

Reflection 1: Morning Warm-Up - Graphing Activity

What went well in your lesson and why?

If you could teach this lesson again to the same group of students, what would you do differently and why?

I will answer both the questions together.

I wanted to introduce bar graph to the students to familiarize them so they are not surprised when they see them on their benchmarks. I had put up a question -

One of your Favorite pizza topping

Pepperoni / Pineapple / Ham / Cheese

We collected tally marks, had a brief conversation about what we are noticing, and then I told them we can take this data and make a graph out of it. I explicitly taught them what a graph was, the axis, what data goes where and we plotted the graph. The next day, I asked them about their bedtimes and had them make the graph themselves (I did leave the previous day's graph in view for them to refer to). I was pleasantly surprised that most of them were able to draw a graph and label it. What I noticed is that whatever I had said explicitly and labeled it on the chart, the students had retained and copied to create a new graph. Hence, this can be said as "it went well".

However, to me this meant that teaching it once is not enough, even if it is explicit. The bedtimes graph we plotted together and I elicited lots of participation from them so they understood the different parts of the graph and how to transfer data collected to the graph. The next day I collected more data and we made a new graph, but today I released more responsibility and had them contribute what goes in a graph, which also gave me an indication of what they knew and what I had to emphasize.

Reflection 2: Readers's Workshop - Sea Otter Survival

Did your students meet the learning objective and how do you know?

In what ways did you involve your students in assessing their own learning?

Language arts is an area that I need to work on. Students have read a fiction text - Sea Otter Survival, they next had to come up with a concept and the main idea of the text. My CT had said that generally, on the first day students list and retell what they read; the goal is to push

them to infer what they read. Knowing this, during breakfast we had them read the text (since we had not gone to the text in a week) and I emphasized that when reading they -

1. Mark their paragraphs
2. Write a few word summary of the paragraph
3. And, think about what the theme of the text is about

This was helpful because they were reading with a purpose rather than just reading. When we discussed as a group, the students did not talk about anything literal, rather they came up with concept words, and one students had a theme statement which was pretty much in the direction the lesson was supposed to go. I learned that stating the purpose guides direction and helps in a focused learning.

I involved them in assessing their own learning by asking them, “is that in the text?” “Where do you see it?” “Can you show us the evidence in the text?” “Is it in three different paragraphs?” This once again helped them to stay focused to the task and they self-assessed before saying out loud a concept word. As my CT would say, “holding them accountable for what they say teaches them to think critically”.