

Notes Observation for Assignment 1

9.8.2017 (Mentor Teacher Classroom Notes #1)

Student sits in the back, held the door for other students in the morning (was one of the first students to arrive to class)

Has an upbeat attitude

Today in class we did a SOLVE foldable

Student started the foldable late because they accidentally got glue on the desk and had to clean it up using a Clorox wipe. They cleaned the whole desk instead of just the glued area. They did catch up with the foldable, but at the end of the period the students were about to finish they started to get slightly frustrated because they couldn't see the board. The student insisted on using different color markers for the entire foldable, even if it made them lose focus and get behind.

Binder was very organized (as the teacher has her students do).

At the beginning of class they got distracted and then was behind in copying homework and the teacher recommended that I go next to them and remind them what he needed to do, even if it was just a couple of things.

At the end of the period the teacher asked if I would help them in all the classes I was present because they needs the extra accommodation (not because of IEP or 504).

Later in the day we had a fire drill and the student volunteered to hold the laminated paper to let administration know all the students were present. During that time at one point they loudly said "bandwagon" to no one in particular; they said it twice more loudly and then softer again to no one. For the rest of the fire drill they listened to instruction and was quiet per the directions of the teacher.

9.11.2017 (Art Classroom)

Went to Chorus class to observe student

Student is constantly moving or fidgeting with the seat, kicking the seat in front of them, tapping, etc. but they also seems to always be paying attention unless they are talking to another student across the room; sat down when they weren't supposed to sometimes.

Yells out constantly, loudly: "Yea (student A)'s book you're better than (student A)"

Teacher looked in their direction multiple times during the class and that almost always immediately got them to be quiet.

Yelled out to the teacher when the teacher made a comment about sports: they like the class and wants the teacher to get to know them better

At the end of class the teacher kept the students for a few seconds after the bell rings, but student tried to dash out the door (did not succeed)

Responded well to instruction

Things student has to do in math but not chorus

- Read (so far)
- Write
- Deep thinking
- Use technology

9.18.2017 (Mentor Teacher Classroom Notes #2)

Teacher put student in charge of turning lights on and off per her request (good for getting him out of their seat and moving so they are more likely to pay attention)

Student was good today behaviorwise; was obedient: copied homework into agenda when told, checked homework with the class, did group work and checked group work with class.

I found out on Friday that they have an IEP, and last week parents got involved and since then they have been much better with organization, missing work, etc.

Took chair out of door at beginning of class and back to the seat it was supposed to be at

Today they seemed much better organized than last week, binder looked good, knew agenda was in the bag with device.

9.18.2017 (Guidance Counselor Meeting)

No direct services, did transition stuff, reached out to parents for logistical things like getting onto BCPSOne

Provide support just like any other 6th grade students

Talked the other day, they went to the nurse and the nurse reached out to guidance as well

All or nothing with student according to parents, like they will either dive into an assignment or not do it at all.

Email strain with parents last week about why they went to the nurse (had no history of that last year) and is frustrated (also did not happen last year)

Parents will rely on the online calendar that is updated with HW daily

Case manager is point person for strategies for student, gathers data for goals and progress

Cum file

Higher Math MAP score than district average in 3rd grade

Does very well in elective courses (art, music, library) elementary school, got all As 5th grade but in core subjects got Bs and Cs 5th grade

Reading intervention is the primary goal for IEP

Primary disability: Other health impairment (ADHD or others that aren't categorized into learning disability)

Student enjoys using hands (building etc)

Text to speech accommodation for PARCC and other tests

Use of organizational aid, chunking, assignments chunked so doesn't get overwhelmed

When report cards come out, so will IEP goal checklist (did they make progress with goals, etc)

Summary for Article 1: What's the Big Deal about Vocabulary?

This article is about three different strategies to teach vocab and why it is important to teach it in the math classroom. It is imperative that teachers make sure students can “speak mathematically”, meaning that they use the vocab when they can. The first strategy in this article is the Frayer Model; where students fill out a graphic organizer including examples and nonexamples of the vocab word. The best time to use this organizer is with a vocab word students are having trouble understanding. The second strategy is the Four Square organizer which is similar to the Frayer Model but simpler. The best thing about this organizer is the top left corner which is for a “lightbulb word” where students choose a word individual to them that helps them remember the vocabulary word. The third strategy is Feature Analysis, where students make or are given a table to compare and contrast different vocabulary, such as different types of polygons. This helps students find patterns and relationships easily. These three strategies are wonderful for helping students with comprehension issues to organize their thoughts and help them learn to speak the language of mathematics.

Dunston, P. & Tyminski, A. (2013). What's the Big Deal about Vocabulary? *Mathematics Teaching in the Middle School*. 19(1). pp 38-45.

Summary for Article 2: Connecting Reading and Mathematical Strategies

This article is about four strategies that teachers use in both the Language Arts and Mathematics classrooms. The first one is Making Predictions; this is important for students to think about what could come next in context. This also allows students to think deeper because they must justify their answer rather than just stating it without evidence. Another strategy stated is Monitoring Comprehension; this is not directed at teachers but rather students, for them to constantly be thinking to themselves “does this make sense?” and other metacognitive thoughts. This allows students and teachers to understand why the student is having a difficult time with a vocabulary word, and therefore find another strategy such as paraphrasing to fix the situation. The next strategy in the article is Determining Importance, meaning that just as students find the “main idea” in reading, they can also do this in math lessons. This delves into other math strategies such as graphic organizers and key vocab. The last strategy is Making Connections which is extremely important in math because math concepts build off of each other. Teachers can encourage students to think about any connections the concept or problem has to their life or the world around them in order to relate math to the student and make it more engaging. These strategies will also help with comprehension of vocab and other concepts in both math and reading.

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

Notes from Reading Class 9.22.2017

Background: The reading class is a remedial class in itself with students who are below the 6th grade reading level only. Everyone else is put into English LA.

The student asked the teacher to go somewhere before class started and therefore was late to instruction. The lesson for the day was an IReady Diagnostic test to see what they knew. The teacher gave instruction on the test while the student was gone, so they just sat there until prompted to do something “Do you know what to do?” When another student told the teacher that student would catch Student A up. A little while into the class, the student asked the teacher to go get a drink and she was distracted while they were talking to her: Thus when she instructed to wait for a bathroom pass (there was another child using it) they talked back to her. Not rudely, because it was clarification that they were getting a drink not going to the bathroom.

The test was taken on their computers and the students were instructed to use headphones if they had them. The student did not. Unsure if students were directed at an earlier time to bring headphones or not.

Facial expressions of the student during the test:

- Focused (most of the time), very blank

- Daunted
- Confused

Talked to another student for some of the test time, perhaps for clarification questions; I notice that the student during this test is easily distracted by movement, other students talking to the teacher, etc.

When the teacher announced the amount of minutes left, the student called out about instruction that he missed. They were already told these instructions by the teacher at an earlier time. The teacher ignored or didn't hear, and after a few seconds they gave up on an answer.

When the students were told to stop the test, she allowed them to play games or something on their device. When this happened, the student got very quiet and concentrated on his game, and did not get distracted by anything until told to pack up for the end of the day (put up chairs and things like that)

Another thing I noticed at the end of class was that the student and the teacher banter with each other; this says they are on good terms.