Reflection

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| Name: Erica Bach | Grade: 7 | | Subject: Math |
| Lesson Title: Cubing Card Game with Probability | | | |
| **How I would use the lesson**  This lesson will be used at the beginning of our probability unit. Most of the questions on the cards are topics that most students have already covered in previous grades, so I expect that students will be able to answer some of the questions without instruction. This lesson will act as an instruction to the unit, as well as a pre-assessment for the unit. After this lesson, I will know what my students already know about probability, which students need more support, and which students need extension or enrichment.  During this activity, I will also look for the strategies students use to solve the problem. There are many ways to find probability, and by observing their strategies I can know who would work well together and who could learn from each other.  Probability is a concept that most students enjoy working with and excel at, and this activity is meant to give them the freedom to work on familiar problems with a partner instead of receiving instruction they may not need. | | **Challenges**  During this lesson, it is possible that students will try to skip over any card that look difficult, or try to tell their partners which card to choose. This kind of “cheating” is the main challenge I see with this activity. The reason I turned cubing into a card game is because the materials will be easier to create and store. I love using index cards as manipulatives because they are inexpensive and can be used again if I laminate them. Turning cubing into a card game will certainly make it easier for me to create, but it may not be as beneficial for the students since they won’t be rolling a cube.  To address this issue, we will talk about how to be fair during a card game, and what it feels like if other people are cheating or not following the rules (games usually aren’t as fun). Of course, observation, monitoring, and proximity will help cut down on rule breaking or behavior issues. | |
| **How I will know it is working**  This lesson is meant to develop students’ understanding of basic probability. I will know I have reached my goals when students work on questions that are challenging but manageable. Students will be able to answer some questions on their own, and will need help from their partner for other questions. I hope their partner helps them understand the content better than they did at the beginning of the lesson. I expect to have a better picture of my students’ prior knowledge about probability after this lesson, so I can plan appropriate activities for the remainder of the unit. I will also know this lesson is successful when students enjoy the card game and have fun playing it. | | | |