Reflection

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| Name: Erica Bach | Grade: 7 | Subject: Math |
| Lesson Title: Find Someone Who (Expressions and Inequalities) |
| **How I would use the lesson** This lesson would be used as a review for a test or quiz on writing and solving equations and inequalities. Students will start the activity by working on problems differentiated for their readiness, but will eventually solve every problem on the sheet. This activity gives students an opportunity to work with many different classmates, and also lets them be an expert on their own specific group of questions. Since this is a review, it is important for me to make sure that students are giving each other accurate information. I will encourage students to use this handout as a study guide for the test or quiz, so I want to make sure they are studying accurate information. To make sure this happens, we will go over the correct answers at the end of the class period, and students can make any corrections that they need. Students will not be given an accuracy grade on this assignment, so it does not hurt them if a peer made a mistake on their page. | **Challenges** The main challenge I foresee with this activity is a chaotic classroom. I have used this activity several times before, but I have never incorporated color groups or had students work on different sections at certain times. Students might be confused about which questions they are to answer, or which peers they are supposed to work with.  The main way I can prevent confusion and chaos is by giving very clear directions at the beginning of the activity and before each new step in the activity. When I give directions, I like to have students turn and tell their neighbor the directions before we begin so I can make sure they know what to do. Another way for me to prevent chaos is to set very clear expectations before students start moving around the room. Some expectations I have are no yelling to find a partner and no sitting or climbing on desks. When students are working in color groups, I will need to give them perimeters to stay in so they don’t accidentally wander into the wrong group. |
| **How I will know it is working**I will know this activity is working when students are appropriately challenged in their color groups. They will be able to answer the questions, but they will need to think or strategize in order to do so. They will work with their group members collaboratively and respectfully, there will not be one “smart kid” in the group answers all the questions. I should also see students working respectfully and collaboratively in the whole group, letting their peers help them and helping their peers instead of trying to do everything alone, or trying to sit and do nothing. Finally, I will know this is a success when students are comfortable being in different groups and don’t try to decipher how and why they are grouped by colors. I tried to make all of the questions address the same objective and look the same, so no student feels like they are in the “dumb group”. As always, this lesson will be considered a success when students have some fun with it. |