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EDUC 340

RADS

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Introduction

I was at Loyola Catholic School, it is K-12. I had the opportunity to teach in Mrs. Homans first grade class. My subject area was early first grade science. I started teaching about carnivores and herbivores, and finished teaching about extinction. The students were learning about the different types of animals before I arrived. The standards addressed throughout the unit were: Life Science 1.4.1.1.1. Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors. Life Science 1.4.2.1.1 Recognize that animals need space, water, food, shelter and air. Life Science 1.4.2.1.2 Describe ways in which an animal's habitat provides for its basic needs. For example: Compare students' houses with animal habitats.

Assessment

Before the unit began, I gave the students a pre-test. The pre-test was very close to the same test they will take at the end of the unit. The students were required to most days hand in an exit slip. The exit slips helped me assess each day whether or not they were meeting my objectives. The exit slips later served as a good studying tool, and also a reminder on their tests.

Data

The results I gathered from the pre-test were all over the place. Some students almost had perfect scores, while others struggled to get over twenty five percent. This wasn't that surprising as Mrs. Homan explained to me that she has students of many different abilities. The results I gathered for the post test were rather rewarding. Twelve of the thirteen students improved, the one student stayed the same with 90%. Also the lowest score was an 80%, this student had previously scored 40% on the pretest. In order to get the best out of every student I could have used multiple comprehension strategies.

Student	Pre-Test	Post Test
1	4/10	9/10
2	2/10	8/10
3	4/10	9/10
4	7/10	10/10
5	4/10	9/10
6	9/10	10/10
7	6/10	10/10
8	9/10	10/10
9	5/10	9/10

10	8/10	10/10
11	4/10	9/10
12	4/10	10/10
13	5/10	9/10

Processing

If I were to do this again, I would try to incorporate different comprehension strategies. Most days we would sit on the carpet and read from the book. I did a little teaching to multiple intelligences, still not as much as I could and should have. There also was a time or two where I would give directions and some students would get it, others who weren't paying attention would be lost. I need to make sure that I have everyone's attention, and not just 90% of the students. I should have done more activities where the students are up and doing. While reading from books can be a useful tool, younger students need to be engaged and active. The more often I change things up and try to cater my lesson plans to my students the better. I believe that I improved my lesson as I began to better learn and understand who my students were.

Students were encouraged to take the class work home with them and share it with their parents. This could possibly help build a memory for the student to draw back from. Also students were taught by Mrs. Homan how to review for a test or quiz. Often times it would be by reviewing the main objectives from each lesson.