Implementation Document

I presented only one lesson of my unit due where students are in mathematics—we were still working on geometry and fractions. Students did not have the background of perimeter to help bridge this introduction into area. With this said, I learned many things after teaching this first lesson that will help when I reteach this lesson next year as well as adjust future lessons this year.

Introduce and explain your project and the processes, materials, and lessons learned

Unit: Area of a Pet Rock Floor Plan

Day 1: Consisted of students using 2” tiles and covering a 9”x12” piece of paper. Students learned what area was and the unit used to measure area. Students then created a vocabulary map for area. Evaluation was in the form of a math journal and calculating the area correctly using 2” squares. Students evaluated the implementation of this lesson with a simple survey—what did they like and didn’t like in the lesson.

         Learner reaction

o   What was the learners’ reaction to your thematic unit?

  What did they like? They liked being able to use the square tiles to cover the regions. This hands-on activity was positively received by most of the students. Some students liked the math vocabulary graphic organizer.

  What didn’t they like? They didn’t like the length of the time it took. I had planned this to be a 20-25 lesson and ended up being 60 minutes. Part of this was because the class was having issues with talking! Because the pacing was long, many students were bored.

  Results of your reaction survey—See information above.

         Meeting objectives

o   How well did the learners meet the objectives of this thematic unit? The results of the first lesson was very mixed. I believe some of this may be a result that the class didn’t have the background knowledge of measuring a shape—perimeter. In addition, students used 9”x12” pieces of construction paper and I gave them 2” squares. I had originally planned to use a 18”x12” piece of paper, but as I was cutting 2”squares, I realized it would take them forever to cover such a big area. So I decided to cut the paper in half. However, I did not take into account that the paper needed to be **8**”x 12.” Suddenly in the middle of my introduction, I confused my students because the squares couldn’t fit exactly! This confusion arose from me changing plans without fully thinking it through. I

  You may want to include scores from assessments. Though I did the math journal, I did not formally score it with the rubric because the lesson was flawed with the odd-sized paper. To overcome this, when I finally get to teach this unit, I will quickly reintroduce the activity using the correct sized paper.

         Evaluation from the perspective of the facilitator

* From the instructor’s perspective, what worked and what didn’t? The pacing of this lesson was really off. It was long and drawn out. The concept of the lesson, overall, was good, but it was a bit choppy and needs a few items added to make the flow better. I did like the line plot at the beginning because we had the area of the same sized paper from 16 all the way to 100. This introductive lesson had the students asking important questions to me. Do we cover the entire sheet? Can we overlap? Can the squares go off the page? The math journal, despite the problems mentioned above, did provide insights into what students got out of the lesson. I would definitely use it again.
* What would you change? I would definitely make sure I use the correct size of paper! Since this lesson didn’t use Notebook, except for the objective, I would write objectives on the white board and not use the computer at all.

         Evaluation of the materials or technology

* Were the materials or technologies effective and appropriate?
  + The use of the white board and document camera and projector were effective. Showing the objectives from Notebook for Day 1 was ineffective. There was only one slide to show, the objectives, and the computer was just in the way afterwards.

o   What worked and what didn’t? The line plot really helped the students see how different others measured their area. Redoing the line plot helped students understand that we should all have similar results.

* What would you change?
  + I need a better plan for how students share their area results after they have tiled for the second time. I had not planned this very well. Students wrote this information on the board while I helped those who were in need of more help. There was down time, which created a noisy environment. An early finisher element needs to be added to this lesson and the other lessons in the unit.

         Evaluation of the environment (room size, arrangement)

* Could the teaching space be modified in any way to improve instruction?
  + I would have preferred to have my students in small groups of 4. However, based on the dynamics of my students, some students are sitting with just one partner because they cannot control themselves in a larger setting.
* What would you change?
  + I am currently in one of the smaller-sized rooms at my school with 27 students. More room would always be helpful. For this first lesson and this understanding is vital for future lessons, I might want to consider where students are sitting. I know which students who struggle more than others. If I had sat these students together to work, I could have utilized my time better as I walked around the room helping. Or I could have called these students to the large table to work with in a small group setting. Those I had identified as grasping concepts faster could have helped one another. These “faster” students would then need an additional challenge to maintain interest. This additional activity needs to be added to the lesson plan.

         Continuity and conformity of implementation with the design plan

* What changes would you make to the design plan to make this unit more effective?
  + Since I have not taught the entire unit, I cannot be sure what changes would be made to make unit more effective. Here is what I do need to reconsider. I need to take into account what students will do if they finish early. Looking over my analysis, this was an area I did not factor in and it is definitely an area that needs to be addressed. I am also concerned that I may need to combine Day 2 and Day 3 into one lesson. The slow pace in Day 1 was a big dislike. Looking over Day 2 and 3, I am concerned the pacing may be too slow. Though the pretest shows that students didn’t understand area well, now that I have introduced area, my students may need a faster pace. Since I am not going to teach this unit for another 2 weeks, I am now wondering if I should have students retake the pretest. Would the results be different now that they have a basic understanding of the concept? For future classes, I think I should do a survey at the beginning of the year to analysis preferred learning styles. Many of my students really liked using the hands-on materials. This information could impact my delivery methods.