

Reflect on 3 things you learned or gained insight to through working with your cooperating teacher. Think about teaching strategies, classroom management techniques, student engagement, student relationships, classroom organization etc. Be complete and detailed in your reflection of the topics you choose.

One thing that I learned through my first placement is that it is important to build relationships with your students and keep them engaged. Yes, it is important to be the teacher, but to crack a joke once in a while as a way to keep your students from being bored is totally acceptable. This also allows the students to realize that the teacher is friendly and should be approachable. Another thing that I gained insight to is student behavior. In Meyer's class, one student had what they said were tic tacs, but they were not the color of a normal tic tac so Meyer asked what they were and after the students left, she looked up this candy. As it turns out, it is a tic tac, just a unique kind. This was just another side of teaching that we don't always see, especially in high school. It teaches you that as a teacher, your job extends beyond teaching the math standards, but that you have to be aware of your surroundings and in tune with how your students are acting. Another thing that I learned were teaching strategies. Giving students little tools to remember topics seems to be helpful. This specific example was using the song "ABC, easy as 123" to remember three different properties of equality. Meyer sang the song as "RST, easy as 123." It meant that reflexive property used one variable, symmetric property used two variables, and transitive property used three variables. Another teaching tool, was using logic puzzles as a way to make students think differently, but also try to engage them in something a little bit more exciting before they jumped right into proofs. This could be used in other subject areas to start with something simpler, and more exciting to engage students, rather than trying to teach something difficult right away.

Reflect on each of your two lesson plans by answering the following questions:

- **What was the objective of the lesson?**
- **In general, how successful was the lesson? Did the students learn what you intended them to learn?**
- **To what extent were the lesson goals and objectives appropriate for your students?**
- **Did you make any modifications/adjustments to your plan during the lesson? If so what were they, and what motivated these changes?**

Small Group Lesson Plan (Review Day)

The objective of this lesson was to provide students with sample problems that could be on the test the following class period. Overall, I think the lesson was successful because the worksheet touched on everything that was on the test. I do think that the students learned what was intended because it was broken down quite a bit before the end goal was finally achieved. The goals and objectives were appropriate because at the high school level and especially in a math class, there isn't a lot of variation that can be done because math is a very specific class with specific standards that need to be met at each level in math, this class being geometry. The only adjustment that was made when I was working on the worksheet with a student one on one was that if she seemed confused, I reworded my question to try and get her to think a little differently. When I noticed she had made a mistake, I would ask her to look at the question

again and then we went through each piece by using process of elimination which really seemed to help. One of the most common adjustments that I think teachers may have to make is simply rewording a question or task for their students since each student understands things differently.

Large Group Lesson Plan (Segment Proofs)

The objective of this lesson was to use segment theorems to complete segment proofs. I think the lesson went well, however proofs are something that take practice to finally understand them. I think they did learn what was intended, but I do think that it will take multiple class periods for students to fully grasp the concept. To help with this, we used scaffolding, where the steps of a proof are already filled in and students only have to fill in the reasons. Eventually, students will have to complete the whole proof. Using this, will allow students to learn the basic idea of a proof before making things too complicated. Being a high school geometry class, the lesson goals and objectives are fairly set and can't be changed much, so they were very appropriate for the students. There were not any modifications that were made during the lesson, however, we did make the last proof optional because it was completely blank and we figured that we did not need to confuse the students too much on the first day of segment proofs.