* Learner reaction

o   What was the learners’ reaction to your thematic unit?

  What did they like?

My students absolutely loved acting out the stories during the vocabulary lesson. They also very much enjoyed the story Ping Pong Pig. They saw it on the easel before we started the lesson and begged for us to read it long before we were meant to start!

  What didn’t they like?

They definitely didn’t like the power point. They told me it was boring and that they wanted to be done. They also didn’t like when they had to just watch me use the manipulatives on the doc camera. They enjoyed using the manipulatives, but they didn’t use them correctly.

  Results of your reaction survey

I just asked the students what they enjoyed and what they didn’t enjoy during the lesson. I explained the results above.

* Meeting objectives

o   How well did the learners meet the objectives of this thematic unit?

We have only completed a few of the lessons thus far, but they have completed the objectives well. During our first comprehension lesson we completed a whole class graphic organizer, and I noticed that there were still some gaps in the understanding of the differences between the middle and the beginning of the story. The formative assessment for this skill will come during a later lesson. In the math lesson my objective was met. There were only two students who were not able to accurately show me the meaning of the vocabulary words. I was able to use the things I learned during my pilot test to make these lessons more successful.

* Evaluation from the perspective of the facilitator

o   From the instructor’s perspective, what worked and what didn’t?

From my perspective there were a few things that I really liked and a few that I would definitely change. During the comprehension lesson the kids absolutely loved and were engaged by the story “Ping Pong Pig.” But the power point seemed to be over their heads and I lost their attention. So I would change the power point and use different parts of the book to illustrate the parts of the story.

During the math lesson the stories that I had the kids act out to start with were very successful. They loved it and the whole class seemed to be engaged, and were answering questions about the vocabulary words. But instead of using actual farm manipulatives I would use plain counters because they liked to play with the farm animals and didn’t pay attention to my instructions.

* Evaluation of the materials or technology

o   Were the materials or technologies effective and appropriate?

The technology that was used in these lessons is basically just the power point. I already discussed this in the past question. I thought that the content of the power point went over their heads and lost their attention. They liked seeing pictures from the book on the power point, but the wording and the explanation that was given was too complex. I would change some of the pictures that were used, and make the power point into more of a game. I think if the kids had to guess what the part of the story it would show they would be more engaged.

* Evaluation of the environment (room size, arrangement)

o   Could the teaching space be modified in any way to improve instruction?

I thought that the teaching space worked really well for the lessons used. The room has space that I can have different areas for different type activities, and the kids are already used to what the expectations are in each area. I wouldn’t change anything about the environment.

* Continuity and conformity of implementation with the design plan

o   What changes would you make to the design plan to make this unit more effective?

I think I would keep the overall design plan the same. I felt like the flow of the lessons work really well, and the objectives were good. I might change the evaluation technique for the vocabulary lesson. I didn’t feel like it completely evaluated the objective. Instead I would do a more whole class evaluation with choral response or using hand signals to show answers.