Identify Contextual Factors

School and Community Description:

Billings is the largest city in the State of Montana and is currently home to a little over 157,000 people as of 2015. The city is home to twenty-two public elementary schools, one of which, Boulder Elementary, is located in the west cohort of school district two. This urban school is located at 2202 32nd Street West in Billings, Montana. There are currently a little over 450 students, with 28 teachers at Boulder making a teacher student ratio of 16:1. Of the 450 students, 235 are male making up 52% of student population and the other 48% are female, making up about 217. Of the twenty-eight classroom teachers, specialists and support staff personnel, this school services grades Kindergarten through sixth grade.

As school district two will undergo boundary changes in the upcoming school year, Boulder is not and will not be classified as Title 1. Currently, about 15% of the students qualify for Free lunch and 5% qualify for reduced lunch prices. As a whole, 34% of school district two's students qualify for free lunch so Boulder is on the lower end of that spectrum. The diversity score, which is the chance that two students chosen at random would be members of a different ethnic group, is a .23 at Boulder Elementary. Students come together to start the school day at 8:15 am. First through third grade students are dismissed at 2:20 while fourth through sixth grade remain in class until 3:00.

Class Description:

Mrs. Kerra Olson is a first grade teacher at Boulder Elementary School and I have had the pleasure of student teaching in her classroom with her twenty-three students. Kerra wrote a grant for her classroom to have flexible seating so there are 5 different tables, all at different heights, with different ‘tools’ that the students sit on. The seats range
from peanut balls, to wobble stools and even floor seat cushions. In the back corner of the
classroom, Mrs. Olson has a kidney table that is used for small group reading and math
activities. She also has a small table for her Mimeo, computer and other instructional
materials located in the middle end of the classroom. Kerra’s first grade class is also 1:1
with iPads and she also has 4 Google Chrome Books along the back window. Behind a
dividing wall, lies 22 cubbies for the students to keep their backpacks and coats, as well as
desk materials and book boxes. Mrs. Olson’s classroom is one of the smallest in the building
however due to the space flexible seating has saved and its Dr. Suess theme, the room is
homey and bright providing an ideal learning environment suitable for maximum learning
to take place.

Student Description:

Of the 23 students, eleven are female and twelve are males; all ranging from age six
to seven. About half of the students have late spring to summer birthdays so they are
considered young second graders. One of the students is Native American and another
student is from the Chinese decent and comes from a bilingual home. The other 21 are
White or Caucasian and all have varying needs. One of the students has a severe speech
impediment, severe ADD and very severe learning delays. He is pulled for 20 minutes a day
for learning support, and 15 minutes a day for speech. Another student is on the Asperger
spectrum with a minor speech delay as well. This student gets pulled for 30 minutes of
reading support and goes to ST and OT once a week outside of school. Three other students
are pulled for reading support throughout the day with two different reading intervention
specialists. One other student sees the counselor once a week for emotional support and
also support in how to handle social situations as he struggles being a kind friend.
Accommodations implemented into the classroom include the variety of seating options. Each month, the students write to Mrs. Olson and myself to petition a seat where they learn best as well as people they are least distracted by. Some students choose to stand instead of sit so they have a little more freedom to wiggle around when needed. We also have 2-3 students sit on a cushion while at carpet to help with the wiggles they have and temptation to move around. Each student is grouped in a reading group that best fits their immediate needs with differing level of instruction. About half of the students are either at or below benchmark, while the other half is above a first grade level. There are about 4 students who excel and require more challenging work that can be found in gifted and talented programs.

Instruction has been modified to give both audio and visual directions because a majority of the students’ learning modalities require either one of the two or a combination of both for complete success. Directions and steps are written on the board for students as a visual instruction plan. Mrs. Olson and I focus on sharing ideas vocally to encourage active involvement by all of the students. The students’ confidence, problem solving skills, and levels of independence has increased throughout the past few weeks of school. The first few weeks, there was much dependence on the teacher and little freedom and differentiation. We have worked with the students to help gain more and more dependence with appropriate, as some students need more guidance and support than others.

Class behavior and management are also important aspects of Mrs. Olson’s class. We have set a basis of expectations relation to Whole Brain Teaching and have also integrating a program called Pax that encourages an equal amount of respect given by the students and teachers equally. We all dreamed together of what the best classroom looks like, each
student coming up with unique ideas. Each of these ideas have played a role in our ideal “Pax” classroom. Every student is assigned a job for the month and they take their jobs very seriously. These range from recess helpers, to messenger and iPad genius. We have encouraged all of the students to participate equally to make our classroom the best it can be. Mrs. Olson’s class contains a variety of unique individuals that all require time and attention in all different aspects of education.

**Pre-Assessment:**

The students have been exposed to addition within 10 in Kindergarten and a couple time throughout the past 6 weeks of first grade. Some are extremely successful and are ready to add larger numbers while others still struggle with addition within 10. Each student has been assessed using the FastBridge Assessment Early Math and aMath and have been assigned into a math group with students that have similar needs as them. After a brief opportunity for questions, the students used their iPads to complete a Mimio Vote and individually answered the questions. These questions ranged from vocabulary terms in addition to actually adding two numbers within twenty. The students were not given any help from the teachers or from their peers, although I did observe some students looking at their neighbors, which could have skewed the results. These questions helped us determine that many can apply the concepts of addition when given ample time. However, we need to spend time focusing on fluency and provide the students will multiple strategies to help develop fluency. (CCSS: 1.OA.A1, CCSS: 1.OA.C5 & CCSS: 1.OA.C.6) After viewing these results, I have developed a series of lessons and activities to help the low become proficient as well as help the achievers grow. I want them to develop their number sense and the foundational skills within addition, not just memorize the algorithms.
Pre & Post Test

1. What number sentence has the same addends in a different order as 4+2=6?
   - a. 5+1=6
   - b. 6-0=6
   - c. 2+4=6  (Corrected)
   - d. 3+3=6

2. What number sentence has the same addends in a different order as 2+7=9?
   - a. 7+2=9
   - b. 4+5=9
   - c. 6+3=9
   - d. 1+8=9

3. What number sentence has the same addends in a different order as 0+3=3?
   - a. 2+1=3
   - b. 4+5=9
   - c. 6+3=9
   - d. 0+3=3

4. What number sentence has the same addends in a different order as 6+2=8?
   - a. 4+4=8
   - b. 2+6=8
   - c. 5+3=8
   - d. 1+7=8

5. What number sentence has the same addends in a different order as 9+1=10?
   - a. 5+5=10
   - b. 8+2=10
   - c. 1+9=10
   - d. 6+4=10

6. Five frogs are sitting on a log. Two more frogs sit on the log. How many frogs are sitting on the log now?
   - a. ten (10)
   - b. three (3)
   - c. six (6)  (Corrected)
   - d. seven (7)

7. 3 + ( ) = 6
   - a. 3
   - b. 2
   - c. 9
   - d. 5
8. There are 7 horses in the barn. Then 1 horse joins them. How many horses are in the barn now?
   a. 6
   b. 8
   c. 7
   d. 4

9. ( ) + 4 = 10
   a. 8
   b. 14
   c. 6
   d. 40

10. Three dolphins are swimming in the ocean. Six more dolphins swim over to join them. How many dolphins are swimming together now?
    a. thirteen (13)
    b. three (3)
    c. twelve (12)
    d. nine (9)

Pre-Assessment Scores
Question 1: What number sentence has the same addends in a different order 4+2=6?

Question 2: What number sentence has the same addends in a different order as 2+7=9?

Question 3: What number sentence has the same addends in a different order as 0+3=3

Question 4: What number sentence has the same addends in a different order as 6+2=8

Question 5: What number sentence has the same addends in a different order as 9+1=10

Question 6: Five frogs are sitting on a log. Two more frogs sit on the log. How many frogs are sitting on the log now?
Question 7: $3 + (?) = 6$

Question 8: There are 7 horses in the barn. Then 1 horse joins them. How many horses are in the barn now?

Question 9: $(?) + 4 = 10$

Question 10: Three dolphins are swimming in the ocean. Six more dolphins swim over to join them. How many dolphins are swimming together?
Preparing for Lesson Development

1. **What does your pre-assessment observation indicate about your student's needs and current performance and educational needs?** The students have been exposed to addition within 10 in Kindergarten and a couple time throughout the past 6 weeks of first grade. Some are extremely successful and are ready to add larger numbers while others still struggle with addition within 10. After a brief opportunity for questions, the students used their iPads to complete a Mimio Vote and individually answered the questions. These questions ranged from vocabulary terms in addition to actually adding two numbers within twenty. The students were not given any help from the teachers or from their peers, although I did observe some students looking at their neighbors which could have skewed the results. These questions helped us determine that many can apply the concepts of addition when given ample time. However, we need to spend time focusing on fluency and provide the students will multiple strategies to help develop fluency. (CCSS: 1.OA.A1, CCSS: 1.OA.C5 & CCSS: 1.OA.C.6) After viewing the results of our mimio vote, I have developed a series of lessons and activities to help the low become proficient as well as help the achievers grow. I want them to develop their number sense and the foundational skills within addition, not just memorize the algorithms.

2. **How will you design the lesson to meet the needs of all learners in your classroom?** Each student has been previously assessed in multiple forms to determine each of their particular needs within math. Throughout this lesson, the students who need more of a challenge will get a counting on worksheet with higher numbers. Each student has been strategically placed with a shoulder buddy of equaling needs. There are about 7 or 8 kids that will need direct attention due to their scores on the pre-assessment. These students have been given a worksheet that is at their level giving them a better chance to be successful.

The bulk of this lesson will be whole group at carpet. There are 2 students who have cushions to sit on to help them with their wiggles. We have also paired students up strategically to help them be successful and have peer support when needed. As needed, I will say "find me with your eyes" or "1,2,3 eyes on me, 3, 2, 1, your share is done" or "class, class" to get their attention. Students will make sure their bodies are turned towards me and they are sitting criss cross on their bottoms so their friends behind them can see. Off task learners will be given a verbal que or a tap on the head. "Hands and Eyes" will be used if multiple learners are off task or to get their attention.
**Lesson Plan Development**

<table>
<thead>
<tr>
<th>Lesson Title: Counting on Fall</th>
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<tbody>
<tr>
<td><strong>Common Core and/or State Standard:</strong></td>
</tr>
<tr>
<td>CCSS.1.OA.A.1: Use addition and subtraction within 20 to solve world problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
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<tr>
<td>CCSS.1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
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<tr>
<td>CCSS.1.OA.C.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</td>
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<tr>
<td>CCSS.1.OA.B.3 - Apply properties of operations as strategies to add and subtract.</td>
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<table>
<thead>
<tr>
<th>Lesson Objective: The students will be able to use the counting on strategy to determine the sum of multiple number sentences.</th>
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<tbody>
<tr>
<td><strong>Assessment of Learning:</strong> The students will be informally assessed throughout whole group teaching. The students will be formally assessed upon completion of the worksheet. The students will receive a check in the gradebook if they get 17 or more correct. Students who score lower than 17 will be pulled during math groups for reteaching. Students will use the counting on strategy with an accuracy level of 90%.</td>
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<tr>
<td>CCSS.1.OA.C.5</td>
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<thead>
<tr>
<th>Lesson Objective: The students will be able to develop strategies to accurately answer a series of story problems.</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment of Learning:</strong> This will be informally assessed verbally throughout whole group teaching by turning the equation into a verbal story problem. Students will answer a series of story problems with an accuracy level of 90%.</td>
</tr>
<tr>
<td>CCSS.1.OA.A.2</td>
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<tr>
<td>CCSS.1.OA.B.3</td>
</tr>
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<thead>
<tr>
<th>Lesson Objective: The students will be able to identify the addends, determine the correct sum, and will be able to apply the commutative property of addition.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment of Learning:</strong> The students will be informally assessed throughout participation in whole group teaching. The students will be formally assessed upon completion of the worksheet by writing the missing addend that matches the picture and finding the correct sum. The students will receive a check in the grade book by getting 17 or more correct. The students will be able to identify addends, determine the correct sum and apply the communicative property of addition with a 90% accuracy. <em>There is a total of 40 points possible on the worksheet. (20 for the sum &amp; 20 for correctly writing the addends on the line below the picture)</em></td>
</tr>
<tr>
<td>CCSS.1.OA.B.3</td>
</tr>
<tr>
<td>CCSS.1.OA.A.1</td>
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*There is a total of 40 points possible on the worksheet. (20 for the sum & 20 for correctly writing the addends on the line below the picture)*
Based on the lesson objectives, select an appropriate teaching model

Indian Education For All (IEFA)  ☒ No ☐ Yes. If yes, please describe

<table>
<thead>
<tr>
<th>Lesson Procedures/Activities</th>
<th>Materials</th>
<th>Classroom Management Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set</td>
<td>White Board Marker</td>
<td>As we sit together at carpet, the students know their expectation is to always be eyes on me and to raise their hand for permission to speak. 8 minutes</td>
</tr>
</tbody>
</table>
| To start our lesson, all of the students will be sitting at their assigned carpet spot. I will write an equation on the board and ask the students to whisper to their shoulder buddy what the two addends are. "Remember, addend is just fancy word for the two numbers we add together to make the sum."
Call on a student to come up to the board and point to the addends.
Next, I will ask the students to whisper to their shoulder buddy what the sum is. (Display counting on strategy when writing the sum on the board; "6+2= okay so I start at the bigger number and count on, 7, 8. Oh yeah, the sum is 8). Once the students are finished and have their thumbs up to show me they are ready I will say "shake your head up and down if you told your buddy 8"
"Let's look at some equations on the board and find the addends and the sum."

Teacher Input
I will use whole brain teaching and have the students mirror my actions.

2-3 minutes
**Check for Understanding**
Each student will get an individual whiteboard, marker and an eraser. I will write a series of equations on the board such as (6+2=8). I will then ask the students to write on their boards what the addends are. "When you’re ready show me your board carefully by your tummy".
Next, I want you to write the equation on your board and underline the addends.
"Now, I am going to give you the two addends, and I want you to see if you can find the sum. Once you think you have found it, carefully hold your board up by your tummy.
-4+2
-3+2
"Last, I am going to write a couple examples that look just like the work you get to do at your desk today."
-8+(Draw two dots)=
-9+(Draw two dots)=

**Guided Practice**
The students will be individually dismissed from carpet with an exit ticket of identifying the sum and/or the addend of an equation I write on the board.

**Independent Practice**
The students will each be given a counting on worksheet that they will complete independently.

The students have number lines on their name tags if they need extra assistance. Mrs. Olson and myself will be walking around for aid if/when needed.

**Closure**
Students who finish early will be instructed to open up Slate Math on their iPads and see if they can find any countries that give us examples of counting on.

Students who don’t finish their worksheet prior to 11:10 will finish at quiet time after lunch or during math groups.
Evidence of Lesson Effectiveness/Student Learning: The students were engaged throughout wholegroup lesson and showed particular interest in participating. Having the students write on the board to show their peers their thinking helped their interest levels. By using whole brain teaching, the students were able to not only learn what two addends do when they go together but they were also able to 'teach me' and their peers. At the end of the lesson, the students showed particular growth using the counting on strategy to come up with the missing addends and the sum.

Reflection and Recommendations for Next Time: There was some down time at the carpet while students were being dismissed. Although it was just a few minutes, next time I would have a series of problems on the board for them to discuss with their shoulder buddies. Also, the differentiated worksheets were too difficult for
some of the students resulting in discouraged spirits. In the future, I would have some easier ones to switch out with the students if this occurred.

Attachments, if required.
Analysis and Assessment of Data

The pre and post assessments included answering a series of questions including counting on to find the sum, finding the missing addends and finding the sum of story problems. This assessment covered the 3 objectives that are based on the content standards CCSS.1.OA.A.1, 1.OA.A.2, 1.OA.C.5 and 1.OA.B.3. (CCSS.1.OA.A.1: Use addition and subtraction within 20 to solve world problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. CCSS.1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. CCSS.1.OA.C.5- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). CCSS.1.OA.B.3- Apply properties of operations as strategies to add and subtract.) The following bar graph shows the results for the pre and post assessment scores for all individuals, except for one student who was absent for the post assessment.
Question 1: What number sentence has the same addends in a different order as 4+2=6?

Correct 91%
Incorrect 9%

Question 2: What number sentence has the same addends in a different order as 2+7=9?

Correct 100%
Incorrect 0%

Question 3: What number sentence has the same addends in a different order as 0+3=3

Correct 86%
Incorrect 14%

Question 4: What number sentence has the same addends in a different order as 6+2=8

Correct 86%
Incorrect 14%

Question 5: What number sentence has the same addends in a different order as 9+1=10

Correct 91%
Incorrect 9%

Question 6: Five frogs are sitting on a log. Two more frogs sit on the log. How many frogs are sitting on the log now?

Correct 95%
Incorrect 5%
Question 7: $3 + (\, ?) = 6$
- Correct: 82%
- Incorrect: 18%

Question 8: There are 7 horses in the barn. Then 1 horse joins them. How many horses are in the barn now?
- Correct: 95%
- Incorrect: 5%

Question 9: $(\, ?) + 4 = 10$
- Correct: 82%
- Incorrect: 18%

Question 10: Three dolphins are swimming in the ocean. Six more dolphins swim over to join them. How many dolphins are swimming together now?
- Correct: 91%
- Incorrect: 9%
<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Test (Out of 10 points)</th>
<th>Post-Test (Out of 10 points)</th>
<th>Assessment Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>7/10</td>
<td>10/10</td>
<td>3 point increase</td>
</tr>
<tr>
<td>Student 2</td>
<td>6/10</td>
<td>10/10</td>
<td>4 point increase</td>
</tr>
<tr>
<td>Student 3</td>
<td>4/10</td>
<td>Absent</td>
<td>N/A</td>
</tr>
<tr>
<td>Student 4</td>
<td>8/10</td>
<td>10/10</td>
<td>2 point increase</td>
</tr>
<tr>
<td>Student 5</td>
<td>10/10</td>
<td>10/10</td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td>4/10</td>
<td>9/10</td>
<td>5 point increase</td>
</tr>
<tr>
<td>Student 7</td>
<td>10/10</td>
<td>10/10</td>
<td></td>
</tr>
<tr>
<td>Student 8</td>
<td>1/10</td>
<td>4/10</td>
<td>3 point increase</td>
</tr>
<tr>
<td>Student 9</td>
<td>7/10</td>
<td>9/10</td>
<td>2 point increase</td>
</tr>
<tr>
<td>Student 10</td>
<td>9/10</td>
<td>10/10</td>
<td>1 point increase</td>
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<tr>
<td>Student 11</td>
<td>9/10</td>
<td>10/10</td>
<td>1 point increase</td>
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<tr>
<td>Student 12</td>
<td>9/10</td>
<td>10/10</td>
<td>1 point increase</td>
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<tr>
<td>Student 13</td>
<td>9/10</td>
<td>10/10</td>
<td>1 point increase</td>
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<tr>
<td>Student 14</td>
<td>6/10</td>
<td>7/10</td>
<td>1 point increase</td>
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<tr>
<td>Student 15</td>
<td>9/10</td>
<td>10/10</td>
<td>1 point increase</td>
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<td>Student 16</td>
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<tr>
<td>Student 17</td>
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<tr>
<td>Student 18</td>
<td>4/10</td>
<td>5/10</td>
<td>1 point increase</td>
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<tr>
<td>Student 19</td>
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<td>Student 20</td>
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<tr>
<td>Student 21</td>
<td>6/10</td>
<td>4/10</td>
<td><strong>2 point decrease</strong></td>
</tr>
<tr>
<td>Student 22</td>
<td>8/10</td>
<td>10/10</td>
<td>2 point increase</td>
</tr>
<tr>
<td>Student 23</td>
<td>10/10</td>
<td>10/10</td>
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</tbody>
</table>

Upon the completion of the post assessment, one student had a decrease of two points. 22 of the 23 students increased from the pre to post assessment score. When I approached the student whose score decreased, they claimed to have guessed on the pre-assessment resulting in a higher than understood score. The average score on the pre-assessment was 7.5/10 answers and the average score on the post-assessment was 9/10. Taking all of these factors into consideration, it is clear that over half of the students significantly improved.
their understanding of counting on, identifying addends, and using the commutative property of addition.

**Reflection**

**Insights on Effective Instruction:**

Based on the fact that 22 out of 23 students increased their scores, or their scores stayed the same because they got them all correct on the pre-test, I would consider the instruction given to be successful. Analyzing the pre-assessment results showed that some students had little prior knowledge of the skills being assessed while some had complete understanding. Due to these results, I differentiated instruction and assignments to keep all students’ interest levels high and in order to insure that all students gained understanding, not just the lower scoring students. In addition, I hoped that the variety and hands-on methods I used while teaching these lessons would help students stay engaged throughout. Whole-brain teaching was used repeatedly throughout each lesson so that it became second nature for students; “Two addends, go together to make a sum”, while using each actions to show what is being said. This insured that every lesson included I do, we do, you do.

**Insights on Effective Assessment:**

Initially, I had made a Kahoot! to assess the students’ knowledge prior to teaching. However, it became obvious that this was not going to create effective results due to the fact that it was more of a competition between students on who could guess the write answer the fastest. We were also experiencing students looking at their peers’ answers before answering their own. After observing this, I created a Mimio Vote. Each student was assigned a seat with privacy folders so that I could get accurate results. After seeing these
results, I was able to see where I needed to focus my instruction and also what students I could use to help me reteach these concepts and ideas to our students. It is really important in our classroom that the students realize they are teachers too, it is not just adults that can teach students; students can teach students and be just as effective. After our series of lessons, some more successful than others, I was seeing growth and could tell my students were ready for the post assessment. This was taken in the same environment as the pre assessment, quiet with privacy folders. Overall, I believe the assessments provided effective ways to meet the objects of the lesson and show me where each student needed to grow.

**Implications for Future Teaching:**

In the future, I would create some anchor charts to hang around the room for students to discuss and complete when they finish their work. Differentiating instruction was important throughout the lessons in this unit but it is impossible to be prepared for every turn of events. I would create extra assignments and/or worksheets for students who might be struggling with the original assignment so I can help them feel successful before challenging them. I would also have the students create peer-focused assessments for their shoulder buddies as an extension upon completion of work. Seeing the problems they come up with can help me see what they are thinking and what they determine as ‘challenging’. There is also one student, student 21, who has some cognitive delays and struggles in all areas of learning. I believe if he had more one-on-one instruction throughout these lessons, he would be able to gain somewhat of an understanding of some of the more basic concepts within these lessons.
Evidence of Impact on Student Learning:

Due to the improvement of scores from the pre-test to the post-test, I believe the instruction was effective and student learning took place. In the future, I would incorporate some of the changes suggested and would expect to see better results. Each student, some more than others, showed significant growth in the classroom. The engagement increased as the lessons progressed and the students were excited to learn. This showed me that although it was challenging for some at first, the sequence that the lessons took place in was effective and there was a balance between connecting to prior knowledge and introducing new concepts and challenges. Seeing the students be successful and understanding the concepts and vocabulary terms being used was extremely rewarding and showed me that learning was taking place and the students could feel it too. To ensure these concepts are not lost and the students can become fluent, repetition was present. The topics learned will be built upon throughout the rest of the year and I believe the students gained a strong foundation to help them continue to be successful.