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### Clinical Report of Student Performance Data (Spring 2016)

The field experience for Teaching Science and Teaching Social Studies was an exciting one for me as I was surprisingly placed at Mount Olive Lutheran School in Mrs. Sehloff's kindergarten classroom. Throughout this journey, I encountered many different situations as I taught 8 different lessons. The lessons were all related to the farm (week 2) and the weather (week 3). The lessons mostly consisted of an attention grabber, a read aloud, a story retell, and a craft/project or worksheet/game. I spent three weeks in the classroom; however, there was a no school day on the last day of my three week experience. As I began in the classroom, the students were in a unit on oviparous animals. The students seemed eager to learn the material as they looked forward to this time of day!

Mount Olive Lutheran School is a small school compared to what most people are used to as it is a private school. There are minimal racial differences in the school as well as minimal cultural differences. The students are aware of their expectations as they show respect towards the school's property as well as their peers. The students did not seem to enjoy challenges placed upon them. They enjoyed to know how to do things and show their friends what they have done! The students strived for excellence which was exciting to see.

As the word "test" may worry most kindergarteners, it was important to note that I did not use this word as I was assessing my students in the beginning. The activity that will be the main focus today is a lesson involving CVC words. I mainly focused on words that would be familiar to them and that they would commonly see in the books in their classroom library. With this, the ultimate objective of

this lesson was for the students to understand that CVC words are closely related to each other so pronouncing them should be similar, as well.

It is important for me to introduce the lesson in a sense that the students will remain engaged in the material. With this, I began each lesson with an entertaining attention grabber such as a short video or a song as I believe musical and rhythmic integration is vital in kindergarten. I then proceeded into a literary work such as a children's book pertaining to the unit and focus of the day's lesson. We then continued on with a story retell using the board or using a flipchart. Following this whole group time, we broke into two small groups since there were often three or four adults present. With kindergarteners, it is difficult to gain their individual understanding while in a large group. Dividing into smaller groups ensured that the students were given the opportunity to express their own opinions and get more individualized attention that they desire. We began the lesson by discussing farm animals and focusing on pigs and Mrs. Wishy Washy (a popular character in many farm unit stories). We then continued the lesson into CVC words. I was shocked to observe that when students were given the opportunity to read CVC words, they were able to recall the words. However, when they were instructed to write CVC words, they had a more difficult time with it. This was my "lightbulb" moment when I knew the students needed extra education in this area.

I asked the students to review CVC words with me in small groups. We did this by using a matching game that had pigs and wash buckets as it related to the farm unit. Whether the answers were right or wrong, I called upon students to give me their matches. When I called on them and they responded with, "I don't know," I ensured them to do their best and it was no big deal if they did not get it right or if their match was incorrect. This allowed the students to have fun playing an educational game while I was assessing them simultaneously. As I did not mention that this was a "test" or

“assessment,” I instructed the students to do their best as they should always do the best that they can. Following this activity, I wrote down notes and evaluated the students before the second group came into the room.

The majority of the students were fully capable of making connections to CVC words and its match. The books that some of these students were reading shocked me unlike no other, with the extensive use of language. They were able to make connections and draw from larger themes. I was happy with the amount of success and eagerness to learn that took place in the Mount Olive kindergarten classroom! As I examine the results that were below expectations, I feel as if this was due to behavioral issues. There were many times that the select students were off task and not paying full attention. One student refused to participate in the activity. This will affect the results dramatically, as well. However, I also need to take into account if the student just simply did not understand the material. The results displayed to the right portrays the post-assessment which was deciphering between actual CVC words and nonsense CVC words while cutting and pasting them into a washbasket.