

Review & Assessment

Plan carefully for periodic review and informal formative assessment throughout lessons.

Final Questions: 27-30



Review & Assessment Feature Components

- 27. Review of Key Vocabulary
- 28. Review of Key Concepts
- 29. Feedback
- 30. Assessment of Student Comprehension and Learning

The Lesson

UNIT: Mathematics (Kindergarten)

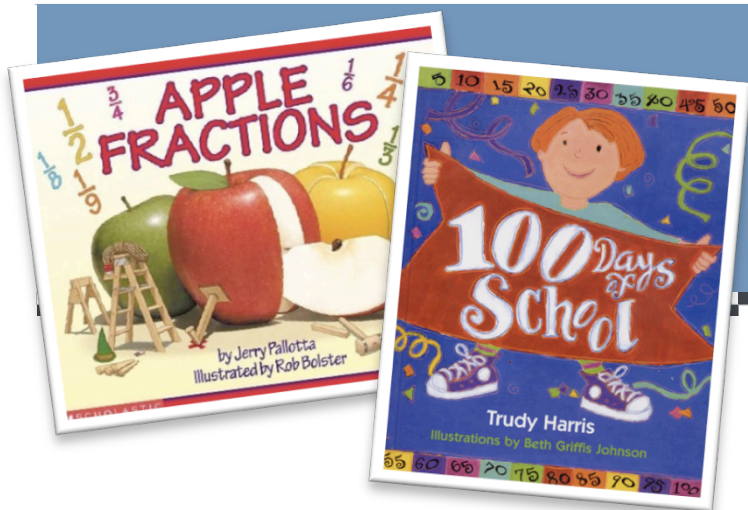
Miss Pham teaches mathematics each day after the reading and language arts block. The lesson described was designed to meet the following state Mathematics Content Standards for Kindergarten: Measurement and Geometry:

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity; and that comparisons may be made by referring to those properties:

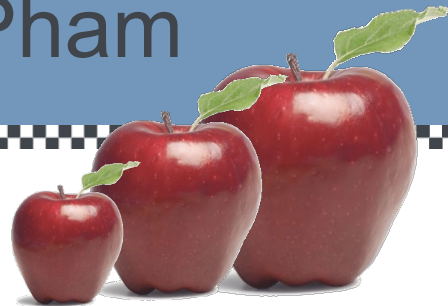
1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

The lesson designed is intended to teach
Measurement and Geometry:
Concepts shorter/taller, lighter/heavier; holds less/holds more





Teaching Scenario: Miss Pham



Miss Pham's lesson began with the children on the rug. She had a portable white board and markers, and she had written the following words on the board: *taller*; *shorter*, *lighter*; *heavier*, *holds less*, *holds more*. She had placed several objects on a table near the white board, including one large can of tomato juice, one small can of tomato juice, one large drinking glass, one small drinking glass. She introduced the words on the board by asking the children if anyone recognized any of them. Several of the English-speaking children raised their hands, and Miss Pham called on them for their responses. The selected children who speak English read some of the words they recognized. Next, Miss Pham read all of the words and asked the children to chorally read them after her. Nearly all the children were able to echo-read each of the words as the teacher pointed to them.

Then the teacher pointed to the tomato juice cans and asked the class which can was taller and which was shorter. Again, several hands were raised. Miss Pham

called on these children, and one by one they came to the table. As before, all of the children who volunteered were native English speakers. The teacher asked, "Which can is taller?" and a student pointed to the large can of tomato juice. She then asked, "Which can is smaller?" and the next child pointed to the small can of tomato juice. Miss Pham smiled and said, "Very good." She then asked for two more volunteers who came to the table, and Miss Pham asked, "Which can is heavier?" and the first child pointed to the large can of tomato juice. The next child pointed to the small can when Miss Pham asked, "Which can is lighter?" The same routine was followed when the teacher asked the children, "Which of these glasses, the taller one or the shorter one will hold more tomato juice?" Again, two volunteers (both of whom speak English) came forward and each pointed to the respective glass. Miss Pham smiled warmly and said, "Good job, class!"

At this point, the children were directed to return to their desks.

Miss Pham distributed a math worksheet with three lines of illustrations that were of familiar objects. The teacher orally presented the following directions while she pointed to the worksheet: "On the first line, cross out the picture of the *taller* item. On the second line, cross out the *heavier* item. On the third line, cross out the item that *holds more*. When you are finished, you may take out your crayons and color the pictures on the worksheet."

The children began working. Some made X's on the correct illustrations, while others looked around and followed the lead of the students who understood what to do. These students marked the same pictures as the other children. When some were finished and began coloring, others observed this and they also began coloring the pictures on their worksheets. When all children appeared to have marked their worksheets and were coloring, Miss Pham called the end of the period and the children turned in their work for the lesson.

