**Reflection: Grade 3 Example**

I thought this lesson went very well. Both the students and I had a great time with it. When I was planning what to do, I wanted to make it as much fun as I could so the students would understand it better. I found the website that had the trivia game on it and thought that it would be the perfect activity. I have noticed so far this year that my students all love trivia games and being in competition with each other, especially girls versus boys. When I did the game on the computer, I ended up using it as a lesson instead of a trivia game. **Looking back, I would have started with something else to teach the students the simple subjects and predicates, and used the trivia game as an actual game. I think the students would have gotten a better understanding of what they were learning if they knew they had to get the right answers to win.** They were, however, able to choose the answer they thought was correct on this program. The program would tell us if the answer was correct or incorrect. Because of this challenge, I believe most of the students caught on to the meaning very quickly.

I also thought to **have the students act out different sentences so they had a visual of what simple subjects and predicates actually were. I really liked this idea because now they had another way of seeing the sentence instead of just on paper. I started by calling on students, but then I realized that I did not want other students to feel like I was not calling on them. I made the decision to draw names for the students, so that way everyone had an equal chance. If I would have had more time, I would have made it to where every student had a chance to act out a sentence.** Each student that acted out the sentence did a great job and showed that they understood. I had the other students help identify the simple subject and predicate while the one student acted out the sentence. This was a way to keep everyone involved and participating so I could judge how well everyone was understanding.

Another change I would have made was to the sample sentences I wrote on the board for them to identify. **Next time I will use the names of students in my class as the names in the sample sentence because all kids get excited to see their own name used as an example**. I will also spend a little more time with the implied simple subjects before I give out the assessments. My data showed that this was the area that the students struggled with the most on both assessments. By seeing that now, I know to look for those signs of struggle in the future and make the proper corrections to ensure total understanding by my students.

**The learning goals that the students were most successful with were locating the simple subject and predicates in the sample sentences that were written out for them. By explaining to them that the simple subject was telling us who or what the sentence is about, and the simple predicate was telling us what the subject did, they were able to understand and locate them pretty easily. For most of the students, the data showed that this was the most successful part of both assessments, but especially the post assessment.** The learning goal that the students were the least successful with was again, the implied simple subject. Most of them struggled with this concept, especially since they had to write their own sentence using an implied simple subject. The next time I teach this lesson I will spend more time on this, and have sample sentences for the students to identify before I make them write their own sentences.

The students who did exceptionally well on these assessments were of no surprise to me. A lot of those students do well on almost everything they are given. There were a couple more students that did well who do well in other aspects of writing class also. I was happy to see those students understanding this concept in order to put it towards mastering their love for writing. As for the rest of the class, they all fell about where I thought they would based on their performance on the pre assessment, the lesson, and prior assignments. There were, however, a few students that I was surprised with. They seemed to be understanding it all during the lesson, but did poorly on the assessment. I figure that they were either going along with what everyone else was answering during the lesson, or they rushed through the assessment just to get it done. I plan to keep an eye out for both possibilities because I want all my students to succeed and understand, not just some of them.

**We do have one student who is in the SPED program,** and goes to the resource room each day for reading and math. He is always in our classroom for writing, and must participate. This student did surprisingly well on the assessments, though did not make much improvement on the post assessment. Identifying the implied simple subject and writing a sentence for it was where this student struggled, just like a lot of other students. **This particular student struggles with writing as a fundamental skill, so I should have written out sample sentences with an implied simple subject, and a simple subject and predicate, for identification as an adaptation.** This student could have chosen which sentences contained an implied simple subject, and written them on lines provided. This way the student could also practice writing skills because they would be using the sentence as a visual when writing it down instead of creating a sentence. This would reinforce the writing skills by helping this student write the words the correct way, instead of what they think is the correct way. Identifying the simple subject and predicate in a sentence was no problem for this student, so I think it would have been more successful if we would have done the same for the implied simple subject. This student participates in writing class, but has a hard time doing the writing assignments given because of the lack of writing skills. We have been in contact with the specialist to make improvements on this, and they work on some of these assignments during their time together. We expect to see an improvement in this student as the time goes on.

**In conclusion, I think I would do this lesson again in the future**. Now that I have done it once, I know what improvements I can make, and I will make them. Most of the students in the class learned what I was trying to teach them. For those that did not fully understand, I will continue to enforce it by using it all the time. When we see a sentence in a book I may ask a student to point out the simple subject and predicate. When I ask students to do something, I will ask for them to identify the simple subject and predicate for what I just asked. Those constant reinforcements should help those who are struggling continue to practice so they learn it, and help those who already know it remember it. **The most positive aspects of this lesson was how much fun the students had while we learned.** They really enjoyed the activities we did, and they had a lot of fun with the trivia game and acting out the sentences. I feel that this helped more students have a better understanding than if we would have just sat down to identify a bunch of sentences. **The most negative aspect of the lesson was that I did not get to spend as much time on it as I wanted to.** In the future I plan to practice more before giving the assessment. This should hopefully help more students understand, and possibly make it to where everyone passes the assessment. If I spend a little more time on it, then more students should understand it by the end. I really enjoyed this lesson, and I am sure the students did too!

**Reflection: High School Spanish Example**

**Plan to follow to improve outcome on students**

Having the opportunity to work with these classes has been a great experience and I’m getting the chance to know the students. After seeing the students that really struggle with the class I got to think and **develop some techniques that could help approach these students to succeed for better approaches**.

**For Heritage Spanish students**

Since a native speaker I understand that is very easy to get caught up in the idea that we don’t need to learn any more of our own language and some students can get in these road to get an easy credit. Having Latin heritage could be beneficial but at the same a disadvantage for the students because they have a whole background of manners and slangs, and grammar habits that would be difficult to change when learning the grammatical aspect of the Spanish language.

One of the approaches I would do is to get the student to know me so then after that I could get to know them. See what kind of things they dislike and like while they are learning. What to make them bored or distracted. Detecting aspects of a lesson where these types of students feel comfortable while learning could help me to engage those kids, and involve them in the lesson in a way they don’t get to get distract.

**Student with problems with Social Skills**

It’s important for students to get to know their instructor but even more when the student struggle with social skills. After one of the sessions I developed a technique to reach the goal and make my students with social skills issues to feel confident and comfortable during class. I approached the kid in a very tactile manner and start talking about things the student seems to be interested. (Place of born) I spoke about a personal experience while being in New York to one of my students that was born there, and then she gave me an opinion. I believe I made her feel confident and part of the class. The next 10 minutes she was ready to participate and talk about some of the mix of culture and culinary characteristic in New York in front to the whole class.

**Lack of motivation students**

One method I can use with students that don’t bring homework is to actually revise them and work with them. Try to use them for more examples in the class. Motivate them so they feel they have to be preparing for next session. I believe I can do this action with a delicate tactical manner since I don’t really want to put in evidence or hurt the student’s feelings.

I speak to my students the importance of homework and the main reason why I make them do homework. I teach them the value of responsibility, where is a skill they will be using the rest of their lives.