

Example: I selected Planning and Designing Curriculum

Select 2b: Demonstrate knowledge of age-appropriate pedagogy.

Rationale: I have chosen regrouping two digit numbers in subtraction because my students are having difficulty borrowing.

Artifact: I have enclosed a copy of a math mat to help children visualize regrouping. I will also use math cubes as manipulatives and a worksheet that we will use as I teach the concept to my class. This worksheet starts with easier problems and ends with more difficult problems

Reflective Essay:

Regrouping is a difficult concept to teach to second graders and requires constant review. I introduced this lesson to my class at the beginning of October 2005. I used manipulatives and did not work with writing numbers at first. I related the problem to fall activities. Students learned to regroup by manipulating pumpkins in a large group activity. As the month progressed I learned that about 20 percent of the children were still struggling with the concept. I divided the class and did a daily math session with the smaller group after the full class instruction. As the children were ready to exit the group, I assigned them a mentor to work with in the class. Who could check their regrouping.

At the end of October I still had 2 children who have not understood the concept. I have observed that they regularly add or subtract the numbers backwards. I asked my mentor to come in and work with the smaller group to see if I could get any ideas for imprinting that knowledge. When my mentor came to my class she showed the students how to regroup using a Math Mat. This seemed to make the students see the problem more clearly.

We continued regrouping throughout the year with daily ADD practice. I found that when I did not focus on regrouping for awhile and studied something else, such as geometry, that regrouping was forgotten. I talked to the third grade teachers and found that they have to re-teach regrouping every year.

My core test scores in spring were encouraging. All but one of my students had mastered regrouping of double digit numbers.