the same time we celebrate Halloween. The lesson also connected the reading subject matter into the math lesson where the students made a bar graph and then the science lesson where the students observed and described the pumpkins all connecting back to our talk about pumpkins from the morning reading lesson. I believe the lesson had a variety of teaching resources from using the children's literature to the pumpkins, to bar graphs and writing their observations of the pumpkins. The students in the class had never heard of Day of the Dead and thought everyone celebrated Halloween. I believe the lesson taught understanding and acceptance of other cultures' celebrations. I saw first hand how first grade class I interned in was mostly composed of white students and two ethnically diverse students. During the student partner discussion I heard some intolerant remarks and I addressed comments that were not tolerable of others once I heard them. We discussed the intolerance and the schools character to commitment traits and how these qualities are good for students to possess when learning about other cultures. I believe this lesson taught the students to have acceptance of other cultures especially when they are different from ours. The lesson not only taught the students about other countries celebrations but also taught them about being tolerant of other people's celebrations and traditions.

I am using this lesson as evidence for AP 8 knowledge of subject matter because the students learned about thanksgiving here in the United States and they learned how other countries celebrate the holiday. The students learned how Canada, Korea, Israel, and Ghana celebrate the Thanksgiving holiday and what the holiday is called in that country. I am using this lesson because the lesson helped create a learning environment where the students learned about other cultures that fostered acceptance and tolerance of how other cultures and people celebrate holidays. I am using the lesson because I met with the first grade team of teachers to discuss this assignment for all of the first graders. We discussed what the letter going home to the students and families should say and what we wanted the students to make in their shadow boxes. We met the week the project was due to discuss how to present the boxes and walk around to each others rooms for the students to see each other's shadow boxes.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

I have not had the opportunity to teach this lesson. I feel this lesson would impact a student's learning about Florida's Native Tribes because of the research the student will do on their own and then apply their knowledge to making a tool and a book. I feel the student will learn because they are finding and researching the topic for themselves, while I will be guiding the students I am not telling them the information. I feel sometimes students can learn more if they are engaged in the subject material and have the opportunity to be creative to display the knowledge they have learned.

I included this unit as evidence because it was planned cooperatively with three others. I think that it is important to show that teachers are able to share ideas regarding their knowledge of the subject matter, plan together and be flexible with plans. I included this unit plan because I think that any time you have to develop and teach a unit, a large amount of preparation, planning, and knowledge about the subject matter goes into the unit. Individually, as well as, cooperatively we spent time researching the subject matter to ensure we were correct in our knowledge of the subject, as well as, helping one another sharing our ideas and discussing what we felt would be important to teach the students.

I did not teach this unit but if I had the opportunity, I would use some of the lessons and activities with students. There are many hands on activities which promote student achievement and learning. The various teaching strategies and activities will engage all students. There is also a variety of assessments for the different lessons in the unit. During my planning and once used in the classroom, I would review the lessons and make adjustments to the lessons and activities to optimize student learning.

I administered the shared reading lesson plan in a first grade class. I originally wrote the lesson for first or second grade, but after teaching the lesson with students I now see the lesson should be kindergarten or first grade as I feel it would not be challenging reading material for a second grade student. The way the lesson was written the teacher would have taught the book and strategies over a two day period. I didn't have the opportunity to have two days with the students, just one reading block time so the lesson was rushed. You can not rush a student's learning, they need time to absorb what you're saying, watch you model the strategy and time to use the strategy themselves. Overall, though the students loved the book and loved writing a letter to the farmer with their demands. The students enjoyed playing the role of a different farm animal like a duck and thinking what type of demand a duck would make of the farmer. This was a great lesson for me especially since it was my first time teaching a lesson to a whole class. I measured the success of the lesson by the eagerness of the students to write their letters to the farmer. Their letters were sent home in their take home folders which I hope their families enjoyed reading and sharing.

The writing lesson was one lesson in a writing unit of study. It was an important lesson where the students could base a lot of their writing from. In the writing process every student is different. As the teacher it is important to provide individual feedback to the student regarding their writing. It has been recommended that a teacher conferences with the student at least one time a week. If I did not have the conference notes to write my observations, teaching points, and what was next I would not be able to assess and see where my students were in the writing process. Writing is an evolving process and students progress at different rates. This was witnessed in this lesson plan. Some students were able to write about a special place in their life and some were not able to. I think it is important to assess individual students but also assess the class as a whole when making instructional decisions. Looking at my conference notes I was able to determine which students understood the teaching point and which ones did not understand. Most of the students were able to think of a special place to write about. Their thinking process was enhanced during the teaching of the writing lesson when I had them share their ideas with their partners as well as brainstorm with the class of special places in their lives.

While I did not teach the student I assessed using the reading assessments, I did share the assessments with the student's classroom teacher. She reviewed my work to see if my conclusions were correct and my determinations regarding the

student's reading ability. I learned with the running record to keep going higher until the student makes a certain number of mistakes to determine their reading level. If this were my student I would have used the county mandated reading material and pushed the student to the highest level she could have read in order to determine her accurate reading level. Assessments impact a student's learning because they should guide the teacher's instruction. As a teacher it is important to have a variety of assessments at your disposal because not all students learn at the same level, have the same abilities nor the same learning styles.

updated 11/17/08

I feel this lesson impacted my students learning as evidenced by their writing product. During the writing time I sat with several students and conferenced with them regarding the teaching point from the lesson. I was able to see how the lesson helped the students write more focused stories and concentrate on one small moment rather than several different things they did. The small moment once shown to the students seemed to help the students in writing their stories. I feel the lesson help make the students better writers. I think whenever you can relate a lesson to a student's life it makes it easier for them to think about ideas and write because they have actually had the life experience. Part of the lesson involved me conferencing with the students which I feel is very important in teaching writing. When conferencing with a student you can see particular areas where you see if a student is understanding the lesson or struggling. From the conference you can see where you need to go next in teaching the student.

updated 11/23/08

I saw how this lesson impacted the student's learning about other cultures and how they celebrate holidays. The students did not have any knowledge of how another culture did or did not celebrate Halloween and they thought everyone celebrated Halloween like we do. The students learned about Day of the Dead and how Mexicans celebrate this holiday. The students learned how some celebrations are similar and different from our own and to be tolerable and accepting of others beliefs and customs. I believe using children's literature helps children understand other's cultures and should be used whenever possible. I believe it enhances your lessons but you want to select appropriate multicultural children's literature that accurately portrays the culture you want the students to learn about. The topic was easy to connect into other lessons throughout the day. The students loved counting the pumpkin seeds and then making a bar graph to see which table group had more seeds. They also enjoyed observing the pumpkins for the week and watch the pumpkins start to decay.

This lesson impacted the students learning. They learned about other cultures and how they celebrated their thanksgiving holiday. They learned how people in other cultures celebrations are similar and different from our holidays. Many students learned that in the U.S. African Americans celebrate Kwanza. The students did not realize everyone celebrated holidays differently, particularly thanksgiving and Christmas. The lesson went well and the students were accepting of learning some of the customs in other countries. The students were respectful and did not make comments about some of the customs. The students appeared to be interested in learning how others celebrated thanksgiving. I did not need to provide any remediation for this project. The students enjoyed learning about other countries and they did not make any intolerable comments about the countries customs. They appeared to be truly interested in seeing how other countries celebrated the holiday. The shadow box project was a success. I believe the parents were just as proud as the students in the shadow box. One mother said she really enjoyed making the box with her son and couldn't wait to see the other student's boxes. Everyday when a student brought in a box the students would run up to take a look. They were respectful of each other's work and admired the work that was done. The students enjoyed walking from class to class to look at each other's shadow boxes. They were proud of their own work and admired the work of their peers.

4. Reflect on what you learned about this Accomplished Practice? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

I think that the most important thing that I have learned about AP 8 Knowledge of Subject Matter is that it is so important to research and know about the subject matter that you are teaching to students. I think that it is crucial to planning effective lessons and activities. I realize it is impossible to know everything about a subject and that there will always be a question that you may not know the answer to, and that is okay, but a teacher needs to be comfortable discussing subjects and know where to find recourses and answers about the subject. I think that teachers also have to be learners and learn about subjects and about ways to present and teach subject matter to students.

I have learned so much from the time I first wrote a lesson to the lessons I write today. The learning process is continual and as a teacher it is important to reflect on your lessons to see what worked, what didn't work, and what needs to be modified to make the lesson work better. Part of that process is to know the subject matter you are trying to teach and how you are going to teach the subject matter to the students. I learned sometimes the lesson looks good on paper, but once carried out in the classroom it really might not be a good lesson or taught what you wanted the student to learn. I also learned how the subject matter is delivered to the student is very important. If they are not interested in what you're saying they will not learn. I also learned the activities the students engage in to display their knowledge is very important to the student, but also for the teacher so you can evaluate or assess what they learned.

I have learned to have a repertoire of assessment processes and assessments available. I also learned it is important to select the assessment tool that will assess what you want the student to learn. I like conferencing notes and that is a form of assessment, one I think is overlooked. As a teacher it will be important to try several different types of conference notes to see which one works best for you. What works for one teacher may not work for you. For conferencing to work it should be done often with the students otherwise further teaching and learning will not occur. I also like using rubrics because there are not always right and wrong answers. The writing process is difficult to assess and utilizing a rubric helps a teacher evaluate the writing consistently.

I learned a great deal from using the various assessments. There are a variety of assessments to be used and one must select the appropriate assessments. A teacher needs to determine what they want their students to learn, develop their assessment and then plan their instruction. A teacher needs to know what to do with the information gathered from the assessments that are administered. A teacher should use a variety of assessments. One type of assessment should not be used over another. From my internships I have learned it is important to use both formal and informal assessments. I feel this is especially true when teaching primary grades. A teacher uses observations and informal assessments to make a lot of decisions regarding their instruction for the students.

updated 11/17/08

I learned that in teaching writing to primary grade students you need to relate the material to the student's life otherwise they have a hard time with the writing process. Students this young are learning to write and need to be taught how to write. You need to find ways to relate the lesson to things they can see, read and understand. Children's literature can be a wonderful resource in the classroom in areas other than reading and should be used whenever possible.

updated 11/23/08

After teaching the Halloween lesson I understand why you want to teach your students about diversity, acceptance, and tolerance especially starting at a young age. If you have a safe learning environment that is tolerable of other's views you will be able to teach your students how to be accepting of other cultures celebrations and customs. Students can not be accepting and tolerable if they are not taught how to be and if they are not taught about other cultures customs and beliefs. I also saw how if you think about your lessons you can try to connect the topic in other subject areas. The students love to do different things in class other than reading books and doing worksheets. If you can bring in hands on learning activities for your students I feel they learn and enjoy the process of learning and exploring for themselves as they were able to do with this Halloween lesson.

From the shadow box project I learned it is good to have family projects to be completed with the family and the students. The families and students enjoyed working together on this project. The families also took interest in seeing one another's work which I believe builds the classroom community.

**Status:** Evaluated **Last Modified:** 11/28/2008