

# **Teacher Work Sample**

**Submitted By  
Angie Giesler  
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## **Contextual Factors**

### **Community and School Factors**

My student teaching assignment is located in Bowling Green, Kentucky and is part of the Warren County school district. It is located near the outskirts of Bowling Green. The population of this elementary school is 805 students. Out of those 805 students, 564 of them are on free or reduced lunch. This information shows that the socio economic status of this school is greatly diverse. This school is ethnically diverse as well. When looking at the test scores from last year, you would never know that this school is extremely socio-economically and culturally diverse. Over the past 5 years, its test scores have gone up each year. They are hoping to continue this incline this year during testing.

### **Classroom Factors**

The classroom environment is very controlled, quiet, and respectful. The students know when to work quietly and when to work in groups. The students' desks are arranged in rows, all facing the board so that none of the students are easily distracted by others. This also prevents them from turning their backs on the teacher, which easily happens when the desks are in clusters. The classroom is also equipped with an ACTIVboard, a dry erase board, and a computer for research purposes. The ACTIVboard will be especially important because I will be able to show many types of visuals to all the students so that they will all be able to see it. The classroom is also equipped with two large tables in which materials can be set. The tables could also be utilized by groups during cooperative learning.

In my classroom, the majority of their day consists of lessons in subjects such as reading, math, grammar, and spelling. However, the students also learn about social studies and science. Many times, the science and social studies lessons are interspersed with reading and writing so

that the students are learning about more than one subject at a time.

### **Student Characteristics**

In my 3<sup>rd</sup> grade class, there are 23 students; 17 boys and 6 girls. Ethnically, there are 6 African American students, 2 Bosnian students, 1 Hispanic student, and 1 Asian student. Out of my entire class, there is only 1 ESL student, even though 3 students speak another language in the home. Luckily, the ESL student knows enough English to where, oftentimes, this factor doesn't come into play in the classroom. There are 4 special education students in the classroom who leave the room several times a day for specialized assistance. While in the classroom, they try their best to keep up but their work is often incorrect. However, as long as they stay focused, it is noted as a positive. The parental involvement for my class varies from child to child. Some of the children's parents are hard to get a hold of and are not very involved in helping in the classroom or cooperating with the teacher. Other parents are very involved and are easy to reach when needed. I also have several diagnosed and undiagnosed students with either ADD or ADHD and special instruction for these students is later discussed in the 'Implications for Instructional Planning' section.

### **Students' Varied Approaches to Learning**

Most of the teaching in the classroom consists of the teacher modeling the activity, the students observing the activity, and then the students modeling it back to the teacher. This is a very effective method that the students are used to and respond to positively. The students seem to respond very positively to hands on activities that are used in the classroom. The majority of the students are at or above grade level; however, there are a few students who are below grade level. These students will need to be given extra assistance during lessons, so I will read lessons aloud to accommodate for their reading impediments. As long as they listen to the instructions, they will

understand exactly what is expected of them.

### **Students' Skills and Prior Knowledge**

The topic for my teacher work sample will be Economics. While looking at the Kentucky Elementary Learning Profile, I concluded that in regards to social studies, the majority of the class is right on schedule. The KELP denotes that during the 3<sup>rd</sup> grade, students should be able to select the goods and services, explain choices to a partner, and use a concept as the reason why those choices were made. My class has not yet studied this material, but it is needed for the competent level. Therefore, this material will be right on target. I will be depending on my pre-assessment to let me know just how much economics they already know.

### **Implications for Instructional Planning and Assessment**

If my special education students are in the classroom during my lesson, I will keep them on task and encourage them to try their hardest and pay attention. If they need help writing, I will either write their answers as they dictate or have another student assist in writing his answers. For the ADHD students, I will incorporate hands on activities throughout the whole unit so they can get up and move around throughout the lesson. If the ADHD students get done with an activity early, I will make that student my helper so that he/she will stay busy, and in turn, refrain from distracting the rest of the class. For the students with ADD, I will continually walk around the room, making sure they are participating and paying attention during the lesson. When assessing the students, I will give extra time to all of my special education students. If they need to move to the hallway to work quietly, I will allow them to do that as well. I will also read all of the instructions and questions aloud so that the students who struggle with reading will have a better understanding of what they are expected to do.

## **Learning Goals**

**Learning Goal 1 (LG1): Students will define (knowledge) basic economic terms.**

Core Content Alignment: SS-EP-3.1.1: Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.

Program of Studies: SS-P-E-U-1: Students will understand that the basic economic problem confronting individual and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.(LG 1 aligns with these standards because students will be doing activities in which they will be required to know the definitions of basic economic terms. They have had little to no exposure to economics, so these terms are vital. Once they understand them, they will be asked to make choices and identify opportunity costs.)

**Learning Goal 2 (LG 2): Students explain (comprehension) how fundamental economic concepts influence decision making.**

Core Content: SS-EP-3.1.1: Students will define basic economic terms related to scarcity (e.g., opportunity cost wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.

Program of Studies: SS-P-E-U-2: Students will understand that a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today. (LG 2 aligns with these standards because students will be making decisions on which pets they would like to own, and what toppings they would like on their sundaes. When they make these choices, they will be explaining what economic concepts influenced their decision, such as price and incentives, as well as identifying their opportunity costs.)

**Learning Goal 3 (LG 3): Students will recall (knowledge) important facts about the history**

**of money and evaluate (evaluation) its importance to society.**

**Core Content:** SS-EP-3.1.1: Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.

**Program of Studies:** SS-P-E-U-2: Students will understand that a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today. (LG 3 aligns with these standards because students will be learning about the history of money and will evaluate why the form of money has changed over the years. They will also be analyzing the components of a one dollar bill.

Three levels of Bloom's Taxonomy are included in these learning goals. LG 1 requires basic knowledge of fundamental economic concepts so that students will be able to have knowledge of the basics before beginning to understand more complex economic concepts; LG 2 involves comprehension in order to explain how fundamental economic concepts influence decision making; and LG 3 involves the higher level of evaluation in order to be able to compare the money of the past with the money we have today.

Three of Gardner's Multiple Intelligences are included in these learning goals. LG 1 involves verbal/linguistic intelligence because students will explain the basics of economic terms so that they will later be able to participate in higher order thinking activities. LG 2 is both verbal/linguistic and visual/spatial. Students will be explaining economic concepts by looking through newspapers in search of important needs and wants. LG 3 involves bodily/kinesthetic because students will be using hands-on activities to analyze money and understand all components of the dollar bill. Students will also be watching a short video on the history of money which will appeal to the visual/spatial learners.

These goals are designed around the contextual factors of my students. They are developmentally appropriate for my 3<sup>rd</sup> grade class because they are designed around the introductory concepts of economics. The reason LG 1 is on the knowledge level is because I want my students to learn the basics before expanding the terms and associating them with real-life situations. There will be many real life applications that students will be able to relate to. The goals I have created will lend themselves to hands-on activities which will help my students learn. I also have a lot of verbal/linguistic activities that are going to be utilized because that is the way that most of the students learn best. I will use many visuals to help the students such as short videos and visual representations that can be displayed on the ACTIVboard.

## Assessment Plan

**Overview:**

<b>Learning Goal</b>	<b>Assessment</b>	<b>Format of Assessment</b>	<b>Adaptations</b>
<b>LG 1: Students will define basic economic terms.</b>	Pre Assessment	Pencil-Paper (matching, multiple choice, fill-in-the-blank)	Read the instructions and questions aloud. Tell them that they are expected to put the correct letter in the blank on the matching. If special ed students need help spelling or writing words for the fill-in-the-blanks, I will assist them.
	Formative Assessment	Questioning in sequential order, observing, create needs and wants chart, graphic organizer handout	Model the needs and wants chart; helping special ed students write their sentences. For graphic organizer, assist special ed students with writing. Provide enough wait time for the students when questioning. If they have trouble answering, give them verbal cues. Review and reinforce terms throughout the unit. If ADD or ADHD students have trouble concentrating, I will have them sit closer to me.
	Post Assessment	Pencil- Paper (matching, multiple choice, fill-in-the-blank)	See adaptations for pre-assessment.
<b>LG 2: Students</b>	Pre Assessment	Pencil-Paper (multiple	Read the instructions and questions aloud. Show them the rubric for the open response and ask if



<p><b>will explain how fundamental economic concepts influence decision making.</b></p>		<p>choice, open response)</p>	<p>they have any questions about the criterion. Let them know what is expected in their answer if they want to receive a 4. Assist special ed students by scribing for them.</p>
	<p>Formative Assessment</p>	<p>Questioning and observing, lesson 1 graphic organizer, choice open response, opportunity cost ice cream activity, goods and services handout</p>	<p>Read all instructions aloud and model all activities for visual learners. For special ed students, I will scribe their answers if they need assistance. Show all handouts and instructions over the document camera so they will all be able to see it. Provide verbal cues and wait time during questioning. Review and reinforce throughout unit. If ADHD students can't concentrate, assign them as my helper to help them get up and moving.</p>
	<p>Post Assessment</p>	<p>Pencil-Paper (multiple choice, open response)</p>	<p>See adaptations for pre-assessment.</p>
<p><b>LG 3: Students will recall important facts about the history of money and evaluate its importance to society.</b></p>	<p>Pre Assessment</p>	<p>Pencil-Paper (multiple choice, fill-in-the-blank)</p>	<p>Read the instructions and questions aloud. If special ed students need help spelling or writing words for the fill-in-the-blanks, I will assist them.</p>
	<p>Formative Assessment</p>	<p>Questioning and observing, short video on the history of money, analyzing the dollar bill activity and book</p>	<p>Show the video twice. Maximize the video screen so visual learners can see it well. Have an actual dollar bill for the analyzing of money so that all students can actually touch the components of the dollar bill as well as analyze it. When reading <i>The Go-Around Dollar</i>, show pictures to all students. Provide verbal cues and wait time during questioning. Review and reinforce throughout unit.</p>
	<p>Post Assessment</p>	<p>Pencil-Paper (multiple</p>	<p>See adaptations for pre-assessment.</p>

		choice, fill-in-the-blank)	
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**[See Appendix A for the pre-assessment, Appendix B for the post-assessment, and Appendix C for the Answer Key and Rubric]**

My pre-test and post-test are identical. Each test is paper-pencil based. The first part of my test is composed of multiple choice questions. Questions 1 and 2 of the multiple choice align with LG 1 because they require students to know the definitions of economic terms. The multiple choice questions are followed by four matching questions, which all align with LG 1 because they require matching the terms to their definition. Students will need to know the definitions of income, incentive, good, and service. The matching is followed by one fill-in-the-blank question which requires students to know the definition of price. Multiple choice questions 3 and 5 align with LG 2. These questions require students to analyze the information given and make an economic choice. The other question that aligns with LG 2 is the open response. The students are given a scenario where they need to make an economic choice about what the school principal should buy: computers, playground equipment, or new books. They are required to explain why and use economic terms. Finally, the multiple choice question that aligns with LG 3 is question 4. In this question, students are asked to identify which was not an early form of money. Two fill-in-the-blank questions also align with LG 3 because they require students to answer questions about the early money systems and properties of early coins. All of these questions align with LG 3 because students are asked to recall important facts about the history of money.

There were 7 points related to LG 1, 3 points related to LG 2, and 3 points related to LG 3. This makes for a total of 13 points on both the pre and post test. The selective and constructed response questions are scored using a key. The open response question will be scored by using the rubric. For students to achieve mastery on the open response, they must receive either a 3 or a 4

based upon the rubric. The mastery level for LG 1 is 6 out of 7 points (77%); the mastery level for LG 2 is 2 out of 3 (66%); the mastery level for LG 3 is 2 out of 3 (66%). The mastery level for the entire assessment (pre and post) is 10 out of 13 (77%).

My formative assessment will be based mostly on questioning and observing students throughout the lessons and their independent work. Each lesson in the unit will begin with questioning from the previous lesson as well as opening questions for the current lesson. All questions are on a variety of levels from Bloom's Taxonomy so that I can see if the students are making progress. I will call on a variety of students to make sure all students comprehend the material. At the end of several lessons, I will hand out worksheets for the students to complete so that I can see they are learning the material efficiently. The pencil-paper formative assessments will give me a more valid way of seeing where the students are with understanding the material. Other forms of formative assessment involve observing the students create their needs and wants poster, grading their open response answers, listening to their choice songs, and monitoring their sundae creations. I will go around the room and make sure each individual student understands the definitions of needs and wants. I will also help them write their explanations for each item. If they have trouble determining the difference between a need and a want, I will ask them high order thinking questions to help them determine if a good is a need or a want. Finally, the review jeopardy game will be a great tool to utilize when trying to brush up on certain content areas before the post test.

## **Design for Instruction**

After administering the pre-test, I learned that zero out of twenty-three students achieved mastery criteria for LG 1. The average score for LG 1 was 39.8%, whereas mastery for this goal is 77%. Two students achieved mastery in LG 2, both of whom received 66%, while the average

score for the class was 22.8%. No students achieved mastery for LG 3, and the average score for the class on LG 3 questions was 1.7%.

From these results, I can clearly see that my students have had little to no exposure to economics prior to this unit. Therefore, I will keep my learning goals where they are. This is exciting any teacher because I will be able to introduce them to the concept of economics. I realized that the students had the most success with LG 1, but the quantity of questions for LG 1 is larger than LG 2 and 3. I will still enforce the importance of LG 1 throughout the unit, but I will also pay special attention to LG 2 and LG 3. The performance on LG 2 and LG 3 was substantially lower than LG 1 so I will do several activities on these concepts so that the students can obtain that information. I was also surprised to see that only 12 out of 23 students had met mastery on the open response question. I will try to reinforce the steps to take when writing an open response question so that the students will be able to score higher on the post test. Throughout the unit, I will monitor my special education students closely to make sure they are staying on task and obtaining the information. I will create the lessons based on the ability level of the majority of the students in the class, but I will modify the lessons for the special education students if they have difficulties.

**Overview:** See References and Credits for activity source information.

Day	Learning Goal(s)	Activities	Assessments Related to Outcomes
Day 1 Pretest & History of Money	3	<ul style="list-style-type: none"> <li>* Administer pre-assessment [Appendix A]</li> <li>* Watch the Brain Pop video on <i>The History of Money</i>.</li> <li>* Take <i>The History of Money</i> quiz on the ACTIVboard, having individual students come up to answer each question.</li> <li>* Review what we have learned about the history of money and how it has changed from then until now.</li> </ul>	Administer Pre-Assessment and take the quiz on the history of money.
Day 2 Earning, Spending, Saving	1 and 2	<ul style="list-style-type: none"> <li>* Review what we learned about the history of money.</li> <li>* Read lesson 1 from Ch. 9 in the text book.</li> <li>* Analyze a budget and its components.</li> <li>* Display the textbook under the document camera.</li> </ul>	Analyze the budget graph while answering mathematical-related

		<ul style="list-style-type: none"> <li>* While reading the lesson, have students fill out a graphic organizer. [Appendix D]</li> <li>* Answer review questions as a class.</li> </ul>	<p>questions and fill out the graphic organizer.</p>
Day 3 Earning Money	3	<ul style="list-style-type: none"> <li>* Review what we learned about earning, saving, and spending.</li> <li>* Discuss different ways the students could earn money.</li> <li>* Have each student decide upon one thing they are good at doing that could earn them extra money.</li> <li>* Have them write a how to letter after providing the prompt. [Appendix E]</li> </ul>	<p>Write a how-to letter to another person, explaining the steps in performing a task in order to earn income.</p>
Day 4 Needs & Wants	1	<ul style="list-style-type: none"> <li>* Review different ways to earn money.</li> <li>* Ask students what things they might want to buy with their money.</li> <li>* Write the words needs and wants on the board. Ask students the differences between the two.</li> <li>* Newspaper Activity.</li> </ul>	<p>Create a needs and wants poster and explain each need and want.</p>
Day 5 Choosing Wisely	1 and 2	<ul style="list-style-type: none"> <li>* Review the differences between wants and needs.</li> <li>* Read lesson 2 in the textbook.</li> <li>* Display the textbook under the document camera.</li> <li>* Review the main ideas and details of the lesson.</li> <li>* Divide students into groups of 4 and have them write their own song about making choices.</li> <li>* Have the students perform songs for the class.</li> </ul>	<p>Pick a common melody and create lyrics for a song about choices. Have each group perform the song to the class.</p>
Day 6 Making Choices	2	<ul style="list-style-type: none"> <li>* Review what we learned about choosing wisely.</li> <li>* Go over the steps in making a decision. Use diagram from the textbook to show under document camera. Go over, as a class, the steps in making a decision.</li> <li>* Present students with the prompt for the open response question. [Appendix F]</li> <li>* Supply students with a graphic organizer to help them organize ideas before writing an answer. [Appendix G]</li> <li>* Give students an ample amount of time to finish the OR.</li> </ul>	<p>Students will answer an open response question about which birthday pet they prefer and they will also need to fill out the graphic organizer to analyze the benefits and costs of each choice.</p>
Day 7 Opportunity Cost	1 and 2	<ul style="list-style-type: none"> <li>* Review opportunity cost.</li> <li>* Discuss the importance of incentives and price when making choices.</li> <li>* Opportunity Cost Sundaes Activity. Give each student a worksheet. [Appendix H]</li> <li>* Review what we have learned about opportunity cost, why it was hard to make choices.</li> </ul>	<p>Students will fill out the opportunity cost worksheet and answer the question at the end.</p>
Day 8 Goods & Services	1 and 2	<ul style="list-style-type: none"> <li>* Review opportunity cost, incentives, and price.</li> <li>* Read Lesson 3 as a class.</li> <li>* Have students identify five types of goods and five types of services on a loose leaf sheet of paper.</li> </ul>	<p>Students will identify five goods and five services.</p>
Day 9 Money	3	<ul style="list-style-type: none"> <li>* Review goods and services. Talk about how money is important in our society today. Review the history of</li> </ul>	<p>Students will analyze the components of a</p>

		money. * Read the book, <i>The Go-Around Dollar</i> . As a class. While reading the book, analyze and discuss the various components of the one dollar bill. * Ask students which part of the dollar bill they think is the most important and why. Review what they have learned about the parts of the dollar bill.	WKU 4157 bill while in their group. Each group will have to point out each component as I walk around the room.
Day 10 Review/Post Test		Economics Word Search [Appendix I] Jeopardy Review Game [Appendix J] Post Test [Appendix B]	Review the unit by playing the Jeopardy Power Point game.

*Three activities included in the lesson are detailed.*

### **Activity One**

One activity that I am designing for my economics unit is the newspaper activity. This activity will be part of my lesson on the 4<sup>th</sup> day of my unit. It will help students distinguish the differences between needs and wants. It is related to LG 1 because students will need to understand the definitions of needs and wants to complete their poster. Many students did not understand the concept of needs and wants when taking the pre test, so I am anxious to see how this activity helps them distinguish the difference. Because a majority of my class benefit from visual and hands-on learning, I decided this activity would be a perfect fit. Each student will receive a large piece of construction paper. They will divide their paper into two columns: needs and wants. They will then be given several newspaper ads to search through to find needs and wants. Each student will need to find at least 3 needs and 3 wants. After they locate the good, they will then cut it out, along with its price, and glue it on the construction paper. They will be required to write three sentences below their good. They will tell me if the good is a need or a want, how they know that, and if they would be willing to buy the item at that price. After all of the students have completed the activity, they will each show their poster to the class and tell us one need and one want they chose. I will assess this activity by checking each poster to see if they have labeled 3 needs and 3 wants correctly.

### **Activity Two**

Another activity that I plan on using is Opportunity Cost Sundaes. Opportunity cost is one of the concepts that will be needed to master LG 2. On the pre-test, only 3 students mastered this concept. In the activity, each student will receive a worksheet with several different types of sundae toppings. (See Appendix) Each student has 50¢ to spend on toppings and for each topping they choose, they put a check in the bottom right corner. For each topping they do not choose, they put an X through the box. This X symbolizes the opportunity cost, or something that they gave up. When each student has their worksheets completed, they will come to the line to get their sundae. After they are done eating their sundaes, they will go back to their desks and answer a question about their opportunity costs. I will assess this activity by checking to see if they correctly labeled their opportunity costs.

### **Activity Three**

The third activity that I plan to use is the Go-Around Dollar activity. This lesson aligns with LG 1 and will help the students understand the importance of money in our economy. This activity is an extension on the history of money and will reinforce the importance of the symbols drawn on our dollar bill. I will read the book, *The Go-Around Dollar*, while the students sit in groups of 4. Each group will have a dollar so that they can identify components of the dollar as they are mentioned in the book. We will learn about the serial numbers, counterfeits, the importance of symbols on the bill, and faces featured on a dollar bill. This activity will be great for my tactile learners because they will be able to actually touch the dollar bill and analyze all of its components. To assess this activity, I will monitor each group's participation, making sure each member is able to see the bill and help locate its components.

### **Technology**

Technology is used throughout my unit plan. The internet has many resources that I have

taken advantage of, and the ACTIVboard also lends itself to more technological involvement. For multiple lessons, I will utilize the document camera to model activities to the students as well as show them textbooks and other books I will be reading. I also plan to create and use a Jeopardy Power Point game to help the students review the unit for the post test as well as an online movie clip from Brain Pop to teach the students about the history of money. This website will also offer a quiz for students to take after watching the clip.

## **Instructional Decision-Making**

One of my first instructional decisions came during the fourth lesson of my unit as I was explaining the differences between needs and wants. I had been asking the students to give me examples of needs and wants when I realized that some of the items they were naming could go either way. A few of the items they brought up were body wash, toothbrushes, and toilet paper. I decided this clarification would be important for them to achieve mastery on LG 1, so I decided to take action. These items would not necessarily be needed to survive; however, they would be needed to be able to survive in our society. Therefore, I told the students that in today's society, these goods would be considered needs because without them, you could be ostracized. In the age of the caveman, soap and toothpaste would have been considered a want, not a need. I then went back and further explained other hygienic items and whether or not they should be considered a need or a want, such as deodorant, toothpaste, medications. After this clarification, the students were much more confident in making their selections.

The second instructional decision I made came during my Opportunity Cost Sundaes activity. When I had made the lesson, I was originally going to give each student a 50¢ token to use when making their topping purchases. However, after I explained the activity to the students, I realized that the tokens were not needed. Especially since each student had a worksheet in front of



them where they could add up their topping choices to make sure they did not exceed 50¢. I then suggested a new way for the students to monitor their spending. I instructed them to write down the price of each topping on the right side of their paper. This way, they could keep track of their spending without having to worry about the hassle of passing out and keeping track of the tokens. This would also keep them focused on just identifying the opportunity costs, rather than giving too much attention to the mathematical portion of the lesson.

## **Analysis of Student Learning**

After completing my economics unit post-test, I was able to compare how my students performed on both the pre and post-tests. There are 23 students in my class, but only 19 students took both the pre and post test. After administering the pre-test and realizing that the students had little to no familiarity with economics, I was anxious to see their growth. Seeing that less than 5% of students mastered LG 3, I was excited to compare those scores to the post-test scores.

While looking at the whole group assessment results chart [Appendix J], it is very obvious that each student made a positive growth from pre-test to post-test. Overall, I had 16 out of 19 students achieve mastery, 77%, on the post-test. The lowest score on the post-test was 53%. Overall, it is apparent that the class obtained more knowledge and comprehension on the subject of economics after my instruction. While looking at the pre-test vs. post test charts for each learning goal [Appendix K], I can see that the class made an improvement on each of the three learning goals. I can see that the most significant increase was in LG 3. The pre-test average of 1.7% jumped to an amazing 85.9% mastery. The least amount of improvement was shown in regards to LG 1, however, the average for the pre-test was fairly high to begin with.

While looking at my LG 1 results [Appendix L], I realized that sixteen out of nineteen students met the mastery criteria of 86% for LG 1. Twelve of those students made a 100% on LG

1 questions. Fifteen students met mastery criteria of 66% for LG 2. [Appendix M] Eight of those students exceeded mastery with a 100% while four failed to meet mastery. Finally, sixteen students met the mastery criteria of 66% on the post-test for LG 3 while fourteen of those students scored a perfect score of 100% for that goal. [Appendix N] When taking the pre test, zero students met mastery for this goal. I am more than satisfied with these numbers, although there is always room for improvement.

I decided to analyze LG 1 in terms of students seated in the front of the class vs. students seated in the back of the class. I wanted to analyze the difference between these two groups of students. In my classroom, we put the lower achievement students in the front of the room so that they will be more apt to focus. I was anxious to see if seating lower level students in the front made a difference or not. I randomly selected five students who were seated in the front and was very impressed with their improvement on LG 1 from the pre test to the post test. On the pre test, one student scored a 4/7, two students scored a 3/7, and two students scored a 2/7. These numbers did not shock me because my students were just being introduced to economics. On the post test, however, these students' scores rose dramatically. Three of the five students achieved 100% on LG 1. The other two students achieved mastery of LG 1 with a 77%. After seeing these results, I learned that it could definitely make a dramatic difference having these students sit in the front of the classroom. In the case of these five students, they performed very well when seated in the front. It was easier for them to focus and pay attention when they are right up in front of the action and their scores reflected that.

For my individual work samples, I chose two students, Alex and Mia. Alex is an extremely intelligent student who is a very intrinsic learner. He is constantly asking questions, and always wanting to know more. Mia is a very sweet young lady who tries hard, but has a difficult time

concentrating in class. Most of the time, the reason she performs poorly is because she lacks the concentration needed during instruction. However, in my classroom, she is seated in the front so that she will be more apt to concentrate on the lessons. Alex scored a 5/13 on the pre-test, failing to master any LG. However, after receiving instruction, he scored a 13/13 on the post-test. I was thoroughly impressed with his absorption of the material, although not very surprised. By seeing his post-test score, I can see that my several different types of instruction benefited his learning style. As for Mia, I was extremely impressed with her growth from pre-test to post-test. On the pre-test, Mia scored a 2/13, failing to master any learning goals. However on the post-test she made a phenomenal improvement. She scored 13/13, a perfect score! I was very impressed with her open response question, where she used many economic terms in her answer. She really responded to the hands-on activities that were utilized in the unit and I really believe that her sitting in the front of the room helped her to concentrate. I was very pleased to see that both Alex and Mia, no matter their learning levels, mastered this content.

## **Reflection and Self-Evaluation**

The learning goal where I was most successful was LG 3. On the pretest, 3 questions pertained to LG 3 and only one student answered one question correctly for a 1.7% class average. After instruction, however, they had scored an 85.9% mastery on the content. I was very impressed with this growth and I think the main reason is because this learning goal involved so many visuals. When discussing the history of money, we watched the Brain Pop video on the ACTIVboard not once, but twice. I think this repetition helped them absorb the information. I definitely think that seeing the video that appeals to their age level helped them relate to the concepts. The Brain Pop videos have information interspersed with humor, which makes it exciting for the students to watch. Another factor that I think contributed to this success was my

continuous questioning throughout the lesson on the history of money. Before we would start talking about income or spending, I would ask them to remind me about the history of money. I think that reinforcing the concepts over and over is the best way to get students to remember them. Therefore, my continuous questioning helped them recall the facts.

The learning goal in which my students were least successful was LG 2. Four out of the nineteen students who took my post assessment did not reach mastery. This learning goal pertained to students being able to take the definitions of economic terms and applying them to situations where an economic choice is needed. One reason I believe that my students did not succeed as much in this learning goal is because I didn't spend enough time on the steps to making a decision. Instead of just going over the steps, I should have had students make choices while using the actual steps. This definitely would have helped them to remember the steps better. Another reason I believe this learning goal was least successful was because some students didn't write the open response to the level I would have liked. I wanted each student to score either a 3 or a 4 on the open response in order to receive full credit, but some students failed to do that. I think the reason was because they didn't practice writing open response answers pertaining to making choices before. I should have had the students write the answer to an open response question about making choices during the unit. This way, when they came to the post test, they would have been better prepared.

There is one area in which I would like to improve on and that is how to modify lessons to specific learning levels. Not all students learn at the same pace, so I would like to find more information on how to modify and accommodate for my lower level and higher level students. I have no trouble planning lessons to the on-level students, but when it comes to addressing high-level and low-level students, I have a bit of trouble. I think attending a professional development

addressing this issue would be the best way to learn more about it. If I engage in hands-on activities and teaching techniques that will help these students succeed, I will definitely be able to remember them and reuse them in the classroom. Another reference tool I could use would be text books and educational resource books to help address activities for high and low level learners. I believe with these tools, I will be a much more effective teacher than I am today.

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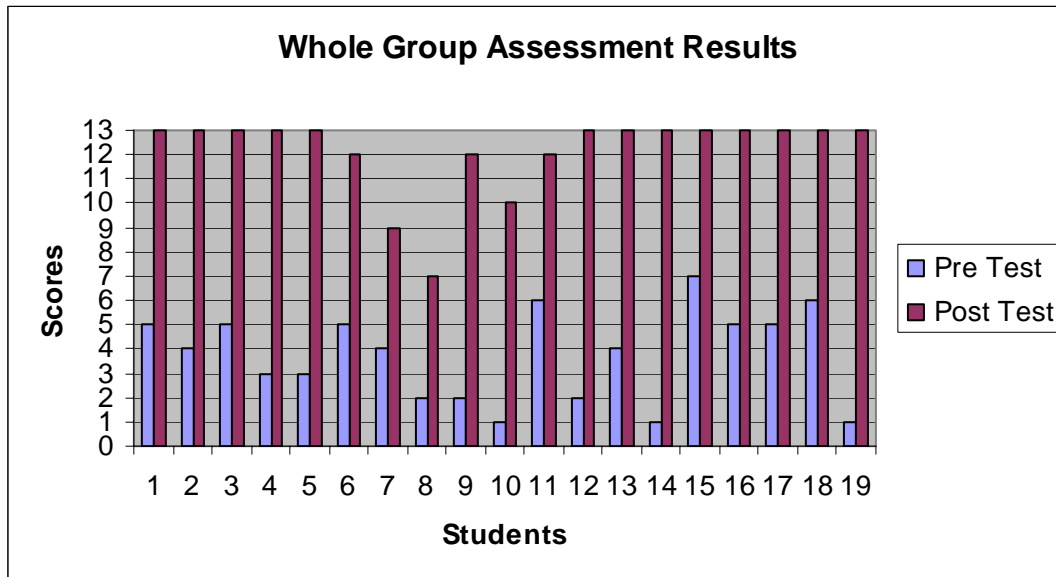
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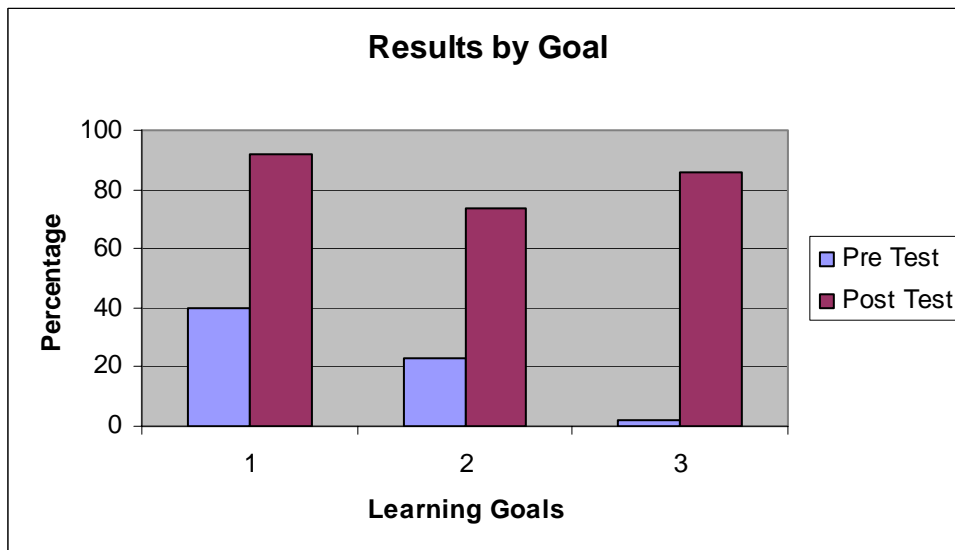
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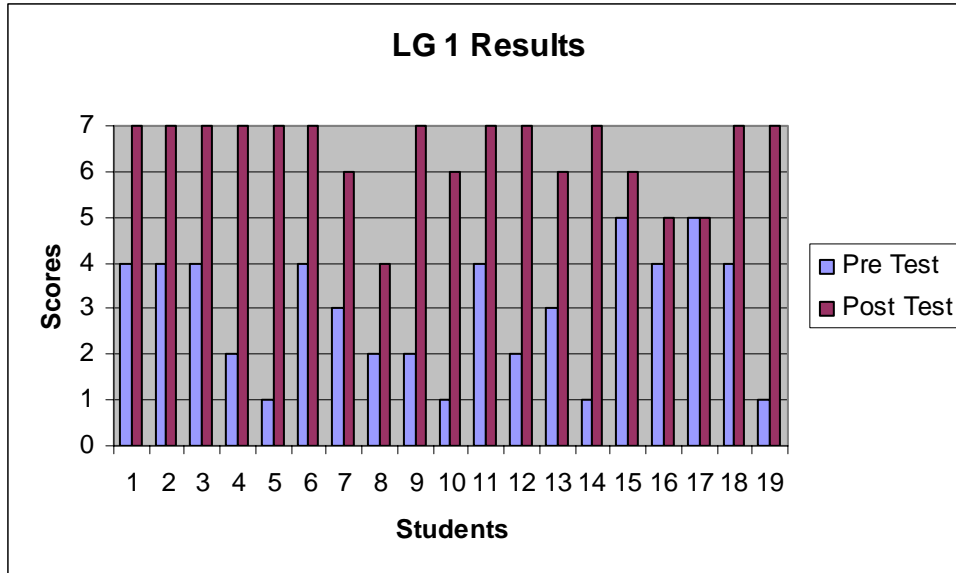
## Appendix K



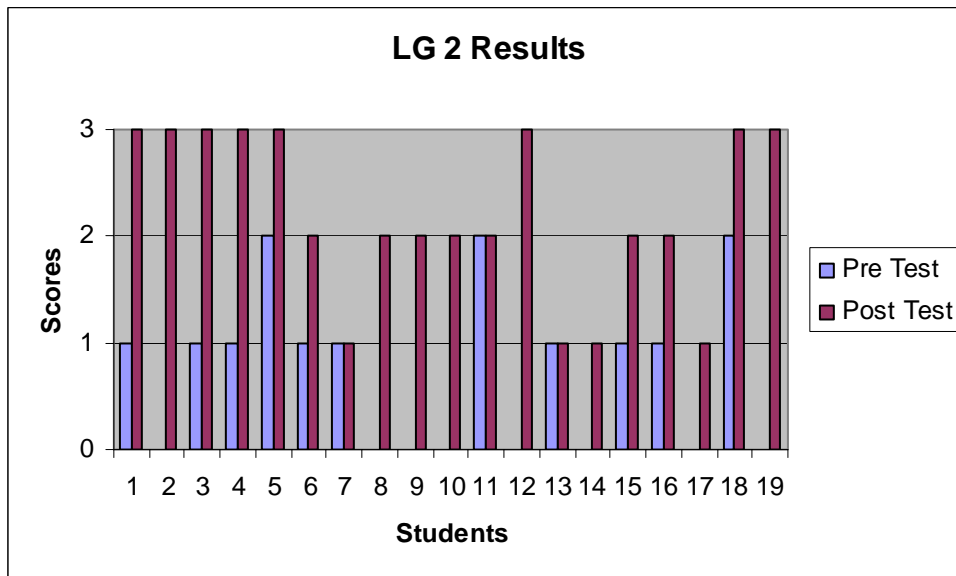
## Appendix L



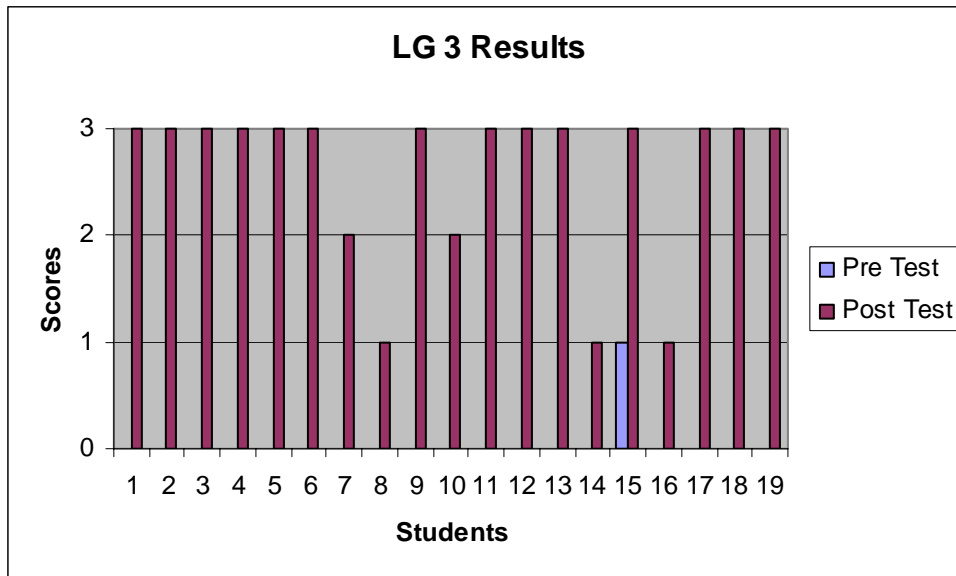
## Appendix M



## Appendix N



## Appendix O



## Appendix P

