Mission Addition Reflection

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The Mission Addition mathematics lesson was the first lesson that I taught at my clinical 2 placement. I taught this lesson on the third day of being in the classroom. The day of my lesson, I arrived at the school a little earlier than normal. I taught this lesson at the start of the morning before all other curriculums and related arts.

Shockingly, I wasn't nervous at all. The week before, I made a point to get to know my students so they did not seem like strangers to me. I feel like that interaction with those students broke the barrier between us.

During my lesson, transitions went smoothly, students were engaged, and attentive. Although this is a math lesson, I was extremely excited that I introduced the lesson with a children's math book. The book, *Mission: Addition* by Loreen Leedy, is about Miss Prime and her students who learn to add through solving a mystery, playing detective, tracking clues, and adding various items they eat. I especially picked this book because it briefly mentions the addition properties. The addition properties were introduced the prior week and a great way to relate past learning objectives.

I feel like everything went smooth until the independent practice: Addition Mission Worksheet. I decided last minute that instead of explaining the directions to the students, I would model the first part of the worksheet. I felt like this worksheet set

the expectations extremely high for the class. I noticed that some students were forgetting to carry their tens/hundreds. These students were also having issues lining up place values for addition. These are common mistakes made. In light of these mistakes, I decided to correct these errors only for those that needed the extra explanation. I walked around the room, and for those having difficulties, I showed on their worksheet how to fix the problem without addressing the whole class.

For the final part of my lesson, the game, I absolutely did not have enough time to finish. I was rushed to finish. I realized afterwards that students have a difficult time adding mental math without *seeing* the digits. Simple addition facts such as 7+9 were too complicated to immediately regurgitate. For future lessons where I use this game, I now know that I need to allot about 10+ minutes for students to complete this game. The students were real excited to do this game but there simply was not enough time left in the day.

For future reference, I learned that this lesson needs more time to teach. I taught this lesson for approximately 35-40 minutes. This amount of time was way to short to complete this lesson. On the safe side I would say that the lesson needs 45 minutes – 1 hour. Also I learned that because of time, I did not allow students to really think about the answers to the questions I was asking. The same few students were answering the questions. If more time was available, I know I would have given the students extra time to think and answer the question in their head before the answer is revealed to the class.

After teaching my first lesson, I have learned that I need to adjust my scaffolding strategies based on the attitudes of students. In the Spring I learned that my rowdy bunch loved to answer. This group is more reserved and is more timid to answer. I need to work on motivation and confidence skills with these students. The answer they have is right, but they seem too shy to answer. If the students had a chance to share with a partner their thoughts before I asked for the answer, this would boost the self-efficacy of each individual.