

## 11: 4th Math Triangles PostInt

How were you effective in communicating the purpose of the lesson?

Speaker: For math, I start out with the target. All lessons that I teach I start out with the target. That focuses me, and then it helps focus them. If they ever have a time where they're confused about what we're going at, there's an actual physical target written on the wall that kind of summarizes what the point of our lesson is about.

Which parts of your instructional practice were most effective supporting students to meet the learning objectives? Why?

Speaker: For math I find that the needs vary from day to day. I used to use small group in math, but I found that its more one on one I require my students to do basically a KWL. What do you know, because I need to know what you're coming to me with. That gives me a real gage of which students are going to need that additional support. At that point I do a lot of one on one conferencing. For math that's kind of my big ticket. I need to have the conversation to really know what's going on. Its not something that can necessarily come out in a group, because perhaps there's one student that's stronger than others in math. Because its pointed on a specific concept, its important for me to have that one on one conferencing. I would say one on one conferencing is my most important instructional strategy that I use during math.

What role did organization play in this lesson (planning, classroom set-up)?

Speaker: I'd say organization is the key. The foundation. I had to prepare all of the parts. Whether its the templates of the triangles, [00:02:00] to the geometric terms on the KWL so I could see what they remembered from before. How its translated, did you learn this last year. I had to prepare all these things in advance. Then there many web-quests is something I created at home. I had to organize it out, I had to go through it, make sure this made sense as far as the progression and that it all matched the target. Organization is the foundation. Without it, I don't know what would have happened there.

What role did management play in this lesson (expectations, procedures, routines, behavior management)?

Speaker: Our classroom rule, we have one rule, respect each other. I use the same rules and checks that we use with the language arts lesson. I use give me 5, that's the get their attention really quick, to stop their discussions, to stop whatever they're doing. They're got to breathe, got to sit down, and look at me. 1-2-3 is awesome in math. Because I find a lot of times my students are afraid to say don't know. In order to take that discomfort from them they can simply give me a number, its a really quick easy check. I can see visually okay, you've got it, you may need a little work, you're going to come back to me right now we're going to have this conference right away.

Also using a web quest is something that allows me to see their work and make sure they're on task. I did have one student that was a little off task so I'm able to redirect him quickly, because I can see immediately whether or not you're doing what's required or being asked of you. I don't have to embarrass anyone, I don't have to make a big deal, its not a big spectacle, I can just simply say come back here and work with me. Just kind of give the eye contact and then there's no time loss and everybody can get their job done.

[00:04:00] How do you think the lesson went with regards to student engagement?

Speaker: Our student engagement, the kids love using online resources. With this class specifically I straight up did a survey the beginning of the year and asked them which way they preferred to learn. They told me they like learning this way. It does take a bit of time on my part, but the payoff is that I don't have to worry about kids staying on task. Because they want to do it. Especially when there's games embedded into it, and there's a kahoot at the end. That's the big ticket in my class. They want to complete it successfully because they know first of all "teacher" going to check it, and we can't do the kahoot until everyone is 100% pow with what we have set out to do. As far as engagement, Like I said as far as outside the one or two students that were a little off task, I usually don't have any issues with it because of the format in which the lesson is presented.

How do you think students found this lesson meaningful and relevant?

Speaker: This is part of our large geometry unit. They love it. They love it because it's basically like drawing. They get to draw things except they have meaning and purpose behind them. As far as student engagement I had some students who came with a welcome knowledge from previous years or wherever. Those students I have to find way to bump it up. The quest allows me to give them those little alternate, like the games like I was saying, and the- I can find other resources and kind of push them where they need to go. For students that are struggling, the engagement I kind of I guess manage it, being [00:06:00] that I would do a one on one conference. We're working together to get through, its kind of like we're solving the problem to figure out where it is we want to go. I don't know if its necessarily that they're personally interested, but the engagement is there because I kind of facilitate it in those cases.

How would you like to develop this lesson in the future?

Speaker: I have this really cute song that I made to go with this lesson, however I decided not to us it today. Because I realize there was a lot of- they needed to practice, they needed to understand, the needed just to get the basic understanding of the different ways to classify. Ultimately I would want this lesson to be one day, and I would want to end with that song because I found that the songs are what keep it in their head. I want to I guess time management better. I would probably take out my mini lesson initially because a lot of the information that I gave them, kind of just like a little taste, was embedded in the web quest. It was almost redundant for those kids that got it, it was almost a little too easy. Then they're like "Hey I already knew this, I don't even need to watch this

video." But for those who are struggling, I feel like they could have gotten the information from the web quest. I think I would actually take the mini lesson portion out completely and just use the KWL to give me my background information and have them go directly into the web quest in the future.