Reflection: Lesson Plan 5

After many rounds of revision, the final product for this lesson was something that I was proud of but I was also worried about. Although I thought it was well organized and flowed and was interesting and creative, I stressed over the possibility that it might be too long but I did not know how to shorten it and I was not given advice on how to shorten it, essentially where I should make cuts and where I shouldn’t. As I had suspected, we did not have time to do the final individual activity which would have been extra preparation for them in terms of using the vocabulary in the context of new grammar. Lamentably, I made the decision to cut it out of the lesson as well as play the video only one time instead of twice. I figured out that more time must have come from the explicit vocabulary teaching segment. I struggled to get the students to engage with most of the vocab words so it took more time to figure out how much they understood. They seemed quieter than usual and I wasn’t sure whether it was the lack of engaging questions that I was asking them or something else. I still do not know what caused the lack of participation but all of my questions were prepared and reviewed by Aracena.

To go hand in hand with stress about time, I also still have not gotten to know the names of the students and, in order to keep the class flowing and getting what we needed to get done, I neglected using the seating chart to explicitly call on people to answer. It was also combined with being caught up in the moment and trying to stick to what I had prepared. I did however, manage to get used to holding the seating chart with me, I just need to know focus on getting in the habit of calling on random people. I will be working on this for my next teaching segment.

Another criticism that was already on my radar but I was further made aware of was walking around in the class more. I know that once I am more comfortable I will be walking around a lot but I am not there yet and I hope people understand that. The same transition occurred when I first learned to give speeches without a podium. At first I was very still but after a few tries I walked around. I will work on this as well.

I feel as though what I had planned for the lesson is something I should be proud of but I am having trouble feeling this way given the weight and quantity of the criticism I receive. I put a lot of time and effort into it, especially the infographics. I made sure each one was a real native source and I thought I did a great job sprinkling in the vocabulary terms throughout each of them as well as the whole lesson. It involved the students to walk around the room and work together on interpreting, then they later had to interpret a video and then later they had to interpret written work. I was pleasantly surprised at what they were able to understand and I understood when students chose to omit certain answers because it was out of their knowledge base. There were a few students who finished everything perfectly but most students finished most somewhat well. No one complained or seemed annoyed at the lesson. The students seemed happy and organized.