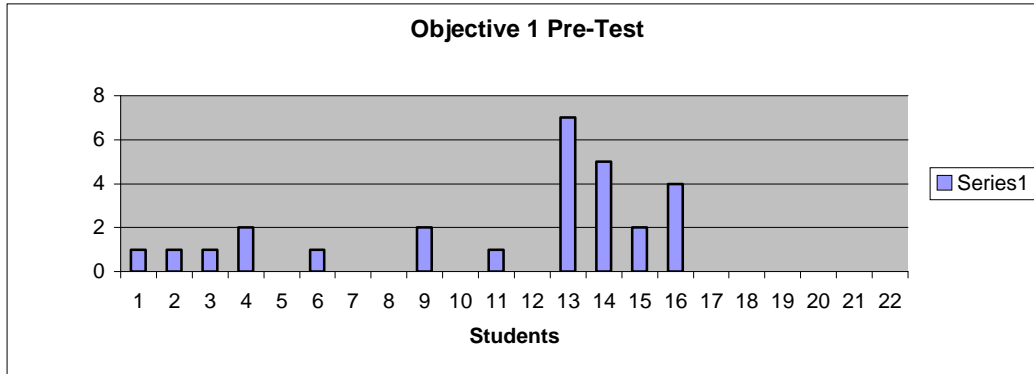


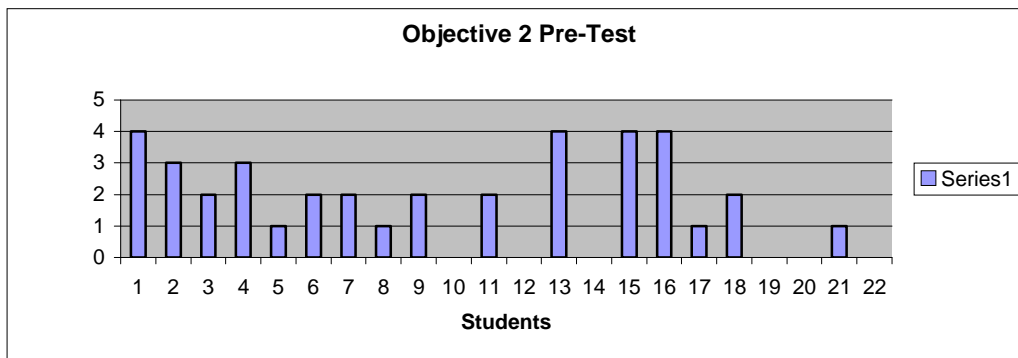
I. Designing Instructional Strategies and Activities

1. Pre-instruction assessment analysis.



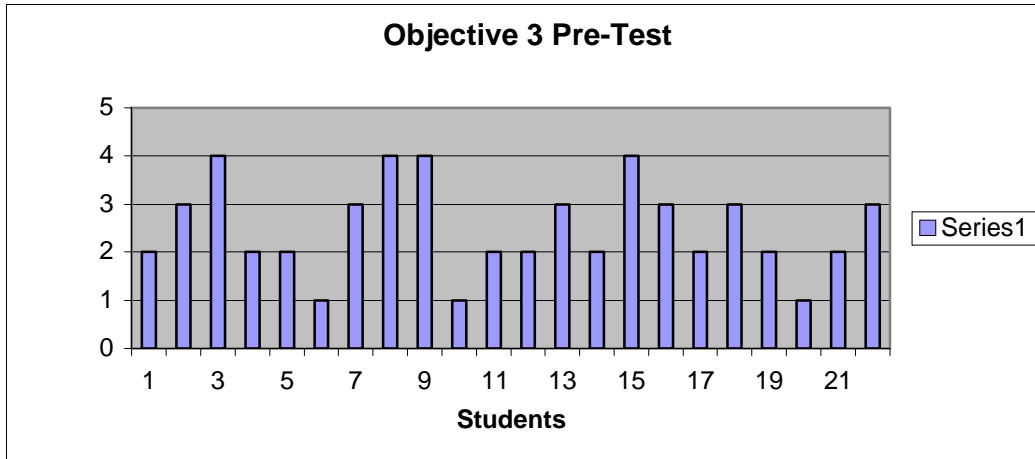
The above chart is based on the learning objective #1 which is: Students will apply standard units to measure money and identify money.

This is a skill that was taught in first and second grade, and most of the students did very well in this area. However, students 13-16 are having difficulty mastering this objective, and they will benefit from small group work with an adult or even some peer tutoring.



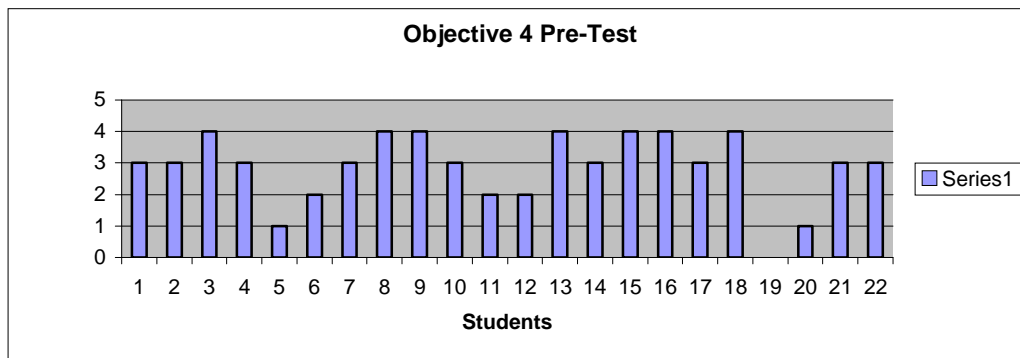
The above chart is based on the learning objective #2 which is: Students will combine coins and bills to make a given amount.

After graphing the results of this objective on the pre-test I realized that this is a skill that will require more attention. Possible solutions might be: centers, small group work, and more individualized attention for students who missed more than two problems. This is a skill that may be easily taught through the use of manipulatives.



The above chart is based on the learning objective #3 which is: Students will add and subtract decimals related to money, and will use the correct symbols for money.

Many students struggled with this area of the pre-test. I only had two students who are meeting expectations for this objective. The rest of my students need whole group and individualized instruction to master this skill. Most of the mistakes that were made in this part of the test were simple mathematical errors, and can easily be corrected. These types of problems can be presented to the students throughout the day. They can be a morning work activity, or a quick review in the middle of the day. This objective will also be presented to the students through the use of centers and formative assessments.



The above chart is based on the learning objective #4 which is: Students will analyze real-world situations to identify the appropriate mathematical operations, and will apply operations to solve real-world problems with the following constraints: add and subtract decimals related to money.

This portion of the test proved to be difficult for the students. It consisted of real-world situations in the form of word problems. Many of the students can easily add and subtract decimals related to money, but the biggest problem was the comprehension of the problem. They did not know how to use the information in the problem to come up with an addition or subtraction problem that would provide them with the answer. Due to

Liza's Task I (part 1)

the significant amount of wrong answers I may need to spend a whole day devoted to this objective. This skill can also be incorporated into morning work, centers or small group activities. Small groups can be formed with the help of the special education teacher and instructional assistant.