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2/19/2008

Lesson Plan Reflection – Due February 20th

I taught my lesson focused on coin identifications and values on Friday, February 15, 2008. The lesson was used as a small group center for a set of students who typically exhibit problems staying on task. My cooperating teacher and I selected five students to join me for this activity, including the student identified by the observation, intervention plans, and lesson plan. The group consisted of three boys and two girls. My cooperating teacher had us work on the activity in the hallway so that the other students in the class would not feel left out from the game. One weakness with doing this was that I could not monitor how the students in my group would have acted in the context of the classroom with the rest of the students. Additionally we sat on the floor in the hallway to do the activity, which could have influenced how the students focused. Without chairs and the table to use, I can not determine how the lesson would have worked in the context of the actual classroom environment. In the future, I would ensure that the activities occur within the classroom, so that I can gauge the behavior of students at the grouped table setting.

In the hallway, the students sat in a small circle on the floor. I first explained the good behavior game and gave the students the behaviors that I expected to see for on-task and off-task. I expected the students to be able to sit in the group, take turns, stay focused on the activity by helping to check answers, and keep their talking to a minimum. If the students were not paying attention, talking about unrelated information, or not remaining seated they knew they would get a check for their behavior.

I think that overall the intervention worked well, and the students wanted to do receive positive reinforcements and verbal feedback about their behavior. At times during the lesson, however, I had to remind students to sit on their bottom, rather than lie down on the floor, and to watch the matches that were being made by other group members in order to help with checking the answer. For the most part, the group of students did well at matching the values to the coin groups. They took turns in the game and helped check answers. Each of the students successfully made three matches in the first round. For a second round of the game, the students tried to match the cards with both sets starting face down. This made the game harder and took more time, but the students wanted the challenge and felt rewarded when they found the matches.

The targeted student in the lesson remained on task for the first round of the game, but during the second round of the game he seemed less focused. Overall he received two checks for off task behavior during the lesson, and I had given each student a limit of three in order to get a sticker for their charted names. He reached the goal and was very proud to get his sticker when he returned to the classroom. I think that the intervention is appropriate for him, and the use of positive reinforcements keeps him attracted to meeting his behavior goals.

One of the problems I had with this lesson was ensuring that the students were paying attention when it was not their turn. At times two of the boys were fiddling with their matched cards and not looking at the cards that their classmate was picking. When it came time to be their turn they ended up picking the same cards that had not matched. In the future I may want to prompt the students with the information that watching what other people pick will help them find matches when it comes to be their turn. Another change I would make to this lesson would be to make more matches for the cards. There were only 15 matches for my game, and the game

went really quickly during the first round with five students participating. Additionally, in the future I may want to use a large checklist of the on-task and off-task behaviors. This way the students have written and visible knowledge of the expectations and can use this to help self monitor their behavior. Overall, none of the students in my group were on-task the entire time, but they were all engaged in the game for the majority of the activity time.

This is the breakdown of the checks that were given out. Students received checks for not focusing on the activity, lying on the floor after being prompted to sit in the circle, and interfering with another student's turn by giving away the answer or talking loudly.

Name	Checks Received for Off-Task Behavior
Chelsea	1
Heather	2
John	3
Sean	2
Joe	2

The following is the lesson plan used:

Student Learning Plan (Lesson Plan)

Grade and Subject: First Grade Mathematics Lesson on Values of Coins

Context: This lesson will be used during the mathematics unit focused on money. Students will have the opportunity to practice counting coins and determine values of coins during math centers between 1 and 2 pm.

SOLs:

1.10: The student will identify the number of pennies equivalent to a nickel, a dime, and a quarter; and determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.

Learning Objectives:

- The student will correctly identify a penny, nickel, dime, and quarter by name and value when given the image of the coin.
- The student will determine the value of coins with 80% accuracy when matching the pictures of coins to the value.

Behavior Objective:

- Using the good behavior game guidelines during the lesson, the student will be able to stay on task for a period of five minutes as judged by the good behavior checklist of on-task and off-task behaviors. (In this case on-task means the student is attending to the activity, following directions, and cooperating with other students in the group)

The good behavior game will be used during the group math center to reinforce good behaviors and decrease negative behaviors. The target student has problems staying in his seat, following directions, and staying on task. By pairing the behavior game with the hands on activity, the student will remain engaged in the lesson and work to develop positive relationships with his

peers. Before beginning the math center, the students will all learn the rules of the Good Behavior Game.

Materials:

Pre-made coin (blue background) and value cards (orange background) to be used for the matching game

Paper for students' behavior checklist in the good behavior game

Anticipatory Set: "How many coins do you need to make ten cents? Is there more than one way to make ten cents?" Prior to this lesson, the students would have lessons focused on learning the value of the different coins and how coins can be added to create different sums. Once students have practiced with identifying and counting coins, this lesson will be used to gauge their understanding.

Input: The teacher will ensure that students understand the values of each coin before using this lesson. Next she will provide the rules of the good behavior game and the matching coin activity. Students will know that they are being monitored for on-task and off-task behaviors during the group activity. The group that is most on-task will receive a sticker, extra free activity time, or prize at the end of the lesson. The matching coin game will involve students matching pictures of coins to the correct value. In small groups, students will take turns picking a card from the coin pile (blue) and selecting the correct value from the value cards (orange) which will be face up. After the student decides on the answer, the group will help to check the answer. If the answer is correct, the student keeps the set until the end of the round. If the answer is incorrect, the group works to figure out the correct value and the cards go back into play. The next student takes a turn.

Guided Practice: The teacher will model the coin game with a small group of students by acting out what to do when the answer is correct/incorrect. She will also model the on-task and off-task behaviors that will be monitored with the Good Behavior Game.

Independent Practice: Break the class into groups of four for math centers. Give a set of the coin cards and value cards to the group(s) to use for the game. Students will have twenty minutes at each math center.

Closure: At the end of class, review the answers to the coin game with the entire class. Ask students to answer the questions and write the values of the coins.

Assessment: The teacher will work with the group of students to monitor their progress in the game. The students will also keep their correctly matched coins and values until the end of the round so that they know how many matches they got right based on their number of tries. Students will also be monitored for their on-task behavior and ability to work cooperatively in a group setting during the game with the use of the checklist of on-task and off-task behaviors.

Differentiation for students with varying abilities: This lesson will need to be adapted based on the needs of the students in the classroom. Here are a few of the suggestions of how to change this activity to fit different student needs. Although groups will be mixed abilities for this lesson,

gifted learners may be too advanced for this activity. Gifted learners could be given the opportunity to create their own coin game to share if they are not challenged by the matching activity. Additionally, students with lower abilities will have the teacher to help guide them when they need assistance. Students with lower abilities may also be given additional coin manipulatives to use to facilitate the counting or paper and pencil to write out the process as they solve the problem.

Adaptations for students with special needs: Students with visual problems would have adapted materials that are larger and with more contrast. Students with visual problems may also require the lesson be done orally or with tactile information. For students with hearing impairments, autism, and English language learners, the directions should be made clear and concise. Visual cues should be provided and the rules should be posted.

Having the model of how to participate and what is on/off task behavior will help the student succeed with this lesson. The targeted student will be able to interact with peers while completing the task. He will have the role of helping other students check their answers when he is not actively taking his turn, and he will gain positive reinforcement for following directions and staying on task.

Evaluation of the Lesson - The teacher will know that the student benefited from this lesson if he is able to remain on task and participate in the game as it is designed. For example, if he is able to take turns, participate in checking answers, remains in his seat during the game, and can correctly identify values on his turn then the lesson has been successful. I do not expect for him to be on task for the entire duration of the center, but I do hope that he will be able to stay on task for at least the five minute goal.