

W-84<sup>yes</sup>  
2nd  
Soc. Studies

**Renaissance Partnership Teacher Work Sample:**

**Analysis of Student Learning**

[REDACTED]

May 7, 2002

2nd Grade

Social Studies Unit: Wants and Needs

[REDACTED]

Human Relation Awareness & Application

X<sup>65</sup>

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*Contextual Factors*

The \_\_\_\_\_ and their Mission Statement is to provide the highest quality education, involving the entire community, which prepares each student to function successfully throughout life in an increasingly complex world. The Waterloo Community School District is one of the most diverse districts in the entire state in terms of ethnicity. For the 2000-2001 school year the district provided educational services for 10,248 students in 22 schools: 6,967 of those students were white, 2,786 were African-American, 354 were Hispanic, 104 were Asian, and 47 were Native American. The students' socio-economic profile is representative of the community in general: 51.1% of all Waterloo students are eligible for free and reduced lunches and 57.2% of the elementary students are eligible. In addition, the district has 1,593 special needs students which represents 15.5% of the entire school population. The district also has 575 students involved in the expanded learning program and 398 enrolled in the advanced placement courses offered courses throughout the schools. English as a Second Language is one of the fastest growing segments of the district's enrollment: in the 1985-1986 school year there were 21 **ESL** students. Fifteen years later, in the 2000-2001 school year there were 810 ESL students which equals a growth of 789 English as a Second Language students.

The community in general has been one that has gone through some dramatic changes during the last few decades. Probably one of the most dramatic of these changes is that the population of Waterloo has been decreasing due to the fact that the two major industries of John **Deere** and Rath Packing, both of which are located in the community either laid a lot of individuals off or shut down their operations completely. Many of the individuals who were unemployed were not able to find different occupations within the community, and it forced them to leave the area in search of new jobs. This has not only affected—economy in general but has also affected the schools. Coinciding with this drop in total population there has been a drop in school enrollment: during the 1985-1986 school year the district provided educational

services for 12,486 students. During the 2000-2001 school year the district provided educational services **for 10,248** students which is a difference of 2,238 students in a period of only approximately fifteen years.

In addition, to this dramatic change in population there has been a renewed community support for the schools and education. It was just a few years ago that the Board of Education of the school district revealed to the community that the district was millions of dollars in debt. This produced a tremendous amount of ill feelings within the community toward the school district. However, the relationship between the school district and community is currently turning around which is evidenced by the passage of the one-cent local option sales tax in 1999 which will provide funds for a ten-year facility renovation and rebuilding plan. The citizens of Black Hawk County were one of only a handful in Iowa who did support and vote for such a tax. The funds generated from this tax option will be used for improving existing facilities in the district as well as for building new schools to serve the students. One of the new schools is the Dr. Walter **Cunningham** School for Excellence which will open in the Fall of 2002. The \_\_\_\_\_ District has also teamed up with the \_\_\_\_\_ and others to begin the **Freeburg** Early Childhood Center which opened this fall.

This work sample project was completed at Lincoln Elementary which is operated by the \_\_\_\_\_ **Community** Schools. Lincoln is a very old building and the school district is in process of rebuilding the school in a new location. The location of this elementary within the city has made this school large in diversity within the student population, which was discussed earlier in this work sample. Many measures are used in the school district in order to measure student achievement; however, the most widely known are the standardized tests: Elementary students are given the Iowa Test of Basic Skills (**ITBS**) beginning in 2nd grade. Lincoln has programs to increase reading achievement such as Read a Million Minutes and Accelerated Reading. Higher standards are being put into place throughout the district and these standards seem to be

improving student performance in several areas. For example, attendance is improving and the dropout rate is falling.

The students who are involved in this study are somewhat representative of the school district as a whole. Most are primarily of low socio-economic background, participating in free and reduced breakfast and lunch programs. This second grade class consisted of Caucasian,

**African American**, Hispanic, and **bi-racial** races. This class consisted of nearly half male and half female students. Many of these students have special needs in regards to academic achievement. Some have learning disabilities, behavior problems and reading problems. Many of these students receive some sort of outside of the classroom assistance throughout the day.

### *Learning Goals*

**Goal #1:** The students will be able to understand how people exchange goods and services for things they need.

**Goal #2:** The students will be able to understand that economics plays an important part in the community.

**Goal #3:** The students will be able to understand that people have basic needs.

**Goal #4:** The students will be able to show how families earn an income in exchange for things they need and want.

**Goal #5:** The students will be able to understand differences between jobs that produce goods and those that produce services.

The major reason for the selection of these particular goals is that goals #1 and #2 were the standards and benchmarks that the Waterloo Community School District's elementary educators had set up for second grade at this time in the school year. In addition, these were the objectives that the educators wanted to focus on. This unit proposed many new ideas related to the students in this classroom because they had never been taught about the things we absolutely need in life and all the things that we want in life and none of them could distinguish between a service job and a job that produced goods. It is particularly important for them to gain an understanding of goal #3 because these are things that each child must understand that they cannot live without. The primary issues that were addressed with regard to goal #3 included food, clothing, shelter and love. These issues are all obviously very important and relevant to these students' lives and need to be addressed in an educational setting so that these students have a solid understanding of what they must have in order to survive. Goal #4 addresses the importance of having a job or career in order to buy things they want and need, that parents don't work just to work, they are earning an income to support their family. The final goal, goal #5, helped the children to see the difference between a job producing goods and those that provide services. Because many of these students were unable to distinguish between a want and a need and

between a good and a service it is important that they understand the difference as they become members of society. In addition, it is also vitally important for these students to be able to understand how to work for the things they will need later in life. Many of the students didn't know the names of many jobs/careers. For example, they would say "Somebody who cuts metal or works at **McDonald's.**"

*Assessment Plan*

There were multiple assessment modes and approaches that were used throughout the unit in order to assess student learning before, during, and after instruction. A **pre-assessment** was given to the students on the first day of the unit prior to any instruction. This pre-assessment consisted of the exact questions from the post-test that included drawing and labeling wants and needs, listing ways people can earn an income, and identifying a service job which was all content to be presented throughout the unit. The questions were taken directly from the teacher packet of the standard and benchmark we focused on for the unit. The pre-assessment was an activity that was not used to determine the grade that a student received in the class; rather as a way of collecting data on their learning from the unit which had no affect on their grade. The students were instructed to do the best possible job that they could on the activity given the information that they already knew regarding the topics. It was made clear to the students that this activity was only a way for me to see how much they already knew about the topic and to determine if any of the students had mastered any of the information that was going to be presented in the next unit. For the pre-assessment the students were given a blank sheet of paper and asked to draw and label on their own three wants and three needs and also on the back of the blank sheet write down six jobs and circle one that was a service job.

The post-assessment was exactly the same questions evaluating how well each student mastered the learning goals. This time the students were given a **pre-made** sheet of paper which provided drawing space and a line to label the item along with a second sheet containing six numbered lines to list the jobs on and circle one. Down one side of the paper there were three spaces to draw and label wants. Down the opposite side of the paper there were three spaces to draw and label needs. On another sheet of numbered paper titled "Jobs" the students were given lines to write six jobs on and circle one. Each drawing and label was worth three points and listing all six jobs was worth three points and another three points for circling a service job making the post-assessment worth a total of twelve points. As stated previously this test was

made up of strictly district provided questions and the students were required to answer them on their own and without talking. The answers were graded using the district provided scoring rubric of what they determined to be essential and important in understanding this topic. The rubric was put together with the learning goals in mind. The students had to score a total of all twelve points in order to be considered proficient by the district.

Throughout the unit formative assessment will be used to help determine the progress the students are making during the unit. One of the major formative assessments that will be used during the unit will be for the students to label a piece of construction paper with wants on one side and needs on the other. They will be given newspaper ads to cut out pictures representing wants and needs and glue them under the appropriate heading. This assessment will be given once the class has discussed what our basic needs are and things that we want but don't need. It will be a fairly good indicator of how the students are understanding the differences between wants and needs. Prior to this the students will draw and label the four basic needs in life after thoroughly discussing them and identifying them through pictures. If the students do well on this assessment it will indicate that they have a solid grasp on first understanding we have basic needs that will never change and then they can begin to understand that all that other stuff they have is only things they want. However, if the students perform poorly for this assessment the information will need to be presented again in another manner before moving on to the wants aspect of the unit. The students will also be given the opportunity to re-try their assignment if they failed to understand the needs aspect.

Collecting this information is vitally important for the educator because if the students do not understand a certain topic the educator will need to spend more time on this topic or present the information in another manner in order to clear up any confusion that exists.

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LEARNING GOALS	ASSESSMENTS	FORMAT	ADAPTATIONS
GOAL #1	Pre-Assessment Formative Assessment Post-Assessment	Paper and Pencil Discussion Paper and Pencil	
GOAL #2	Formative Assessment	Discussion Paper and Pencil	
GOAL #3	Pre-Assessment Formative Assessment Post-Assessment	Paper and Pencil Drawing/Labeling, Magazine Collage Paper and Pencil	For magazine collage I allowed students to use pictures that represented wants and needs.
GOAL #4	Pre-Assessment Formative Assessment Post-Assessment	Paper and Pencil Drawings, Writing Paper and Pencil	Allowed children to write various lengths based on ability
GOAL #5	Pre-Assessment Formative Assessment Post-Assessment	Paper and Pencil Video, Discussion Paper and Pencil	

Most of the learning goals will be constantly assessed throughout the unit. The only goal that will not be assessed by the **pre-assessment** and post-assessment will be learning goal #2 which is based around student understanding through discussion and verbal explanation.

The performance of the students on the pre-assessment indicates that they do not fully understand the information and ideas that this unit will cover. Most of the students did quite poorly on the pre-assessment, which did not surprise me considering that they have never discussed this information prior to this unit. In fact, the average score on the pre-assessment was a 4 out of a possible 13 points. The students had trouble with all the questions regarding the learning goals for this unit. This indicates that the instruction will be vitally important to enhancing their understanding of this information. The pre-assessment shows where the students need the most work and where they might have at least some understanding. The students will be expected to perform up to the criteria established for meeting the learning goals.

LEARNING GOALS	POINTS POSSIBLE	AVERAGE POINTS RECEIVED
GOAL #1	3	2.36
GOAL #2	NOT APPLICABLE	NOT APPLICABLE
GOAL #3	3	0.96
GOAL #4	6	1.8
GOAL #5	1	0.24

### **Second Grade Social Studies Pre-Assessment**

Student prepares a chart on 9" by 12" sheet of paper with heading: Wants/Needs.

\*Fold paper into two parts.

Student draws and labels 3 wants and 3 needs on this chart under the appropriate heading.

Student writes ways people earn an income and recognizes service jobs.

\*On the back of the sheet, list 6 different ways that people earn an income.

\*Circle one job that would be considered a service job.

### **Formative Assessments**

Given a piece of construction paper the student folds the paper into four equal parts. At the top of the paper they write, "I need..." In each square they draw a need, there were four needs discussed. On another day I passed out lined paper and asked the students to write about something that they really want and how you might get it. We also watched a video called, "Alexander Who Used to Be Rich Last Sunday." After watching the video the students had to rewrite Alexander's story and why they thought saving money was important. In order to see if the students were understanding the difference between wants and needs I had them make a magazine collage. Given a piece of construction paper they had to label one side wants and one side needs. I provided them with magazines and newspaper advertisements that they could cut out pictures of things that "represented" wants and needs.

Formative assessment for jobs that provide goods and services began with making a class list of as many jobs they could think of and identifying whether it produced a good or provided a service. Another assessment that we did was to provide the students with a large piece of construction paper and had them draw a full-size picture of themselves in a job that they might like to have when they grow up. We focused on taking up the whole page and using detail in their drawings. The students also wrote about what they might like to be, making sure to write specifically about what that person does for their daily job duties. After hearing that the students

wanted to make a class book of different jobs I prepared sheets of construction paper to make that book. The students were given a large sheet of construction paper folded in half with their job name on it already. I decided to choose their jobs for them in order to avoid conflict over jobs. On one side of the paper they had to just draw a picture of the person and on the other side of the sheet they had to draw the tools, equipment, and clothing that went with that particular job. This was the format of a similar book we had read as a class called, "What Am I?," which focused on various jobs and careers.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-Assessment, Need Photos Identification, "I Need..." Activity (1,3)	Want Photos Identification, Want Stories (1)	"Alexander.." Video, Rewriting Story from Video (2,4)	Wants and Needs Poster w/ Ads (1, 3, 4)	Post-Assessment drawing and labeling wants and needs (1, 3)
Pre-Assessment, Book about jobs, Class list of jobs, Full-size picture of job/career (2,4,5)	Video: Businesses, Add to list of jobs, Writing about job and what it involves (2,5)	Writing: Choose three jobs might like to have and why (2,5)	Class book of various job/career drawings (pre-assigned) (5)	Post-Assessment: Listing 6 jobs and circling one service job (2,4,5)

This unit took two full weeks to complete and was composed of a variety of activities that included identifying and recalling basic needs, group discussions, writing, classifying wants and needs, class lists, drawing, making a class book (each child contributed own page), viewing of film, and final examinations.

**Activity #1:**

Each child completed a poster identifying the four universal basic needs of food, clothing, shelter and love. As a class we identified these four needs before starting our posters. Each child was given a piece of construction paper and it was modeled for them how to fold and label the paper. The students were given colored pencils to label and draw the four needs previously discussed. The paper was folded into four equal parts, one part for each need. They were asked to write the need at the top of the box and draw something to represent this need in the rest of the box. This activity was planned in order to show the students that there is a maximum of four needs before covering the various wants that people have in their lives. I wanted the students to see that there are such few things in life that we absolutely need in order to survive, but many of us have numerous wants in our daily lives. This activity fits in with learning goal #3: the students will be able to understand that people have basic needs. Through identifying these basic needs the students will gain an understanding of what in their life is essential to growth and surviving. It shows them how important food, clothing, shelter, and love are to their lives and how we must

work to get money to get these basic needs. During this lesson there was also a brief discussion of the other possible needs that people have such as water and medicine. This fits in directly to learning goal #-1: the students will be able to understand how people exchange goods and services

for things they need. Based on the **pre-assessment** the students did not know the difference between things we need and things we want. The activity required sets of colored pencils and construction paper to label and draw the needs we identified prior to the activity. Finally, the posters were displayed in the classroom throughout the week for students to refer to.

**Activity #2:**

The second activity the class completed was the making of a wants and needs poster with the use of newspaper ads. The class was given a piece of construction paper and various newspaper advertisements to cut from. They used a variety of ads in order to find the pictures that they were looking for which represented the basic needs and the numerous wants that they have in their lives. This activity was somewhat related to learning goal #4: the students will be able to understand how families earn an income in exchange for things they need and want. This activity was chosen based upon the fact that during the pre-assessment many of the students were not aware of the difference between things they need and things they want. Many of the students, prior to this activity, believed that video games, pets, vehicles and toys were things that we need in life. In doing this activity the educator must ensure that the students have a basic understanding of the differences between wants and needs. Student learning was assessed during this activity by checking if the students had at least three wants and three appropriate needs pictures displayed on their poster. There could be any want displayed but there had to be at least three of the four needs shown through pictures which represented the need in some way.

**Activity #3:**

After reading the book. What Am I? to the students they expressed interest in making there own class book of jobs similar to the one we had read. After hearing this I decided to follow the students learning and come up with an activity to fit our unit. I explained to the students that I

liked their idea of making a class book about various jobs and that we could do that with some guidelines established first. This class book would follow the same format as the book What Am 12 and I would assign a job/career to each student in order to avoid conflict over particular jobs. This activity met learning goals #2 and #5 because each student had a different job that was related in some manner to the community which produced a good or service. This was done because the **pre-assessment** indicated that these students needed to be presented with information regarding the various jobs/careers that are available within the community. Student learning was assessed by making sure each student's page of the class book contained a picture of a person in the assigned job on one side of the page and drawings of the individual tools or work items that that particular job required on the opposite side of the paper. Based upon the questions being asked during the work time and the drawings themselves the instructor could determine whether or not the students understood the job/career duties and materials used by that person or if more explaining needed to be done. The materials needed to implement this activity consisted of large sheets of construction paper folded in half with **pre-assigned** jobs written on them and colored pencils. When the students finished drawing their page of the class book the pages were numbered and put together to form a large book that could be easily referred to in the future.

My reason for not using technology with any of these activities was related to the facilities provided. Our classroom contained four computers and an overhead for technology use which was of no use for these activities. If the computers had programs available with drawing tools such as **KidPix**, we possibly could have made our class book on the computer. I used frequent modeling on the white dry-erase board to show students what was expected of them when participating in the activities.

*Instructional Decision-Making*

Throughout the unit the educator used analysis of student learning in order to make instructional decisions. There were a few instances when a student's learning or response caused a modification of the original design for instruction. The modifications that were made during the unit seemed to help the entire class gain a deeper understanding of the information that was being presented. One example of this occurring during the unit happened after the students had compiled a list of the various jobs they had heard of, knew about, or had read about. Many of the students had a hard time with understanding the difference between jobs that provided services and those that produced goods. One of the students made the suggestion of circling all of the service jobs that we had come up with in order to help us remember, instead of just talking about them as they came up. We needed some way of signaling that these were jobs that provided a service so that when we referred back to the list it could help us remember which jobs were which. This helped us identify with learning goal #5: students will be able to understand the differences between jobs that produce goods and these-that produce services. This was the objective that the Waterloo Community School District had set up to be associated with the standards and benchmarks for this 2nd Grade Social Studies unit. Therefore, when students were having a hard time remembering the difference between the two, modification of the original design for instruction was necessary.

There was one specific modification made as a result of the confusion of students who couldn't distinguish between the two, mentally, they need a physical cue to help them. First, the list itself was used as a teaching tool. The list was posted visibly in the room throughout the day as the class discussed what the possible jobs were that we could list and we added to this list daily. This helped the students who might have missed class or our discussion for the day stay caught up on what they missed and help them understand what the various jobs available were. Class lists are a great teaching tool which allow students to brainstorm possible answers in a group setting and hear others ideas. The modification of identifying the service jobs by circling

them helped students to visually see the different jobs and distinguish between those providing services and those producing goods. In addition to these modifications, discussing various jobs on a daily basis allowed for those students who thought of additional ideas or investigated further on their own to actively involve them in expressing their findings about the information that was being presented. Finally, a film was shown in class that again reviewed many of the things that the unit presented in regard to the various jobs that are available and actually putting a title or name to that particular job. As a result of these modifications most of the students seemed to gain a deeper understanding of this topic.

Another instance of modification occurred during the large group setting. During a **read-aloud** of the book, What Am I?, one of the students asked if the class could make a similar book. In particular, the students wanted to have a class published and illustrated book of their own, not necessarily regarding jobs. In order to make an instructional decision based upon student response I accommodated my design for instruction and yet had it fit into the **circular** learning goals. I met the students request while maintaining the curriculum by helping design a class book where all students could be involved. The students were given guidelines, which helped maintain commonality throughout the class book. The students were shown the format of the book described above and asked to follow the same format and then given a sheet of construction paper with a predetermined job written on it. The student had to stick with this job and draw the person and the materials used for the job. This idea seemed to be exciting to the students at first.

When some of the students received their assigned job they became disappointed or unsure of how to make their page. I immediately stopped the class and emphasized that I picked these jobs because they were important in the community and each student was contributing a page to the class book, these were not the jobs that they were going to have when they grow up. I did not explain clearly enough that these were not jobs that the students had to have when they were older, I heard students commenting, "I don't want to be a secretary." I tried to explain to the students that this was only their part of the class book that showed the large variety of jobs

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available and that not every job could be included in our book. On the following day the class generated a discussion on the importance the various jobs and that it was their assignment to make one page of the book. I explained that any of us might have any of these jobs when we are older and that all of these jobs play an important role in our community.

*Analysis of Learning Results***Whole Class:**

LEARNING GOALS	PRE-ASSESSMENT POINTS EARNED	PRE-ASSESSMENT POINTS POSSIBLE	POST-ASSESSMENT POINTS EARNED	POST-ASSESSMENT POINTS POSSIBLE
GOAL #1	2.36	3	3	3
GOAL #2	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
GOAL #3	0.96	3	3	3
GOAL #4	1.8	6	6	6
GOAL #5	0.24	1	1	1

This chart represents the average scores that the students could have earned (points possible) on the **pre-assessment** and the post-assessment and the average scores that they actually earned (points earned) on the pre-assessment and the post-assessment. The students did significantly better on the post-assessment than what they did on the pre-assessment. The average total score on the pre-assessment was a 3.75 out of 13 (29%), on the post-assessment the average total score was a 13 out of 13 (100%). Goal #2 was not assessed on the pre-assessment or post-assessment, it was primarily talked about throughout the unit. The average score for the entire class was an A due to the fact that the students must be proficient in each standard and benchmark before moving on: a district policy; therefore, all of the students in the class must achieve proficient performance. On the final assessment all of the students were required to draw and label 3 wants and 3 needs, which assessed learning goals #1 and #3: the students will be able to understand how people exchange goods and services for things they need and the students will be able to understand that people have basic needs. The students did well overall on this part of the test: the average score was 3 out of 3 (100%). The second part of the test of listing 6 jobs and circling 1 which provides a service assessed learning goals #4 and #5: the students will be able to show how families earn an income in exchange for things they need and want and understand the differences between jobs that produce goods and those that produce services. The students did well on this portion of the test also in that they received 7 out of 7 (100%). The findings from the pre-assessment and post-assessment indicate that the students did **learn** a great deal in regard to the information that was presented during this unit.

**Subgroup:**

LEARNING GOALS	PRE-ASSESSMENT POINTS EARNED	PRE-ASSESSMENT POINTS POSSIBLE	POST-ASSESSMENT POINTS EARNED	POST-ASSESSMENT POINTS POSSIBLE
Goal #1	2.4	3	3	3
Goal #2	NA	NA	NA	NA
Goal #3	1.1	3	3	3
Goal #4	2	6	6	6
Goal #5	0.33	1	1	1

The subgroup chosen for this analysis represented all of the males in the class. The reason this subgroup was selected is because a higher percentage of the students in the class were males. The chart shows how this subgroup did on all of the learning goals. Their results were similar to those of the entire class. In fact, the only difference is that these individuals performed slightly better than the class as a whole. It is important to analyze the learning of this subgroup for one primary reason. Mainly, more students are represented in this subgroup and it is important to analyze their performance because in general they do less well in school than do the female students. For the Waterloo Community Schools male students have a higher drop out percentage than do female students: there is about a 2% difference. This is one of the major things that the Waterloo School District is attempting to change and therefore it is important for educators to monitor this subgroup.

**Individuals:**

LEARNING GOALS	PRE-ASSESSMENT POINTS EARNED	PRE-ASSESSMENT POINTS POSSIBLE	POST-ASSESSMENT POINTS EARNED	POST-ASSESSMENT POINTS POSSIBLE
Goal #3	1.5	3	3	3
Goal #4	0	6	6	6

The two students that were chosen are both low-achieving students. It is important to understand the learning of these two students because they are students who have very low-achieving scores throughout the curriculum. If an educator does not understand their learning he/she may not be able to make adjustments that are necessary for them to achieve a satisfactory level in a certain class. These two students both did not fair very well on the

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**pre-assessment** for learning goals #3 and #4. In fact, both of these students scored below the class average on the pre-assessment for learning goal #4. However, they both **faired** significantly better on the post-assessment and their levels of achievement were similar to the levels of the class average. Both of these students reached a level of proficient achievement for these two learning goals. Their **pre-assessments** and post-assessments are attached to this section of the work sample.

Name \_\_\_\_\_

Jobs

1. artist

2. foot ball player

3. lifeguard

4. freemr

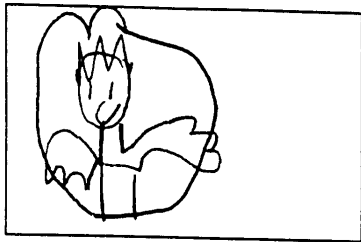
5. bread builder

6. teacher

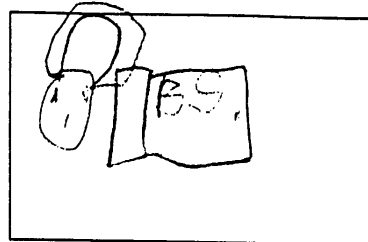
Name \_\_\_\_\_

Needs

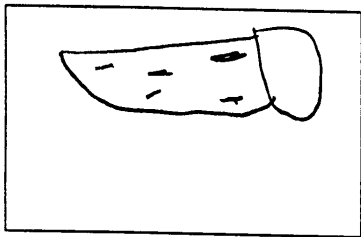
Wants



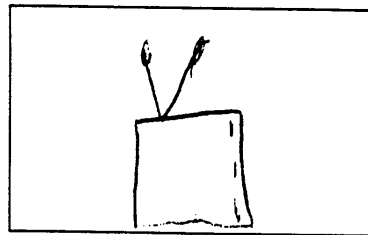
love



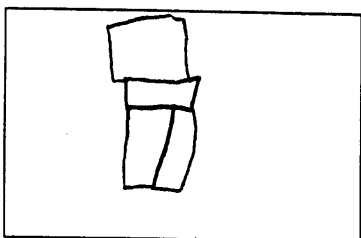
Music/Play



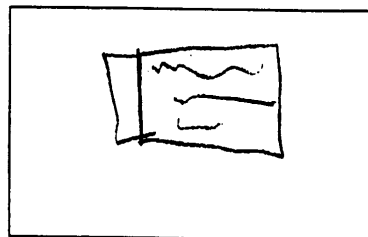
food



TV



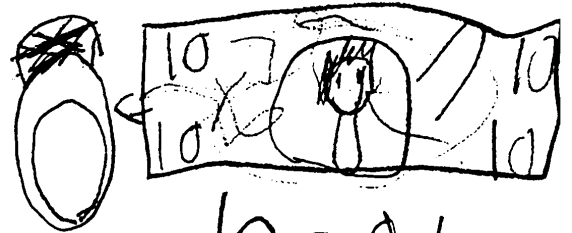
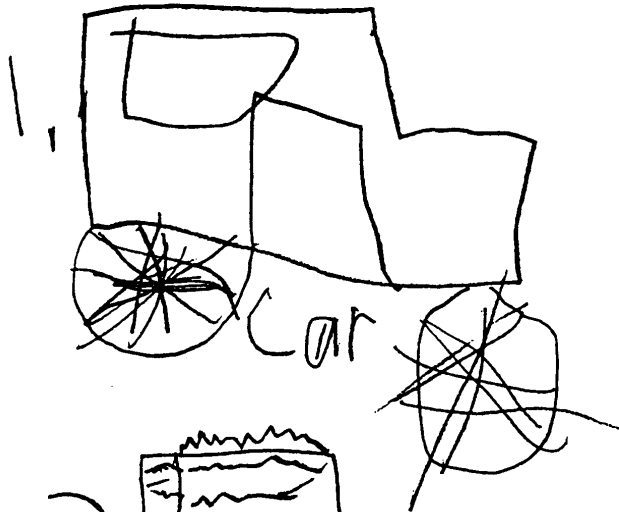
Clothing



books

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2/3

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1. ~~Arthmahn~~  
Jas bank

~~Arthmahn~~  
Jas bank  
Arthmahn

2. ~~M+D d d~~  
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Mattoy

5. M  
Rac  
MFC  
MFC  
Saha

3. MY/E

Rasih  
a sho

4. MYate  
is a hha

Name \_\_\_\_\_

3/1 6/1  
3/4 7/7

Jobs

1. Bondr builder

2. clane clown

3. Teacher

4. ortes artist

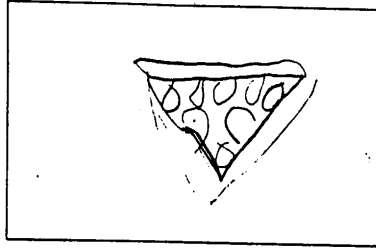
5. ~~Basketball~~ Play' B

6. School job Doctor

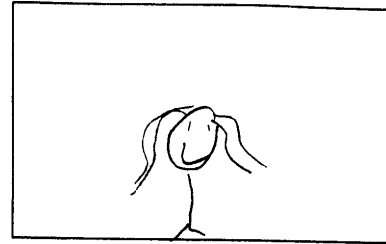
Name \_\_\_\_\_

Needs

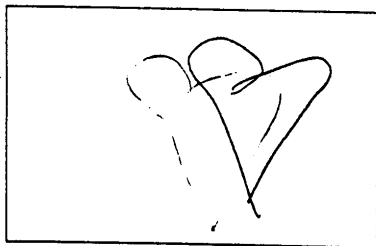
Wants



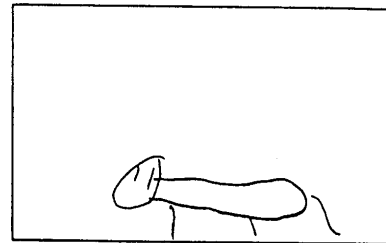
Food



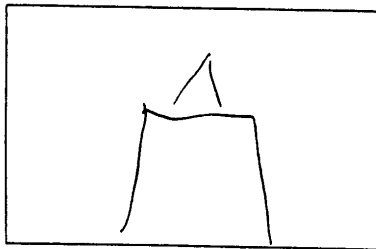
mom



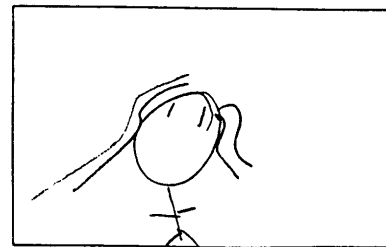
Love



Dog



home



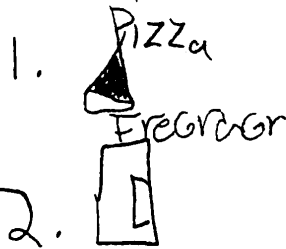
Sister's

van +



2/3

Need



3.

1/3

Want I need  
I need a car  
and a TV and  
I need Fregegr  
and a cramo  
and a dir

0/7

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### Reflection and Self-evaluation

Throughout the work sample there were many instructional strategies and activities that contributed to student learning and achievement. I believe that the two most effective activities were the "Wants and Needs Poster" and the class book of various jobs. The wants and needs poster allowed the students to look through a variety of pictures and identify pictures representing wants and those representing our basic needs and separate them into categories. The newspaper advertisements gave them the opportunity to find pictures that they felt represented their individual wants and needs instead of just being given a picture and deciding whether it would be considered a want or a need. The activity allowed for the students to participate in a hands-on activity using constructive learning which is something they have done little of this school year. It can become a challenge to maintain classroom management when the students are allowed to work cooperatively amongst each other. I believe that even though the students had participated in few hands-on activities it was an opportunity for me to introduce something new to them and they did very well with it. With direct and discrete instruction before beginning the project the students maintained somewhat calm and had a good time working in a new atmosphere. This activity provided the students with concrete examples of the various things that are available to us and the many things that we buy which we do not need but want. The other activity that I thought was most effective was the making of a class book of jobs. The students really used their imagination and creativity with their individual pages, which added to the uniqueness of the book. It was obvious that many of them worked hard on their pages and put a great deal of detail in to their drawing. The class really seemed to enjoy making the book and did a good job of taking initiative to do their part.

The greatest barrier in working on this book was that some students were disappointed with the job that they had to draw about. I feel that if I had explained to the students prior to starting the activity that this was not the job that they had to have when they grew up it was only their page of the class book they may have understood better. I believe that after making this

class book the students understood the names and duties of various jobs than before beginning the unit. Many of the students didn't know the title of various jobs and therefore being able to refer to the class book of jobs they could retain that information for the post-assessment much easier.

Another difficult area throughout this unit was trying to explain to the students the difference between wants and needs. When teaching this unit in the future I will have the students begin the unit by bringing an item or two from home that they believe is something they need. We will spend some time showing the class each item and discussing why we need or think we need this item. I believe that this will help the students better understand that many of the things in their home are things they think they need but simply want.

I believe that I met all of the work sample standards; however, we were required to complete this work sample at a very hectic time in our lives. The most difficult part of this work sample was composing this paper, I believe the rest of the components in the work sample are things that all teachers do during their regular teaching. In fact, for this work sample I did not do anything much different for this unit than what I would have if I were just teaching it without completing the work sample. I attempt to keep most of these standards and ideas at the front of my mind while I am teaching anyway. I would say that this was my main strength in doing this work sample: the work sample components were fairly simple because I attempt to focus on them anyway. I think the preparation and my performance on these standards had a positive impact on the students' learning and performance. The students were excited about what they were learning and where we were going every day of the unit and responded well to the instruction that was given throughout the unit.

I believe that my abilities and professional knowledge were adequate for teaching this unit. The only thing that I would change is that I would have liked to complete this project at a more convenient time during my professional development. As discussed earlier this is a time consuming project and at this time in the semester there are a lot of things going on for student teachers. It presented a feeling of being overwhelmed for many of us. In fact, many of the

teachers agreed that this project was somewhat in-depth, but could understand that this project showed our teaching abilities which was reflected through student learning. I think that the work sample is definitely worthwhile; however, a scaled down version would be much more realistic for individuals to complete.

The most significant learning insight that I had from this project is that I now realize what an impact that I can have on student learning and performance. I think that I really made a difference in the information that these students learned throughout this unit. They responded well to the instruction that was given and had fun doing so. They were interested in the topics and enjoyed the activities they participated in during class. All of these factors helped them develop an understanding of material that is relevant to them and important for them to know and understand.