

## InTASC Standard 1 Assignment

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9.26.17

Abstract: In this document, we look into a 6<sup>th</sup> grader with an IEP for reading comprehension, and how we can help them in a math classroom based on observation in multiple classrooms, their IEP file, and two articles about reading in the math classroom. This student had trouble with organization and reading skills, until their parents became involved more with their teachers and then the student improved in their work. Using graphic organizers and other chunking methods will help students with reading comprehension with vocabulary and other reading skills. Especially in math class, it is important for students to read and comprehend, and I will state how I will use the strategies I observed and read to help students with reading comprehension problems in my future classroom, such as graphic organizers, text relatability, and parental contact.

## InTASC Standard 1 Reflection

The student I chose for this assignment is a 6<sup>th</sup> grader, new to the middle school. Student A has an IEP for reading accommodations, meaning they are in a remedial reading class, and their teachers must adapt for their reading ability in ways such as chunking text, reading aloud to them when asked, and text-to-speech during PARCC and other standardized tests. The primary disability stated on their IEP is “other health impairment” meaning it could be anything that is not labeled as a learning disability, such as ADHD.

While in core classes the student is easily distracted, in elective courses they are incredibly focused and well behaved, because they enjoy being in those classes. The student also enjoys sports, as they play many types such as soccer and baseball. This is a fantastic topic for them to relate to school content. Student A’s parents are highly involved in their school life, with constant communication with their teachers and checking up on them consistently. The student’s parents emailed the teachers about the student being overwhelmed with school work, which concerned them. With email interaction, Student A’s parents and teachers worked together to restate student resources and provide consistent care.

On the first day in school with students, my mentor teacher instructed me to help Student A organize their papers and binder on their desk and catch them up from missed instruction because they missed the first few minutes of class. In class that day the students made a manipulative, so I also helped Student A with the creation and we got along well. Every day I am in school I try to say hello and ask how their previous class time was. During most classes I proactively help Student A either catch up on instruction , organize or I am instructed to do so.

Student A has gotten exponentially better in their organization and attention skills after their parents got more involved in their school work.

Their behavior in middle school is backed by their grades from elementary school, where they got all A's in their non-core classes and Bs and Cs in core courses. When Student As parents emailed their teachers and guidance counselor, they stated that Student A had never felt so overwhelmed with schoolwork as they did at that moment. The only observational evidence that Student As felt frustrated was when they could not see the projector screen properly because the teacher was blocking it. That one moment was the only indication that Student A got frustrated and stressed about their work. In class, Student A is easily distracted by peers, fidgets frequently, and needs repeated instruction for various reasons. These reason s include not paying attention, or forgetting the original announcement. In relation to their IEP, my mentor teacher (for math) does a lot of chunking and steps for reading in her classroom, and if Student A needs help reading she or I will gladly clarify it.

In my research articles, I read about different strategies to use in the math classroom that have to do with reading and vocabulary. It is imperative that teachers make sure students can “speak mathematically”, meaning that they use the vocab when possible. These strategies include the Frayer Model, used much in reading classes for vocabulary words; the Four Square organizer, which is similar to the Frayer Model. However this graphic organizer has a block for a “lightbulb word” where students can choose a word to help them individually remind themselves of the vocab. Feature Analysis is a strategy where students use a table or graphic organizer to compare and contrast different vocabulary in order to find patterns; Making Predictions is wonderful for students to think deeper about what could come next in a situation and justify that reasoning; Monitoring Comprehension allows students to think to themselves

about their own comprehension and understand why they are having trouble; Determining Importance in texts is much like finding the “main idea”, using key words and graphic organizers; and Making Connections, which relates content to something in the students’ lives, such as the many sports Student A plays. Relating mathematics content to basketball, baseball, soccer, football, or any other sport will help students become more interested and engaged in math and reading.

For Student A in particular, I observed during their Chorus class that when the teacher related something to sports, Student A got incredibly excited and interested. Therefore classroom practices that will help Student A include relating problems to sports, which they are incredibly interested in; checking up on their comprehension, and encouraging Student A to also self-check; and chunking of material so they do not get frustrated and overwhelmed. The teachers at Ridgely Middle School are not supposed to allow students to just play around on their devices, but giving Student A game breaks at the end of a class period when there is no more content to cover would also be beneficial, especially if the game is on BCPSOne and educational. There are plenty of games on the internet that are engaging and educational, and this would provide a break from sitting and listening to a teacher and instead further their education in a way that they love.

In the future, I will be constantly chunking material so that the students in my classroom do not get overwhelmed by the amount of content thrown at them. This will also be supplemented by graphic organizers, manipulatives, and activities that get students up and out of their seats. I also will work hard to make the content problems relatable to student lives, even perhaps making up word problems on the fly in front of students about them that particular day. I also absolutely love the idea of using the Four Square organizer because of the “lightbulb

word”, especially for students who have trouble with vocabulary. I will also make consistent contact with parents, calling and/or emailing them about their student; checking up on them, complementing the student if possible, and other things. This is an incredibly important aspect of the type of teacher I wish to be: one that visibly shows I care about the students, parents, and community. Observing Student A has helped me grow as a teacher and I hope to continue to learn from them.

## References

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- Halladay, J. & Neumann, M. (2012). Connecting Reading And Mathematical Strategies. *The Reading Teacher*. 65(7). pp. 471-476.