Reflection

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| Name: Erica Bach | Grade: 7 | | Subject: Math |
| Lesson Title: Cubing with Integers | | | |
| **How I would use the lesson**  This lesson will occur after the first week of instruction for this unit. Students will be introduced to these topics (adding, subtracting, and comparing integers) in previous lessons. We will do a brief review of adding and subtracting integers as a warm up for the day to help students access their prior knowledge. This activity is meant to help students strengthen their understanding of the content, as well as combine what they know about adding, subtracting, and comparing integers.  I will also use this lesson as a formative assessment. If students show conceptual understanding of the content, and are able to add and subtract integers, I will know they are ready to move on to multiplication and division. If they are not comfortable with this activity, I will know to spend more time reviewing and working with these concepts before moving on to something else. | | **Challenges**  One challenge I may encounter with this activity is keeping track of three different levels of student activities. Since students will be working on different questions at different times, it may be difficult for me to monitor students’ work. I need to observe students to monitor understanding and collaboration, as well as determine if they were given the appropriate task.  With so many different tasks on each cube, it would be easy for me to become confused about which problems students are working on. This will make it difficult for me to provide support and feedback, as well as monitor student understanding. If I am unable to pay close attention to students’ conversations, strategies, and work, I won’t be able to use this as a formative assessment, and the activity will not be as meaningful for students.  One way I could overcome this challenge is by keeping one list of questions and answers for each cube on a clip board. I also think if I set very clear expectations for behavior with my students before beginning this activity, I can spend less time on “crowd control” and more time actually listening to and observing students. | |
| **How I will know it is working**  I will know my activity is working if students at all levels of readiness are appropriately challenged, engaged, and efficient. Group members will work collaboratively; no student will have more academic authority than their peers in a group. Students will share ideas and learn from each other. The cubing activity is meant to insert a little bit of fun into math practice, so I hope to see students smiling and happy to roll the cube and see what question they get next.  Another way I will know if it is working is if it helps students deepen their understanding of integers. After this activity, I should see more students understanding positive and negative numbers, as well as accurately adding and subtracting integers. | | | |