

Teaching Reflection

As I planned the lesson for solving solutions for quadratics, my main focus was to provide a suitable plan for the students and also create the lesson to be within the Content Standard of INTASC 4. As I planned the lesson with the students in perspective, the main focus point of lesson was to find the solutions to a quadratics from a graph and tables. Thus, I created three small activities to facilitate the learning in the classroom. I wanted the students to feel engaged and understand how they were going to be measured in the new unit. I wanted the students to feel connected with the new unit, as well as, taking more ownership of their learning by partaking in small group discussions with their peers. This encouraged group work throughout the lesson. I used three formative assessments during the lesson to check the students understanding. This gave me, as the teacher, intermediate feedback and thus I was able to view where the students had misconceptions. The usage of the formative tools engaged the students by reflecting throughout the lesson. The usage of the video was to encourage the students to take ownership in their education. It would be positive for the students to realize they can be engaged in a math classroom and how they can apply their knowledge to real world situations. The usage of the smart board and Elmo also engaged the students during discussion and note taking since the students could follow along during the instruction. Thus, when the small group activities occurred and discussion took place; the three formative assessments and the usage of classroom technology created the learning environment. The students were engaged with participation activities and took ownership with their learning of solving of the solutions of quadratics with graphs and tables.

After completing my multi-genre project, I believed this project aligned with the application of content standard of INSTAC 5. The multi-genre project allowed the students to gain a better understanding of the significance of pi and the role of pi in mathematics in a Geometry classroom. The project allowed the students to grow and develop their own perspective of mathematics from different genres and lens as they explored pi. The students were engaged in each activity and allowed to reflect what they discovered from each artifact. I believed that this project can be integrated into Middle School or High School curriculum. As the students began to explore pi, this project could be another avenue in which to instruct the class and the focus would be different as found in a traditional lecture based classroom. Instead, the students would be engaged in the various genres and allowed to form their own opinions about the topic from their reflections. This project would encourage the students to think critically and encourage creativity throughout the project. The students can demonstrate their knowledge and gain strength in each assignment as they explore and collaborate on pi. This lets students to view pi in the real world as well as in their real life environments. Other aspects supported with this lesson; the research paper will allow the student to elaborate on their connections they discovered throughout the artifacts and the role of pi in mathematics as well as their life. Thus, this will have the students create their own responses and integrate their knowledge from the five documents and their own research in order to argue their perspective of the role of pi in mathematics. This multi-genre project allowed me to find other resources in the media and activities which could facilitate various engaging lessons for a unit through student self-discovery and reflection. I felt this multi-genre project demonstrated the ISTAC 5 standard for mathematics. One can apply the pi concept to the five artifacts, which allows students to

collaborate problem solving and integrate the different genres, where the artifacts facilitate the students learning to discover the significance of pi in mathematics.