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Reflection 1 – Re-Write

ELD 375

4/15/14

On Thursday March 27, I taught a whole class lesson on comparing fractions to my third grade class in the field. I started by gathering the class on the carpet. I taught my lesson by giving examples on the board. I drew pizzas throughout my lesson to demonstrate how you can compare fractions with the same numerator, same denominator, and fractions that meant the same but looked different, or equivalencies (for ex. 3/6 and 1/2). After my lesson, the students completed a worksheet, and then played a game. My entire lesson ran from about 11:00-12:30. I taught my lesson from 11:00- 11:20. At 11:20, the students began to work independently on the worksheet. From 11:30-12:00 the class went to gym. When they came back they continued to finish their packets, and then moved onto the game.

My objective for this lesson was for students to be able to compare fractions using visual models and symbols, determine which fraction is bigger when the fractions have the same numerator, and be able to determine which fraction is bigger when the fractions have the same denominator. Overall, the students did meet the goals of this lesson. While the students were working independently, I was walking around to help students with questions and monitored their comprehension of the worksheet. Some students grasped the concept easier than others. My co-op was working with a small group of students that she knew would have some problems with this concept. While the students were working, they did not have too many questions about the worksheet. The students were finishing the worksheet faster than I could keep up. Some students finished the worksheet before I had expected them too. I allowed them to move onto the fraction game. At the end of the lesson, I went over the worksheet with the students. The students were eager to answer and every student that did answer got the answer correct. After going over the worksheet I had the students make a pile in the center of their groups so I could collect them. While the students were at lunch, I took a look at some of the worksheets. I did not have time to look over them all, but the few that I did look over seemed to only have one or two answers wrong if that, which I was very pleased to see.

My lesson succeeded since the students understood what I was asking them to do and their worksheets proved this. However, there were some areas where my lesson did not succeed. One of the questions I made up for the worksheet was a word problem. The students needed to draw two pizzas, one cut into four pieces and one cut into twelve. It was very difficult for the students to cut a circle into twelve pieces. The minute I saw a problem with this, I changed the problem to make it easier (instead of twelve pieces I made it 8) and wrote the new problem on the board. For the future, I now know to not ask students to cut a circle into twelve pieces because it can be tricky.

I made sure to engage the students while I was teaching. I was asking them questions, asked them for answers while correcting the worksheet, and during closing I called a few volunteers up to the board to draw and answer some questions. However, during my lesson, there should have been some more guided practice. This is one thing I would change if I were to teach this lesson again. I could have had the students work together in pairs. I could have given them some problems to do and in pairs and they could have worked together through the problem during my lesson. They could have used their white boards to help them draw as well. I also should have asked more open-ended questions and should have asked “why” more often when a student gave me an answer during the lesson. The final thing I would change is that I would give the directions for the game after my lesson before the students went back to their seats. Originally, I had just given the students the worksheet and told them I would explain the game instructions to them when they were done with the worksheet. I did not plan for some of the students finishing the worksheet so fast, so I found myself explaining the game multiple times and students were following me asking what they could do next.

If I were to teach a lesson after this one, I would teach fractions on a number line. I figure now that they are familiar with figuring out how to determine which fraction is bigger, it would be easier for them to place the fractions on a number line. This was my first whole class lesson that I had ever taught and after it was over I thought of all the little things I could do to make it better, such as when to state directions, make sure my questions make sense, and most importantly engage the students whenever possible! I also learned that time moves fast while you are teaching so it is a good habit to keep an eye the clock. Finally I learned that there is no better way to learn how to teach than to experience it. I have learned so much about myself and how to improve my teaching techniques just from this one lesson and I look forward to the many more I teach in the future.