

Reflection # 5

NAME:

DATE TAUGHT: 11/3/11

TEACHING FOCUS:

- Science
- Language Arts

- **TPE 4: Making Content Accessible**

Lesson uses a variety of teaching strategies and materials (visuals, books, manipulatives, art activities, games, etc.) so that students at different levels can participate and understand the content). Students have adequate time to practice new skills and complete activities.

For this lesson I decided to bring in a different element that I haven't presented to this group of students. I decided to bring a piece of literature for the students to refer to. I brought in *The Diary of a Worm* to read to the students prior to the lesson. I then asked the students to write their own story much like the one that I read to them. I brought in the element of writing a narrative rather than writing their observations in their scientific journals. I also brought in props that represent the meal worms at the different stages in the lifecycle.

- **TPE 11: Social Environment**

Includes opportunities for students to work independently, in pairs and in groups. The lesson includes strategies for promoting participation and creating a positive, caring learning environment that encourages respect and fairness.

This lesson was designed more for the students to work independently. I remember when I was younger I loved to go outside under a tree to write and draw. I thought of it as my thinking tree and it helped me think about the things I needed to write. So for the students I took them outside and allowed them to find a place they felt would help them write their stories. Ironically the students formed a circle on the grass and laid on their stomachs to write, rather than going their separate ways. The students still worked independently but talked to one another when they needed help with spelling or recalling information from a previous class. The students were given as much time as they needed to write their stories. If students finished early they were asked to draw illustrations to follow their stories so that the remaining students had enough time to write. We then moved into the whole group and discussed the different topics that the students wrote about in their stories. Some of the students chose to play with their meal worms after the discussion while others decided to add to their story based on what they learned in the group discussion.