

Kelly Matthews
Instruction and Delivery
October 29, 2012

October 22, 2012

In the second period Math for College Readiness class, I had the students work together in order to review for the quiz tomorrow. The students that were behaving appropriately and doing their work seemed to be asking fewer questions. They also finished the assignment in its entirety. However, this strategy didn't work for a vast majority of the students. For the most part, the students were not on task and the period was wasted. I may use the strategy again, but next time the activity must be better constructed. In practice, the method was less effective, but it could be tailored to be a more effective strategy.

October 23, 2012

I decided to use a questioning method similar to cold call with the Algebra 1 students today. I thought it might be a fun and competitive way to keep the students engaged, and to have 100% participation. However, the students could not answer even the most basic questions, even though they were on concepts that had already been discussed (for several weeks). We had to stop the activity and review basic concepts, such as adding and subtracting fractions, a concept that should have been taught in elementary school. The strategy probably would have been more effective, had I been more in tune with the students' background knowledge. The class turned out to be me lecturing on adding and subtracting fractions.

October 24, 2012

Because there is a quiz approaching for the Algebra 1 students, Ms. Long decided that we should split the students into small groups, based on how they've been performing on formative assessments. This seemed to be fairly effective because my students seemed to benefit from the one-on-one help. Ms. Biener took the lowest achieving group, and these students came back into the classroom very well behaved and prepared to begin working on the night's homework. The students seemed to be more confident after this session. I will try to use this type of activity again.

October 25, 2012

In my Math for College Readiness periods, I tried to recall the students' prior knowledge of adding fractions without like denominators, in order to ease the students into adding rational expressions. After relating the ease of adding fractions to adding rational expressions, the students seemed to catch onto adding rational expressions quite easily. This seemed to be a more effective method, and the questioning seemed to engage the students more than usual. I've been backing off of heavy questioning, as the students have been responding without the appropriate behavior. However, adding rational expressions is a difficult concept to grasp, so I decided to try and support them with more questioning than usual. This seemed to be highly effective, as the classwork was done with little to no trouble.