

Lesson Study Reflection

I did the lesson study lesson with both hours, and I'm glad I did. If I hadn't done it with 3rd hour, I would have never noticed the change we needed to make for 5th hour. I took out the graphing component because they spent a lot of time trying to graph it that they never got to solving the systems. I also cut out the questions sheet that they were supposed to do because just getting them to write the equations took a really long time so answering the questions would have taken even longer. Some groups did do the questions because they worked faster than other groups, so I'm glad we have that information to look at. With those changes, 5th hour barely got to solving the systems, but they got a bit further along than 3rd hour. They got to the solving the systems. A few of them actually solved all of the systems. We didn't have time to go over the answers they got for the system. I wish we had more time on that part because that was where we were focusing our lesson study. I liked that we had them write their equations because that tied into what we were learning. However, that took them a while to do and that wasn't part of what we were looking at for our lesson study. Also, having them write the equations in standard form from slope intercept form also took a long time for them to do, even though I didn't expect that. We had done it before so I thought that would take them only a few minutes, but it took them a while. We honestly needed two days to do this activity.

Overall, this was frustrating to do. I picked to do the lesson study with my 5th hour because there was a component of the lesson that they needed to talk to each other. 3rd hour is a higher ability level, but they don't know how to talk to each other and don't know how to work in groups. 5th hour is very talkative and has students that have behavioral issues, but they know how to

work in groups because they talk to each other. Thus, I chose to have 5th hour be the class we focus on for the lesson study. The problem was when I was trying to regroup to talk about the next step, they wouldn't stop talking. I would regroup after about 10 minutes and they would continue to keep talking so they would miss out on instructions. Thus, I would have to go group by group and re-explain the instructions I just gave.

The other thing that was frustrating was I feel like the level of groupwork I was asking them to do was too high for this point in time. They barely know how to talk and collaborate with each other. That is what the first part of the task was. Thus, they struggled with having to ask to find the piece of information they were missing. I had to walk through the thinking and questioning with a lot of the groups. They would look at what they had and just give up without even trying to figure it out. Between the not listening and not trying, I'm not sure what was more frustrating.

Part of me also was a bit embarrassed. I had told the class the day before that we were having visitors and they were going to be working on an assignment we created for our MSU class. From that, they told me that I didn't want them basically be on their best behavior, be cooperative, and try to attempt the problems and not just give up. I really stressed the trying part and told them we would be questioning your thinking because that's what we are analyzing. Instead, I felt like I had to deal with behavior issues and restate myself repeatedly after giving instructions.