Liesel Theusch

MATH 483

Dakota Meadows Observation Report

Lesson Topic: Percents and Proportions

Observations:

When first entering the class, one can see the desks are arranged in groups of three and the board has a warm-up question reviewing what was covered in class the day before. Also on the board is a note as to which partner the students should sit by in the grouped desks for the day (Dice #1 partner, Dice #2, etc.). Mr. Mueller has music playing as the students come in and it is a light and enjoyable environment. Some students joke around and catch up with friends, but they understand the expectation that when the music stops everyone should be quiet and have the warm-up problem from the board completed in their warm-up grid/calendar.

Mr. Mueller calls the class to attention after shutting off the music with a comment about the weather, an upcoming school event, or something the students are interested in before asking about the warm-up problem. He goes through the warm-up by asking students not to give the answer right away, but to describe what they need to find, what type of answer they should get, what steps do they need to take, or any formulas that would be helpful. This starts to build the students’ number sense that will be helpful when checking their work. As the students work through his line of questioning they are further developing and practicing reasoning. Many times they must explain why they did a certain procedure or step. Each question Mr. Mueller asks only addresses a small piece of the process and once the answer is reached he asks if all the students agree or if there were any other solutions to the problem. This allows multiple students to be engaged in the process and validates any responses he gets. If a student does not get the correct answer or a step they describe is incorrect, Mr. Mueller goes to other students in the class to correct any inaccurate assumptions instead of strictly saying “No that is not correct.”

Each day, Mr. Mueller followed the process of reviewing the previous day, introducing the life application of the next topic, then diving into the new content with examples. In this specific lesson, the students were beginning how to calculate interest. Mr. Mueller started with the application of this topic by describing how each student probably has a savings account and they gain interest on the money they keep in their account. He ties what they will be learning to each student and the Mankato community. Once introducing and defining the formula “I = P\*r\*t”, he moves to example and word problems. In the examples of the lesson, all of them describe a person buying a car, taking out a loan, or other situations that are affected by interest. Mr. Mueller used the same line of questioning as the warm-up problem for the examples “What do we need to find?” “What should the number look like?” “What steps/formulas do we need to use?” etc.

Overall in this class, Mr. Mueller seems to have created a classroom environment where students want to participate and learn. Iwould love to be in a classroom environment like that every day.