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## **Field Experience Reflection Paper**

For my field placement I was placed in a 6<sup>th</sup> grade class room at Claypool Elementary School. The teacher that I did my field placement was very helpful her name was Mrs. McFadden. Most of the children in the class room were either twelve or thirteen years old. The only lesson that I taught was the mandatory lesson we had to. Although when I was at Claypool the children were working on making safe and drug free videos on their Mac books. I volunteered to help a group out with their video and even played some parts in it. Mrs. McFadden let me take the kids to specials, lunch and recess when I was there as well.

There are many strengths and weaknesses I have found in myself. Some things I feel like I am very good at are working with children that are shy or timid of other people. I am a good people person so introducing myself to other teachers was no problem; I also am a good speaker so being in front of the class room was no problem for me. All of these strengths will help me as a teacher because when some students don't learn well with one teacher because there to scared I can teach them, I will get good help from other teacher since I am going to be so friendly, and being able to talk in front of the class room is the main point in teaching and since I like to do that I will able to teach a while. I am bad at predicting how long a lesson will take so there will probably be a little too much free time in between lessons. I can fix the by working a summer day camp and planning out lessons for the kids and timing the duration of the lesson. I am also afraid of what parents might come in and say. I could fix this by having scenarios or role playing

with other students to practice what I might say to the parents. SO those are some of my strengths and how they will benefit me, and also my weaknesses and how I will work on them before my cadet teaching.

The student that I have chosen is female and her name is Anita. Some of her strengths are she is very smart in math and science; she is also very out spoken so when she needs help she would ask. She has what Gardner would call good Logical/Mathematical skills. She doesn't do well when it comes to English and History; she has a hard time understanding all of the grammar rules and the history dates, Country locations, and famous names. Well Anita was very hands on and she liked to be doing something so maybe have her get out of her seat for history class to point on a map to certain locations so this would fit Gardener's theory of using Body/ Kinesthetic and his Visual/Special theory. Since Anita is very out spoken in the class room I could maybe have her give a speech on a old General of the army or even an old President. This theory is also one from Gardner and it is called the Verbal/Linguistic theory. Also another technique that I would use is one that I learned from chapter 10 and I would have Anita work on similar English books and writing but just make them a little bit easier and make them harder as she progresses.

In my class room I taught an M&M lab and the kids loved it. In my lesson students practiced percentages, comparing percentages, and also fractions. The students took M&M's and they found percentages to certain problems, comparing one percentage to another trying to distinguish the bigger or smaller of the two, they also found fraction's of number during this lesson, I observed the lesson by walking around and making sure all the students understood what was going on. For advanced preparation, I had students divide into groups of two, had the M&M lab worksheets printed, have a bag of M&M's and a calculator for each group, and markers or crayons for each group to mark the color of M&M with the color of marker or

crayons on their lab. I would have the students in bigger groups maybe into 4 kids per group this would cut down on cost for items and how long the lesson took. The thing that went the best was probably the debate at the end because the kids got to see what everyone else got and they asked each other questions and showed each other how they got the answers. I think the most challenging was trying to get the students not to eat the M&M's, I mean come on you give a group of 6<sup>th</sup> graders a bag of M&M's what do you expect. The most rewarding thing was to see that most of the students got the right answer and the ones that didn't get the right answer other groups would show them how to get the right answer, so seeing the class work as a whole and to see that most of the students understood what I was teaching. It helped me to better understand my strengths and weaknesses and show me how to use them. It also showed me to maybe not do a lesson with food next time although the kids loved the M&M's I might have lost their focus a little too much because they liked them so much.