

Module 9 Case of Practice

Pre-Observation Conference

There will be 32 students in my 6th grade class unless someone is absent. There are 17 boys and 15 girls. I am required to teach lessons around number sense, geometry, data analysis with statistics and probability, measurement, ratios and proportions, and algebra. I will focus on simple probability for this lesson.

Some relevant characteristics of this class are that 21 of my students are English Language Learners (ELLs). Six of my students have been identified as needing special education services by my district and have IEPs for processing difficulties, cognitive delays, or autism. There will be two teacher aides in the room since these students are receiving services through the inclusion model. I am planning to offer remediated assignments for these students. Two of my students have difficulties with impaired speech/language development. As a result, they have trouble verbalizing their thoughts. I noticed that my students have a wide range of math skills.

As is often the case, the students with exceptional needs have trouble maintaining focus and often need to be redirected. They also struggle to retain the concepts I taught the previous day. I have noticed that they need extra learning opportunities in order to master the concepts I am teaching. There are two pre-readers in the classroom who are unable to read printed text. For the upcoming lesson the students will be sitting in a row of chairs at the front of the classroom. I typically teach my math lessons this way because the students cannot hear each other if I have them sit at the tables in the classroom.

I know that my students have had limited experience utilizing context clues to solve word problems. Some of my students do not know their multiplication tables. Most of my students have a limited supply of real-world background knowledge. This is especially true when it comes to problem-solving situations and solving probability problems.

I am planning to use visuals in this lesson because I know this is important. I am going to post the questions I am asking on chart paper so students can reflect on them as many times as they need to. I am using assigned seating and am planning to seat students with different ability levels next to each other. I hope this will allow for more peer tutoring when I ask them to "turn and talk."

Post-Observation Conference

I believe the lesson went well. The students demonstrated their ability to solve probability problems using multiple strategies. They used fractions, decimals, and percentages to represent the probability of an event occurring. They also worked with equivalent fractions during the lesson. I was really happy to see Karina use a number line to determine if the event was likely to happen or unlikely to happen. I taught the number line strategy as a mini-lesson the other day because the students seemed to be struggling with this concept.

I was pleased with the fact that the students were able to use the visual to help them answer my questions. They previously struggled with tree diagrams when solving probability problems. To help them overcome this difficulty, I decided to include the visual in my lesson so that they would have another strategy available. I will be including tree diagrams in some of my future lessons so I hope this will help them.

I tried to include some formative assessment strategies in this lesson (slates, discussions). I was able to use the information I gained from these assessments to provide additional instruction as necessary. You may remember that Ricardo had some trouble with equivalent fractions. When I recognized this as an issue, I stopped and had a discussion about equivalent fractions. I also noticed that the students are still confused about what "at least" means. This may be due to their limited English proficiency. I tried to correct the problem, but will probably need to reteach this concept as well.