Reflection

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| Name: Erica Bach | Grade: 7 | | Subject: Math |
| Lesson Title: Tiering with Linear Relationships | | | |
| **How I would use the lesson**  This lesson would be one of the first activities the students participate in to help them understand linear relationships, tables, and graphs. Students will need instruction on graphing before they are able to graph these relationships independently. They will also need modeling with writing scenarios to go with tables and graphs.  Since this activity takes places at the beginning of the unit, it will serve as a sort of pre-assessment. It will help me see who needs more help, and who already has a good conceptual understanding of the content. It will also give me an overall picture of what my class knows about this topic.  This activity will take place on the second or third day in our linear relationships unit, after more structured practice graphing and writing linear relationships. The pre-assessment for this activity, an exit ticket the day before, will show me where my students are in their understanding of graphs and tables. This pre-assessment will help me determine which tiered activity students should complete. | | **Challenges**  Since this lesson will take place at the beginning of the unit, it is very important for me to accurately pre-assess students in order to determine which level activity they need to participate in. Since I will have limited time to observe the students working with this concept, the pre-assessment is vital to the success of this differentiations strategy.  A challenge I foresee is accurately pre-assessing students in order to provide them with a reasonably challenging activity. If my pre-assessment isn’t good, I may place students in the wrong groups, giving them work that is too difficult or too easy.  In order to overcome this challenge, I will take time the day before this lesson to ask students a fairly open-ended question, giving them an opportunity to show what they know. I will have time after school to look through pre-assessments to determine where students are in their understanding. This timely pre-assessment couldn’t be used for every activity, but I feel it is important for this lesson. | |
| **How I will know it is working**  I will know this activity is working when students are stretched beyond their current understanding, but still able to complete the activity working collaboratively with their peers. I chose this activity so all students would be appropriately challenged and gain meaningful learning from the activity, and I will know I reached that goal when students increase their understanding of the concept of linear relationships. Some tasks, like writing a real life example, will probably be difficult for students. I will know this activity is successful when students have an easier time writing scenarios at the end of the class period than they did at the beginning of the class period.  Finally, I will know this activity is successful if students are not worried about the different activities their peers are working on, and instead focus on working with their group mates to complete their own task. | | | |