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C&T 491

Lesson Plan #2 Reflection

 This lesson was formatted as a review session to prepare the students for their upcoming test. Throughout the week it was taught, the lesson was changed considerably, due to a change in material requirement. While teaching this lesson for the first time, my teaching partner and I were informed that the students had not been taught some of the information that was on the test as well as on the review guides. Following that incident, Naomi and I dedicated a portion of the class to teaching the material from Unit 4, which had previously not been discussed with the students. Since that information needed to be included, some of the portions of the lesson that were previously planned had to be reduced or cut. As the week continued, the lesson went much better, and Naomi and I managed to teach the students more efficiently so that we could allow more time for conversational practice. I wish that we had more time to include our original review game, because I think the students would have really enjoyed it. However, under the given circumstances, I think the lesson went well.

 The main objective of this lesson was to prepare the students for their test. Furthermore, more objectives were included when we realized we had to teach new information from one of the units. We had various formative assessments placed throughout the lesson in order to check for comprehension. I think the objectives were met in many of the classes, especially in the ones taught later in the week. Since each class varies in its proficiency levels, it is hard to have an accurate judgment of whether the objectives were constantly met. Since many of the students are used to relying on the textbook for answers, I think that including material from the book was helpful to them, but I wanted to avoid incorporating word-for-word information from the text.

 When teaching Unit 4 information, there seemed to be quite a bit of confusion regarding the phrase “you’d better”. The content objectives itself for that particular form are not something that I necessarily think is useful for the students. When we were explain the concept of “you’d better” as a form of advice, students seemed to be able to recognize it more easily, but the framing of the questions from the book were pretty tricky for them to identify. When working on the review worksheet, there were several questions that included that material. As we reviewed the worksheet as a class, Naomi and I made sure to spend extra time on that portion and allowed for more examples and discussion to ensure that the students would understand.

 Though the content that was reviewed in this lesson was not originally taught by Naomi and me, we chose to design activities that would give the students a chance to practice the material in a more conversational format. The ways in which we reviewed the material and reviewed the test topics appeared to be different from how the students usually are taught in their classrooms. With that in mind, the students appeared to have little difficulty in understanding what was expected of them. Some of the worksheet questions were a little difficult for them, but I think that is due more to the range in proficiency levels rather than a lack of clarification. I have also found that when I assisted students 1 on 1, almost all of them had good responses and interaction with me. I was very impressed at their growth from my first time in the classroom, to the last lesson I taught. They may have just been too shy to talk to me at the beginning of my time here, but regardless, their ease in holding a conversation with me was quite impressive. I really enjoyed working with this group of girls for many reasons. Though it was difficult for me to gauge their speaking abilities at the beginning of my time here, I was eventually able to create a lesson that was both challenging and comfortable for them. All of the students that I worked with have such an amazing energy and drive to learn, which made teaching that much more fun. I am very happy with the results of my teaching, and I know that I will use these experiences to help shape my future lessons.