Reflection: Teaching Segment 2

 After my second teaching segment I was a little disappointed in how my lesson manifested in the classroom and how I wasn’t exhibiting my usual ability to function well in chaotic environments. Although I have had more exposure to this A day class throughout the course of my time at Parkville, I felt as though they were uncomfortable with me leading their classroom. According to Jenkins and to my own personal observations, this class is one of the best behaved ones, so it was odd that the students didn't participate actively in their drill, that they were chatting while I was talking, and that they were not as eager to participate in the activities. I think this may have come about from not seeing my involvement in their class suddenly going from walking around the room and helping with activities to suddenly guiding the whole thing. This was an easy transition with the B day class, but for some reason it wasn't the case here. In the end, however, they warmed up to my leadership and they behaved themselves and played along with what I wanted them to do.

 One specific thing that I need to improve on, which was abundantly clear in this lesson, was making instructions extremely, almost painfully clear for these middle schoolers. At this point in time I was avoiding using the ELMO because I wasn't completely sure on how to use it. I knew that I should have gone through each segment of my lesson explicitly on the elmo and explained and modeled each and every step that the students would have to do. I think while I was planning the lesson I was thinking back to my high school Spanish classes in terms of writing instructions instead of thinking farther back to my middle school Spanish instructions.

One thing that surprised me was that throughout the lesson I never really felt I had complete control and supervision over all that was being said/done, except for one moment during my transition between the first activity (the videos) and the second activity (interpersonal conversations). After playing the videos I explained that there was a common theme: Spain. I then asked if they had traveled there and then proceeded to explain that some of the videos in their activity were ones that I took. When I started speaking of my personal travels (which I did not dwell on for too long) I immediately felt everyone's attention and interest. It was curious for me.

The planning portion of this lesson segment was something that I am still very proud of. I made everything from scratch and without the help or inspiration from anything or anyone else. I took the time to find a specific video of native speakers saying their vocabulary words in the context that they would actually be said in a Spanish-speaking country. I even found a video of a young Spanish man screensharing a soccer stadium he found in Fortnite! The transitions were written out seamlessly and flowed better than any that I have written before. I think this was due to there being a specific but consistent plausible situation throughout this one lesson that the students could place themselves in (pretending to be travelers in Spain). I also put a lot of time and thought into the packet that I created for them and I even printed it out coloured and on white paper-something that prompted one student to ask me if this was a teacher copy or a student copy.