Reflection

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| Name: Erica Bach | Grade: 7 | Subject: Math |
| Lesson Title: Ratios and Proportions with Menu Boards |
| **How I would use the lesson** This lesson will be used near the beginning of our unit with ratios and proportions. Students will have experience solving problems using ratios and proportions, but will still be working towards mastery of the content. This lesson is meant to be used as everyday math practice.  The problems on the menu board are typical of the problems in our math text book, which I am expected to use for instruction over 90% of the time. By incorporating my math curriculum into a menu board, I am giving students some autonomy and individualization while still helping them build strategies and skills to solve problems using ratios and proportions.   | **Challenges** This lesson differentiates for readiness, but allows students to choose the tasks they wish to complete. One challenge I foresee is students choosing an inappropriately challenging problem. Some students may choose the difficult problems so they will do “less work”, even though the problems may be too challenging for them. Some students will choose all of the “easy tasks” and not be challenged enough. One way I can guide students to appropriate questions is by having them write a very brief explanation of why they chose their menu items. I can also conference with students whose choices I feel are very inappropriate. I am interested to see what happens when I let students choose tasks that are differentiated based upon readiness. I hope that students will surprise me, and choose appropriate questions. Even if I don’t think they choose appropriate tasks, it might be good for me to wait and see how they do before I intervene.  |
| **How I will know it is working**I want students to be appropriately challenged during this activity. I will know it is working when I see students choosing appropriately challenging tasks. It is important that students are able to tell me why they chose their tasks, so even if I don’t agree with their choices I know they have a rationale. This activity should continue to develop students’ understanding and ability to solve problems using ratios and proportions. It is also meant to be more engaging than assigning questions out of the text book, so I hope to see students that are happy to make their own choices regarding the tasks they complete.  |