

Reflection: Observation 1

What were the strong points of your lesson?

One strong point in my lesson was the students were having fun. They seemed to enjoy working with a partner, rolling a die, and doing the corresponding spelling activity. I believe they liked it because they were not just sitting in their desks listening to a lecture or doing the clap, chant, write spelling activity. Instead, they were actually playing a game. Another strong point was the transition at the end of the lesson. This was when the students returned to their desks, handed me their groups' die, and started working on the homework quietly. The transition was one of my strong points because the students knew exactly what they needed to do and most of them were following the directions quickly and quietly.

Did you meet your teaching objectives for this lesson?

For this lesson, I did meet my teaching objectives. My objective was the students would complete the activities that correspond with the number they roll based on the Spelling Roll-A-Word reference sheet. The entire activity was exactly what my objective stated. The students rolled the dice, looked at the Spelling Roll-A-Word reference sheet, and did the activity that corresponded with the number they rolled for their ten spelling words.

How did you or will you assess student learning in this lesson?

Throughout the activity, I was assessing the students informally. I walked around the room multiple times observing the different groups. I glanced at the students' pictures, read their sentences, looked at the students' definitions of the words, and glanced at the different ways the students wrote their words. By walking around the room and observing the students' work, I assessed that the students were spelling their words correctly and were using them appropriately. On Friday, I also assessed the students' spelling post-tests.

What might you do differently if teaching this lesson again?

If I were to teach this lesson again, I would provide a certain amount of time for the students to accomplish different transitions and tasks. For example, instead of just telling the students to get with a partner and start working, I would tell the students that they have one minute to accomplish that task. By giving the students a time frame, I believe the students would not have talked to others and would have been more on task. Another aspect that I would change about my lesson is I would assign the students partners. For my lesson, I told the students that they could choose their partners, but it took too much time away from the actual activity. I believe that if I were to tell the students exactly whom they were working with before they moved next to their partners, the students would have had more time to do the activity.