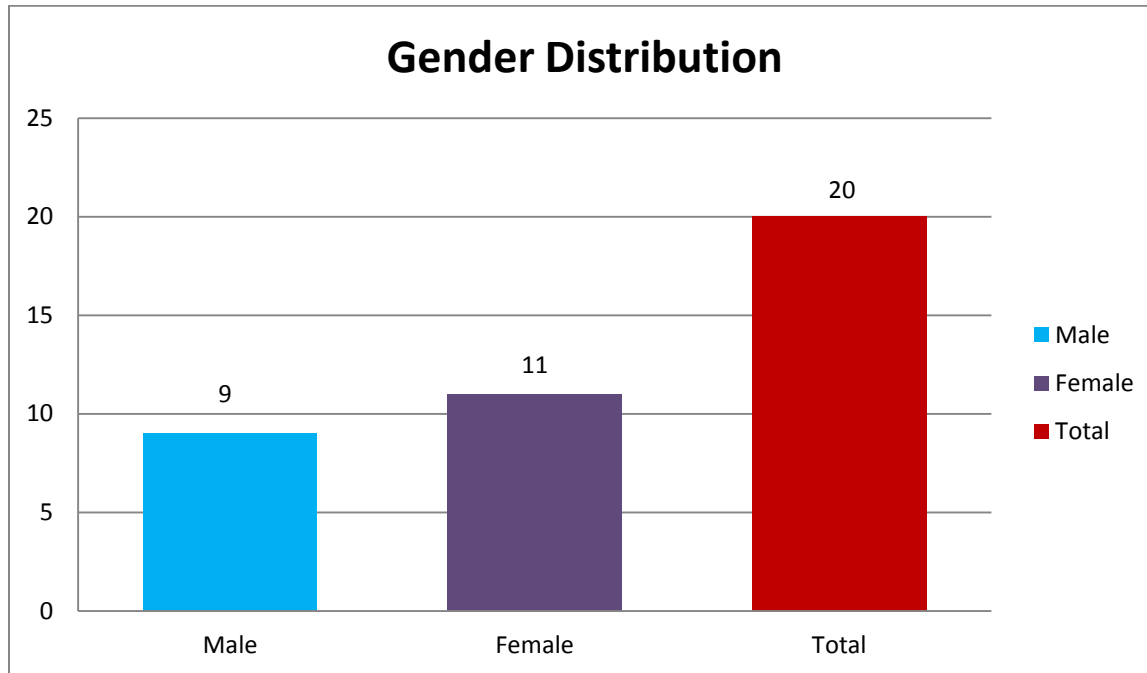


Classroom Contextual Factors

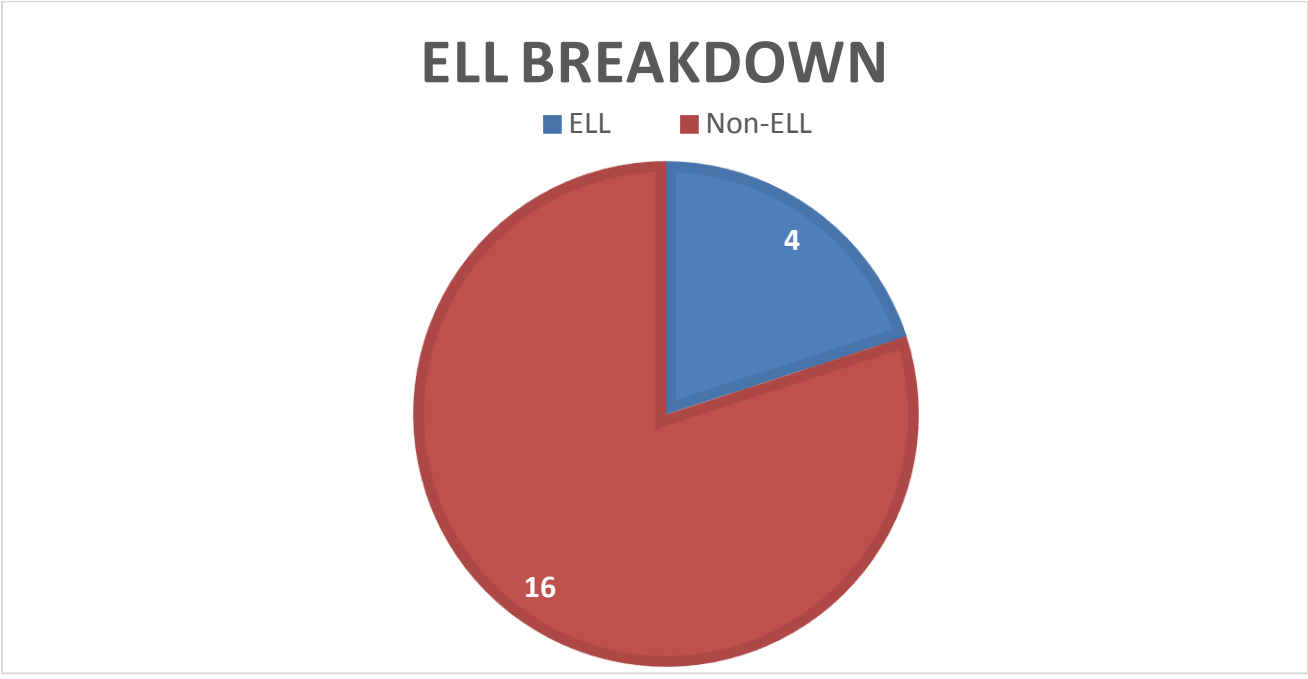
In Miss M's 1st grade class at elementary school there are 20 students. 11 of the students are females while 9 are males.

Figure 1.1



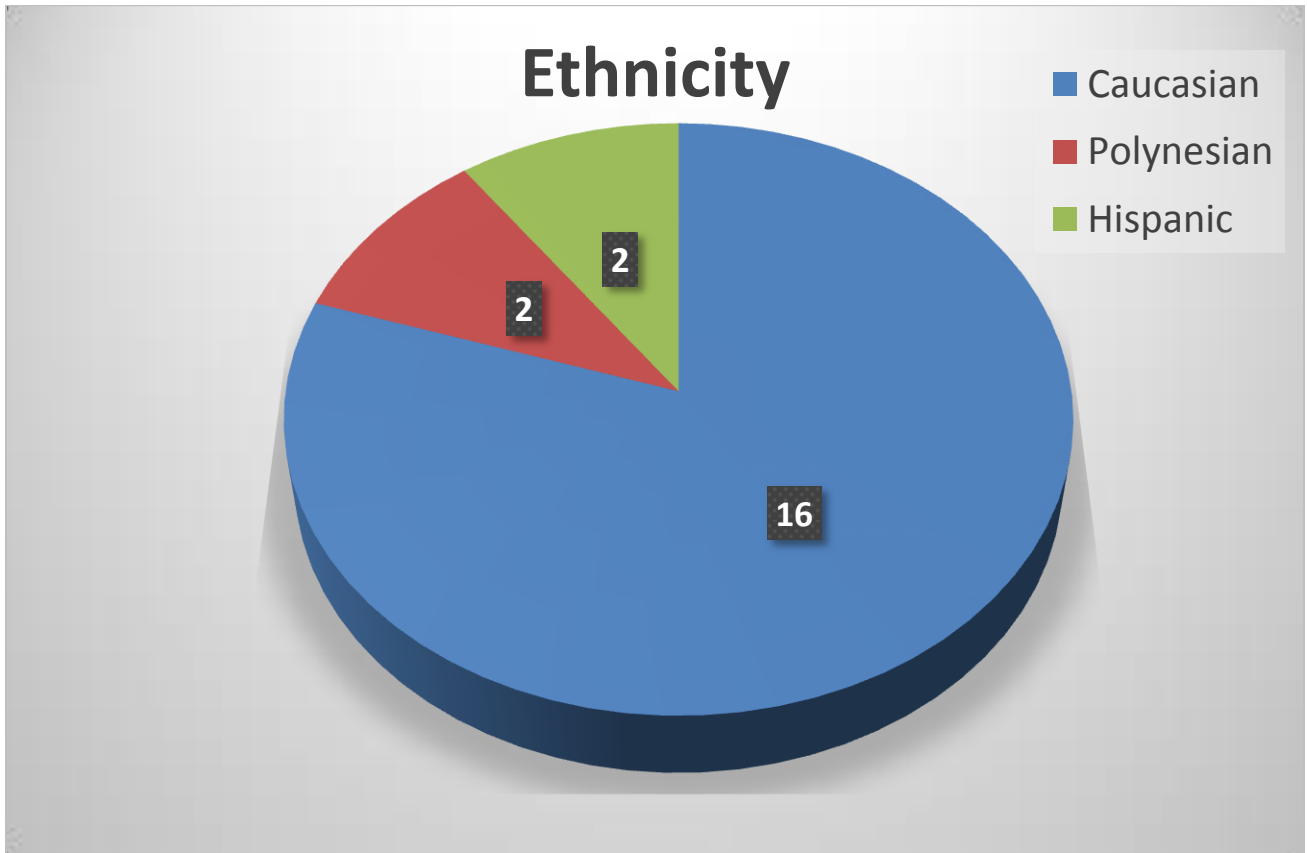
Out of the 20 students' total, there are 4 English Language Learners. They are all pulled out for 20 minutes for the Imagine Learn Program and then 10 minutes to read with an aide. Both of these are to help with their English and reading skills.

Figure 1.2



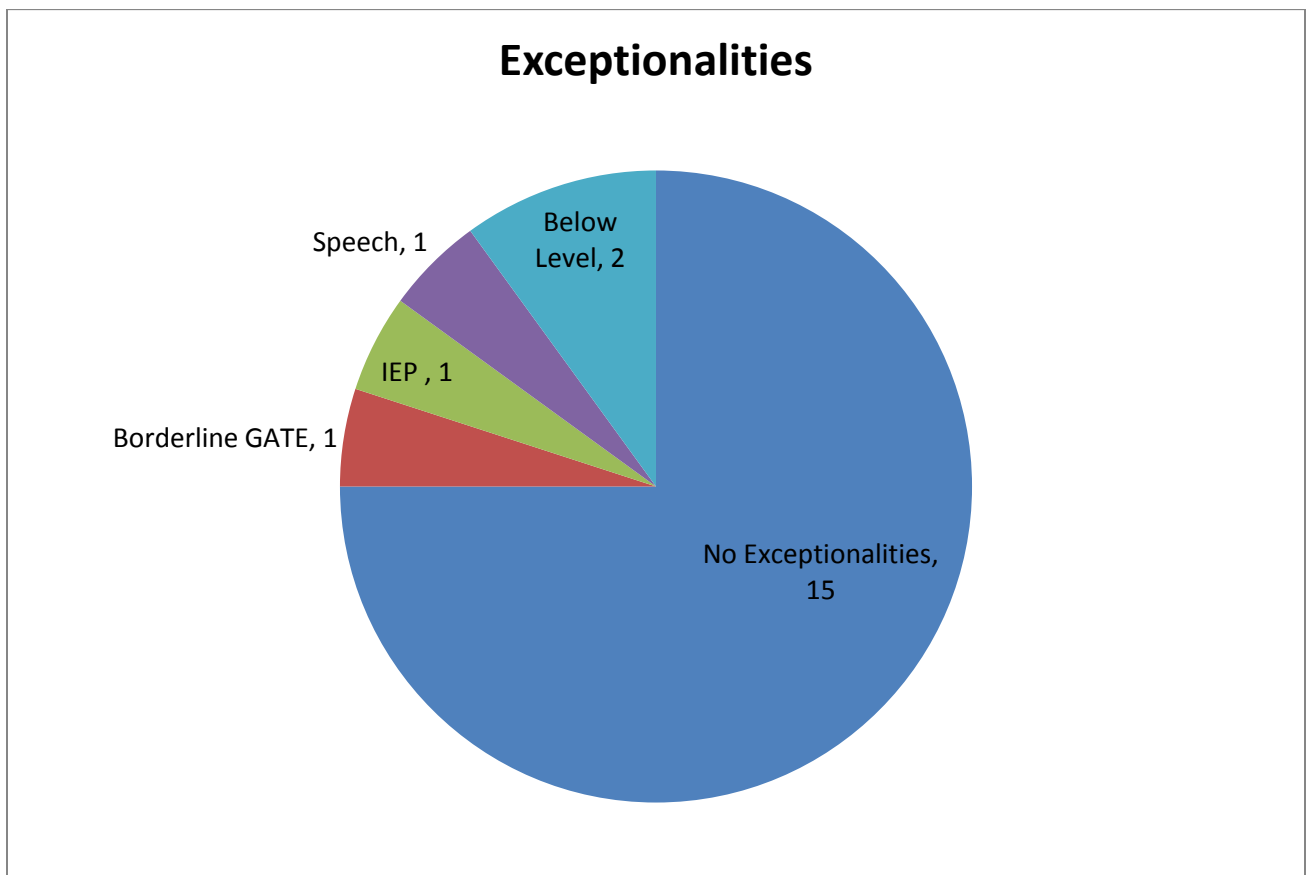
Two students in the class are Hispanic, two students are Polynesian and 16 are Caucasian.

Figure 1.3



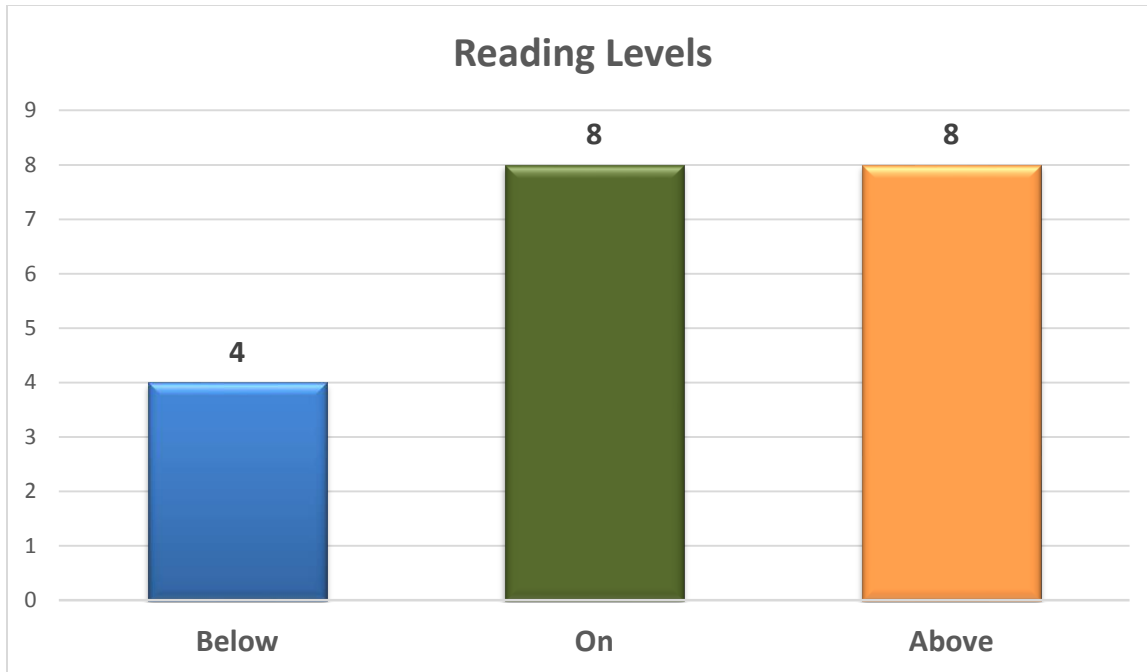
No students have been tested as gifted and talented (GATE) in Miss M's class. There is one student that is borderline GATE, and it will be recommended to her parents to have her tested in second grade, since testing for GATE is not done in first grade. One student is taken out for speech once a week and one student has an individualized educational plan (IEP) for communication problems and he attends speech twice a week. There are two students below level in language arts.

Figure 1.4



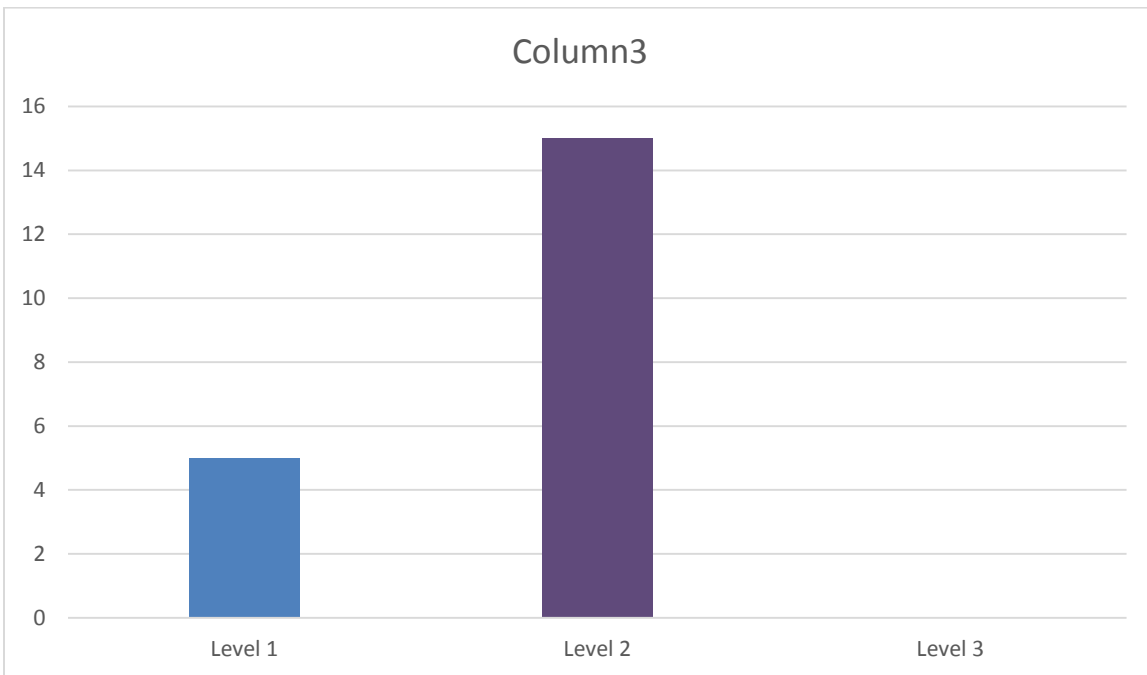
According to the DRA, a level of 5 is on grade level. Students below level 5 are considered below grade level and level 16 is above grade level. In Miss M's class there are only four students below grade level. There are eight students on grade level and eight students are above grade level.

Figure 1.5



My mentor teacher told me they don't have different levels in math, but she rates the students on a scale of 1-3. These scores are based on their math test and assignment scores. A level 1 means below grade level, a level 2 mean on grade level, and a level 3 means above grade level. Miss M. did not rate any students as a 3, because she doesn't feel like anyone is above. She rated 15 students on and five students below.

Figure 1.6



Policies and Procedures

One of the classroom policies is that when the students are on task they receive tickets, these tickets are put into a basket and drawings are held throughout the day. If students are off task they do not receive the tickets. This procedure works well because the students like the items that are being given out. If they are off task their chances are a lot slimmer than if they were on task throughout the day. There are only four rules in Miss M's classroom. These are stay in your seat, raise your hand, be kind and friendly, and whisper, unless the teacher is giving

direct instruction. When the students are following these rules the flow of teaching and learning goes smoothly. When the students begin to not follow the rules, Miss M gives them points that they can use toward extra recess time, or a party once they reach a certain number of points. This works well for the students, because they love recess time and get excited when other activities are offered. For the most part these policies and procedures are followed, and when they are there is a great flow of teaching and learning going on.

Modifications/Accommodations

While teaching the six lessons in my unit on mapping, I plan to make modifications and accommodations for the low ability students, high ability students, English Language Learners (ELL) and the student with communication issues. These modifications will be subtle but the students they refer to will feel comfortable during all lessons.

For the low ability students I plan to have them paired with a higher ability student, when possible. I also plan to have lower leveled questions for them so they feel comfortable answering in front of the class. I will also check on their progress more often throughout the lessons to help redirect misconceptions and confusion.

For the high ability students I will have higher level thinking questions for them. I will also give the opportunity to research the topic in more depth and share with the class. There will also be extension projects in place for them.

For the ELL students I will plan a mini lesson for the more difficult topics, and give the students a preview of the other lessons to better prepare them for the activities. I will be sure to include many visuals in my lessons and SIOP will be included in every lesson. I will use

technology to assist with making the abstract concepts more concrete. All students will have multiple opportunities for interaction, where then can output the concepts they are learning.

My student with communication issues has a very limited vocabulary, therefore it is difficult to understand what he is saying unless he is on topic and I am standing right next to him. However, he has an IPAD that he is allowed to use in class. To modify the lesson for him I have asked the special education teacher to put some mapping words on his word selections. He can create sentences with his IPAD, I will have him use it during class discussions and his test will be given to him in a one-on-one setting. I will also make sure I am observing him throughout all lessons, and if he is having difficulties I will pair him with a high ability student that has the patience to work with him.