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1. Math Standard(s) covered

- i. 3.OA.8: Solve two-step word problems using the four operations.

Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

2. Describe manipulatives/visual representations used

The teacher uses a Smart Board to navigate instruction. She takes time to introduce a topic and ask students to read the question and break apart the question. Using the Smart Board she wrote down students' shared responses. The Smart Board was a visual representation of students' ideas, thoughts, and answers.

3. Briefly outline the teaching steps

- To begin, the teacher posed the reading, "Each week students go to art class. Each student must bring their own box of colored pencils to class. When they arrive at class, they sit in small groups."

- The teacher asked students to pair up and discuss what they noticed about the reading and what wonders (questions) they had about the reading.
- The teacher listened and jotted down the students' responses on the Smart Board, allowing all students to see their own ideas and their classmates' ideas and answers.
- The teacher asked students to generate a question (higher-order thinking) associated with the reading. Then divided the students into groups and asked students to plug in the numbers.

4. Describe extended learning activity (practice):
  - i. The teacher tasked students with plugging in numbers to create an equation for the passage/reading.
  
5. Note any academic language used by the teacher to inform students
  - i. No visible academic language.
  
6. Use **The Kolb Model of Reflective Writing** found below

- i. Experience: The teacher's form of teaching was efficient, she used the questioning method to engage the students by making them wonder about the meaning of the question.
- ii. Reflection: Making them break apart from the reading works well, also as making them questioning. I question how she assesses students and makes sure they comprehend the task. If her goal was to have students reevaluate math literacy, then she effectively succeeded. Also, she led students into higher-thinking order skills by allowing them to generate their own equations.
- iii. Conceptualize: According SanGiovanni's text, "Answers to Your Biggest Questions About Teaching Elementary," it is important that lesson require cognitive thinking. For the task to be completed or the problem to be solved, logic or thought are required. It calls for more than simple memory. The teacher allowed students to think beyond the reading, by pushing them to question the reading then generate questions based on the reading.
- iv. Apply: I will add a visual aspect to introduce the question to them, I will also make sure that all my students understand, either Ell's or other needed students.

## References

SanGiovanni, John, J. et al. Answers to Your Biggest Questions About Teaching Elementary Math. Available from: VitalSource Bookshelf, SAGE Publications, Inc. (US), 2021.

<https://learn.teachingchannel.com/videos>. (n.d.).