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ELD 375

Reflection 2

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It was the very beginning of the day and the students were beginning to trickle in. I was preparing to teach a lesson with an individual student right in the beginning of the day. I was teaching how to convert time from hours to minutes and minutes to hours. I was teaching this as an individual lesson because I taught it to the student that I have been following for field assignment three. The student has been learning time but had not yet learned this topic in time. As I learned later, this topic is normally taught in fourth grade, not third. I decided to teach though because I figured I could use this to see how strong the student’s skills were in math. I started the lesson by asking the student how many minutes were in an hour, two hours, and then three hours. I then modeled for the student how to convert hours and minutes to only minutes (for example, 3 hours and 15 minutes equals how many minutes? 195 minutes) and then minutes to hours (195 minutes equals how many hours? 3 hours and 15 min). After modeling I had the student practice some problems on his own, using his white board to do the math. I was there to help him when he needed. To close up the lesson the student played an activity related to the lesson online, and then we had a discussion about what he had learned.

My objectives for this lesson were to have the student be able to convert minutes to hours and convert hours and minutes. The student did meet the objective for this lesson. This topic in math is not normally taught in third grade, which I learned later. However, since I was working with a student that is relatively higher than the other students in math, he was able to comprehend the lesson. The student answered every question correctly that I gave him to try on his white board. He was able to explain to me how he arrived at his answer and show the math to go with it. The fact that the student was able to repeat to me his methods for solving the problems showed he was alert and paying attention to the lesson. The student was also able to complete all three levels of the online game and got a perfect score on every level. When teaching the student how to convert minutes to hours, I taught him to do repeated subtraction (keep subtracting 60 until you can’t anymore). I thought this process might be easier for him instead of dividing, but to my surprise, he noticed that he could divide by 60 on his own. I was pleased to see this and this showed me that because he was making connections to other ways of completing the problem, then he understood exactly what was being asked of him. This combined with the perfect score on the online activity reassured me he comprehended what I had taught him.

My lesson succeeded in the fact that the student did understand what I was teaching him. When I asked him to tell me how I could convert hours and minutes to just minutes, he told me the correct answer. The same goes for when I asked how I could convert minutes to hours. I believe that anything that did not succeed in the lesson was really on my end, not the student’s. The student understood everything I was teaching him and did not have any confusion. There were certain things within the lesson that I later realized I could change.

The student was engaged throughout the entire lesson. Since this was an individual lesson, I was able to devote all the attention to the student. I was asking him questions as I was teaching and as he was practicing problems I was also asking him questions about why he was doing what he was doing. Once I saw the student get a perfect score on the first level on the online game, I was surprised and happy, so I decided to have him try the second level. He was able to complete all three levels perfectly and without any questions. This showed me that the student stayed engaged and was paying attention throughout the entire lesson since he was able to finish the activity with no problems or confusion.

If I were to do a lesson after this one, I would teach elapsed time. I think the skills use to convert time could come in handy when learning elapsed time. If I were to teach this lesson again there would be a few things I would change. First off, I would not teach it in third grade because this is a very challenging topic. For the student I was working with it was fine, but if I was working with the entire class, I know there would be students that this would be very difficult for since there is some higher level math taking place. If I were to teach this to fourth grade, I would also stress the idea of division more. Since I was working with a third grader, I thought repeated subtraction would be easier for him to see and learn. Secondly, I would make the lesson longer. I would add more examples for the student to practice. My lesson was relatively short. If I were doing this as a whole class lesson, I could break the students into groups and have them work together on problems or a game before moving into the individual practice. Since the student did understand that content being taught, I would keep the examples I used and strategies I taught if I were to teach this in the future. Teaching this lesson taught me a lot about individual lessons. I learned that I could devote a lot more attention to the student and help them with their particular needs. It is more one-on-one and the student has more opportunities to ask questions. I also learned that for future lesson planning for individual lessons, I could customize my lesson to that particular student’s needs, not the whole class.