

Lattice Multiplication Reflection

Samantha Green

Today was the third lesson I taught in my Clinical 2 placement. To begin with, I previewed my flip chart the day before. I am glad I did because the flip chart was not compatible with the software the school uses. I ended up converting everything to a power point and I treated it like a flip chart using the smart board pen.

The lesson I taught was Lattice Multiplication using arrays for 1 by 1, 2 by 1, and 2 by 2. To begin with, I related the lesson to past learning objectives. The students instantly grasped the concept. I made the students take notes in their math journals as I taught the lesson. After I had introduced the Lattice Method, I passed out a laminated 2 by 1 array with the box and lines already drawn. I gave each student a dry erase marker so they could practice multiple problems without worrying about drawing the box. Using the laminated 2 by 1, and my model on the smart board, we practiced the method together. In my lesson plan, I had example problems with an answer key but when I got to this part, I realized I forgot to print it off. I started by giving the students numbers to do together. After this, I let the student choose their own numbers to work on together as a class. Because the students had a vested interest in the numbers, they really wanted to work the problems. This little oops actually worked out to my benefit. This part actually went smoother than I thought. After I felt like the student has mastered the 2 by 1, I introduced the 2 by 2.

I realized that the 2 by 2 method was a little more difficult than my initial thoughts. The students understood the concept, but they had many issues such as not knowing the times tables, adding incorrectly, and worrying too much about how the array looked. Because of this, some instructional time was

lost. In hindsight, I wish I would have had laminated 2 by 2 arrays for the students to use. When it came to practicing the 2 by 2 arrays, they students took too much time trying to draw the arrays and the student were more focused on the box than the multiplication itself. Another idea I should have done was print the 2 by 1 on one side and the 2 by 2 on the opposite side and then laminated that. I would have saved paper, lamination, and time.

This lesson was videotaped. At first, I was nervous about doing this, but once I got started teaching, I forgot all about the camera. I am really glad I did, because I actually got to see how I really am when I teach. From my personal observations, I noticed that I am never still. I don't know if it is because I'm excited about the lesson or if I just can't stand still. I am all over the room and I swing my arms. I realize that this is probably a huge distraction for my students who suffer from attention disorders. I also noticed that when I am talking to a student I squat down beside them. I really like this because when I was in school I felt intimidated when a teacher stood over me to talk to me. I would always freeze up. I like getting down on the students' level. From my observation, I realized how excited I get when I'm teaching. I set the bar high with my excitement that the student fall right into place. I feel like my excitement is what keeps the students engaged throughout the lesson. They never know what I am going to say next or what fun things they will do!

Overall, I feel like this has been the best lesson I have taught yet. I learned so much from teaching this lesson, especially watching myself on video. I was able to pick apart my flaws to correct my future teachings.