Date: October 19, 2009

Time: 10:50- 12:15 pm

Subject: Algebra II

Grade/Level: 10-11th

Number of students: 30

General topic: Chapter 7.2 Multiplying and Dividing Radical Expressions

Class starts with bell work. After five minutes the teacher puts the answers up on the overhead and students are able to ask if they have any questions. I would like to ask students what they got as an answer before I would put any answer on the overhead. Then she passed out the quizzes from the last time they were there, and went over the questions that were missed the most.

She then moves on to her lectures. The example she uses for her lectures comes out of the check for understanding from the book. The students don’t look at the book during the lectures. So between the going over the quiz, bell work, and her lectures she spent about forty-five minutes. After lecture, students were able to complete homework in class for the remainder of the class period. Now this school runs in block schedule, so students had about forty minutes to do homework. Now I might be wrong, but from a previous class that I had in college, they would say that homework is something to be done at home and not in school, or else don’t call it homework. I would have used something else to do with the class besides homework, I do realize that in a high school math it is hard to find things to do, but there is a way. She practically just gives them the homework and starts doing something else on her computer. She totally seems to ignore the students.

Date: October 28, 2009

Time: 8:40-10:20 am

Subject: Algebra II

Grade/Level: 10-11th

Number of students: 28

General topic: Review Chapter 7.1-7.6 “Rational Equations”

The class starts with silent reading for like eight minutes, it’s a school procedure. What I really like about this is that the teacher also reads a book during this time. I think that that is a great idea, because the teacher is setting the example, which enables the whole class to read. After the reading, students had three questions for bell work. After a few minutes the teacher places the answers on the overhead for students to check. In my opinion, I would ask the class for an answer to the problem before placing the answer on the board.

The teacher moves on to class notes. Here she does her work on the overhead. She gives the students some time to copy the questions from the overhead. She starts off by talking about the formula needed to solve the problem. She does the first question step-by-step, making it clear to students and answering questions. On the second problem she has the students doing the problem on their own and then they can look up for the solution. Her lecture consists of completing about five problems.

After lecture, students get in groups of four or five students. The teacher grouped them, which I was surprised that she knows them and she still grouped five boys together that love to play around. I would have definitely separated the boys. So in these groups, they were assigned “stations.” Each card consists of about four-five questions, each group gets one card. The class is given seven minutes to complete the problems as a group. I think based on the problems that the time limit was reasonable.

I believe that this was a great technique. Students worked cooperatively with each other. They understood the lesson more by helping each other. Now the stations were like a review since the questions consisted of all the sections they had done so far. The only thing that I didn’t like is that she wasn’t really watching the students, or better said helping the students. I walked around the class and then students would ask me questions that they had about the problems. Since the teacher was on her computer, students didn’t really go up to ask her for help. Course she would answer the students’ questions if they went up to ask her though.

Date: November 4, 2009

Time: 8:40-10:20 am

Subject: Math Studies

Grade/Level: 10-11th

Number of students: 11

General topic: Probabilities

Since this class is second hour, they have silent reading for the first 8 minutes. This class then moves on to bell work, and she places the answers after several minutes. Students are given time to ask if they have any questions. Now lectures here are a bit rough. This class has much to copy of the projector. I wonder why she doesn’t just prints it to them, it is an awful amount of copying and there are not that many in the class. This really slows the class down; she told me that it sometimes takes two to three days just to finish a set of notes. For today, it was the last set of notes. After notes, this class also has work stations, just like the Algebra II, but in this case they work alone. I looked at the questions and they were hard, many had to ask the student next to them to help them answer there set of problems (which it was allowed). The class would switch cards as soon as everyone was done with the card they had. One student was not present the class before, and she still had to do the work stations; she mostly slowed the class down, since she didn’t know how to solve the problems. Once again, the teacher stays on the computer doing other stuff and not paying much attention to the students.