Peer teaching

Lesson reflection

LINK

1. I prepared for the lesson/demonstration by doing some research. I looked through so many books to figure out the perfect little lesson that could work well. The steps I took were getting the strategy and then I spent hours in the library figuring out what subject I wanted to use with LINK. I figured out science was probably the easiest after looking at all the books, or social studies because they have a lot of factors. But, I also wanted to pick something I knew about and anatomy, the respiratory system, was fresh in my head. When I saw the human body text book for 5th grade I rushed to it and I saw the section for respiratory system was the perfect length also. I also contacted Molly (one of my sorority girls), and it turned out she did LINK too. Talking to her about it gave me a clear idea of things and really helped me out also. It’s good to use your resources!
2. Purpose I chose my text was explained a bit above in question one. Basically, I wanted the chose a text that my 5th graders would use, I wanted to keep it realistic and I wanted it to be something I knew about fairly well off the top of my head to be able to teach it.
3. I believe the actual presentation/demonstration went well. I got everything I needed to on the board, and everyone understood the directions. I went above and beyond and even handed out the text which wasn’t exactly needed for teaching LINK. I believe everyone knew what the strategy was about.
4. What I would do differently next time is go around the room. For me, I’ve learned, that if all my 5th graders are writing something down and it’s correct, I’ll let them do their own thing (especially if we are going to discuses it later together on the board). I was with an excelled group of children and I don’t think my peers understood the differences that come along with that. Sometimes, standing back and letting them write what they want is the best way. When the less excelled students started to come into the classroom then I went around more because they needed help and I wasn’t sure they knew exactly what they were doing.
5. The most difficult part for me was actually getting up and peer teaching. I don’t mind doing it, but I didn’t feel comfortable or necessarily like I’d be respected by my peers. I got some of that with the feedback too that they didn’t understand, just because I am not jumping up and down doesn’t mean I am not enthusiastic about teaching. I am very excited and motivated to teach, but my voice doesn’t go high and I don’t change who I am. I don’t believe that doesn’t show I am not excited about my lesson. Whenever a question came up I answered it and explained things, and when ideas were written on the board I would say something about them. It was hard to be honest, when they didn’t show any enthusiasm, it was obvious I was teaching college students I even at one point said “ my 5th graders would act really excited at this point.” So, I believe I did a good job and kept going even though most of them weren’t that thrilled it seemed.
6. I know I need to work on my voice becoming louder. That’s about the only thing. I also would go around the room to show I am not ignorant and know that needs to be done at times, I have to remember my peers are not teaching the same class I am, therefore they have no idea why I do the things I do.