

Fieldwork observation report - math summary

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Field Observation Fieldwork Observation Report - Math summary On April 24, I went to Golden Lion high school and observe the interaction between the teacher and the students during the mathematics class. The teacher prepared the list of material that were needed for the lesson and set them in time before the lesson began. The material included but not limited to papers, crayon and the ruler. While on the other hand the students were required to have wiring exercise books, text books, pen and pencils. The lesson was purposely for mathematics with the main goal of equipping learner with multiplication skills used to in class and outside the class environment. The teacher informed the students of the main aim of the lesson before giving explanations of the content. The teacher would explain the learning outcome before introducing the new concept in the lesson. In order to maintain the smooth flow of the content, the teacher reminded the students of what they learnt in their previous lessons (Hewitt, 2013). The student would participate actively by giving answers to the questions as asked and the teacher would accept the correct answer through applauding them. After the interactive session of the previous lesson the teacher then engaged the students to learn the new ideas in the lesson. The central focus of the lesson was on the two digit multiplication. The students were given the examples from the word equations and were expected to solve the two sums each at the individual level before they proceeded to the next session of group discussion. The two digit multiplication required previous skills on solving the place value units together with single multiplication. The place value of numbers for tens and ones were necessary for the students because they formed the foundation of the next lesson which based on the two digits multiplications.

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The knowledge of the previous lesson guided the teacher into the main objective of the lesson which was to use word equation to do multiplication of two digit multiplication. The teacher explained two examples using the word equations to solve two digit multiplications. The students at individual levels were given two sums to solve after which the teacher marked their exercise books. The students were given their feedback which they later shared amongst themselves. The teacher explained the vocabularies used such the double digit number to mean that a number that has two digits and the meaning of the place values of tens once and multiplication by. The students got familiar with the terms and were able to use them in the group discussions (Hewitt, 2013).

The group discussion as a teacher strategy would help the Weak students to learn from others student and special cases the teacher would book after the lesson. The teacher monitored the students through observation and motivated the student by applauding them. The teacher would also use the projector to display the examples given in words. The teacher ended the lesson by giving oral instruction to the students and arrange for special class for the students who did not grasp the content fully.

References

Hewitt, H. (2013). Blog: Understanding the information Reformation that is changing your 3rd edition. New York: Nelson Books Press.