

Southern Methodist University
Simmons School Dept. of Teaching and Learning

Student Teacher: Julie Fontenot
Cooperating Teacher: Kara Hoover
School: Walnut Hill
University Supervisor: Linda Pointer

Reflection Form

(Complete this form as soon as possible after delivery of the lesson and give to the observer.)

Name: Point of View: Boston Massacre Grade: 5 Subject: Social Studies
Date of Lesson: 03/06/19 Approximate Length of Lesson: 50

GENERAL REFLECTION

Overall, how successful was this lesson?

This was a very successful lesson overall. The students were engaged, and used higher orders of thinking, as well as getting practice reading difficult or unfamiliar styles of writing, and practice writing in complete sentences to express a particular point of view using evidences.

GOALS/OBJECTIVES

In what ways were your goals/objectives appropriate for your students?

The TEKS was to analyze the events leading up to the American Revolution, so exploring the Boston Massacre from different points of view is a good way to analyze this event, and requires the students to use higher levels of thinking.

In what ways were they not appropriate?

In some ways we are progressing too slowly through the material, so that it might be too much time spent on just he Boston Massacre.

ASSESSMENT

How effective were your assessment strategies in measuring student achievement of the learning goals/objectives for this lesson?

I could easily see how the students understood the lesson by their participation, and by their written work which was turned in.

Would you make any changes to the assessments strategies you used? What changes would you make and why?

I think there was a good balance on formal and informal assessments, and an equally good balance of individual work and group work, so that the students were accurately and authentically assessed

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ALTERATIONS

Did you depart in any way from your plan? If so, how? Why?

INSTRUCTIONAL DELIVERY – Respond to these questions for each aspect.

	<i>Were the following aspects of your instructional delivery effective for all students? Why or why not?</i>	<i>What would you do differently to improve the lesson?</i>
Instructional Strategies	I think that reading the article together and asking questions to the class is a good way to convey the material that is interactive.	I might have the students annotate the article themselves or in small groups so that they have to process and interpret the information more for themselves.
Student Grouping	These students are used to working together with their table mates, so there aren't too many problems.	I would move the two or three struggling students that need or teacher interaction and less peer interaction into a group with me.

Student Activities	I think the students did good work, and the activities supported the lesson.	Based on the student's interest in "what really happened" or the "truth" I would have them write a neutral version of the Boston Massacre, and see how they would describe the event.
Materials, Resources, and Technology	The video was a good recap, and was funny and cute. I always struggle with the technology, but the students and my cooperating teacher have provided assistance.	I need to figure out how to make the videos play on the big screen and how to change the screen from timer to camera or video, without assistance.