

Micro-teaching Reflection

Lesson 1

1. I think my lesson went well because I was able to count on my set induction to fall back on. As I was introducing new concepts, I would relate them to the balloon activity which my students participate in. Having the activity in mind, there wasn't the worry of what to say in order to convey my point. The students had proof in front of their eyes and could relate to what I was talking about.
2. I had some difficulty in asking questions. Sometimes, I would ask students questions and find myself unintentionally giving the answer away before I gave them the chance to answer. Sometimes, my questions were so open that I could have received answers that weren't on track with what I wanted, so I need to work on my formative assessments.
3. In order for me to correct my formative assessments, I am going to have to go back to my outline and write questions that are more direct. When I go to teach the lesson again, I should review the questions several times to prevent the awkward pauses from students wondering what kind of answer they should give.
4. In viewing myself on the tape, I surprised myself at how much I actually looked and acted like a teacher. My activity was a great foundation for my lesson and took the nervousness out of teaching because there was more interaction with the students. The activity opened the class for discussion as well as assessment for the teacher. In fact, I didn't even realize that I was assessing the students until my lesson was over. Even though I wasn't taking grades, I was using the students' feedback as a cue to continue and build off of what they just experienced.
5. Although I felt my activity went well, there is always room for improvement. Paying attention to the students' reactions to my activity and analyzing why they may not have reacted in a manner I intended would be a great place to start the improvements. Instead of scratching the activity, I could modify it to possibly include more examples.