

Reflection 1: Guided Reading

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

I work with the lowest group in Guided Reading. One student is a new comer as such she is still acquiring vocabulary. The session was set up where both students read the title and we make predictions about the content of the book. Next, student 1 read to me while student 2 reads on their own to themselves. I spent a lot of time with student 1 (new comer) and student 2 started getting restless and began playing around with things on the table. I tried to redirect her attention to reading and she said she was done. Asked her to read again but that did not go well, instead she started interrupting student 1 reading. Now I had student 1 frustrated and student 2 switched off.

What went well in your lesson, and why?

Next day, I asked student 1 to write down all the words she could think of looking at the pictures and then read. I had student 2 read to me first. When she was done I asked her to continue reading while I listened to student 1 read.

This worked out well because, student 1 had time to soak in the pictures, predict words and familiarize herself with what to expect. While student 2 had the vocabulary to continue reading.

Reflection 2: Math - Array

What went well in your lesson, and why?

Students are working on multiplication and division practice problems. The worksheet they had to complete was about Array-ning (building arrays). The lesson went well because before I introduced the lesson I tapped in their prior knowledge from last quarter when we did "The Doorbell Rang" and "How long How many". I asked the students what they remembered about it and we did a couple of problems similar to what we had done. This was beneficial for the students who had forgotten or were absent on the day.

Now that the students were already thinking of multiplying and dividing as well as the commutative and distributive properties introducing the Array-ning problem was a smooth transition. I still modeled the problem and then let them complete the rest of the 3 problems on their own.

This went well because as I walked around the room, students were engaged and correcting their friends if they saw they were making a mistake.

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

Yes, they did meet the learning objective I had for them. The learning objective was for them to be able to apply the properties of operations as strategies to multiply and divide. I know this because during the summary, I asked the students what they noticed. Most of the students responded connecting the properties to their findings. Eg. $6 \times 4 = 24$ and 4×6 is also 24 because of the commutative property of multiplication. They were also able to write a division problem from this - $24 \text{ divide by } 4 = 6$ and because of our conversation at the beginning of class about The Doorbell Rang they were also able to write a story problem based on the math problem given.