

Lesson Reflections

Lesson one

This was my first lesson at teaching geography and I thought the lesson went well. This was a highly engaging lesson whereby students plotted and talked about their journey to Australia. All students had taken the task seriously. In hindsight, I should have got the students to use cardinal directions to show where the continents are. I also felt it started a bit slow – maybe something more engaging to begin next time such as an anagram puzzle.

My mentor was also pleased with the lesson – she thought I had fully engaged students and achieved my main aims.

Lesson two

I began the lesson with a puzzle which worked well by getting students to focus at the beginning of this afternoon lesson. Although I did not get to the reading task, I achieved my two main aims. During the speaking activity, I made a good pedagogical decision not to rush students and not to correct their grammar. In this instance, this was about fluency rather than accuracy.

Lesson three

This was a successful lesson in which I had taught receptive skills through the content of geography. Students had therefore practiced the four macro skills. In addition, students had practised answering literal as well as high order questions in which they applied learnt knowledge. The use of the weather map and associated activities worked well and engaged students. There was however, too much teacher talk which is something I need to improve on. Mentor gave formula of 7-8 minutes teacher talk followed by activities. There was also too much scaffolding - these EAL learners are autonomous and transitioning to the mainstream so I need to keep this in mind.

Lesson four

Again, I supported students too much – mentor said I create very effective and thoughtful lesson plans in which I provide support in a number of ways such as peer tutoring and well sequenced worksheets so learn to let go during lesson. My lesson planning is thorough and well sequenced so I need to concentrate on delivery. I need to stick to the time I set for the task – if I say 5 minutes, then stick to this.

Lesson five

This was a great lesson; I used a variety of tasks and activities so students were engaged throughout this double lesson. Students practised all the macro skills: writing, speaking, listening and reading. My summative reading assessment task at beginning of lesson was effective in assessing the students' ability to read literally and inferentially. These are skills they need to take with them to their mainstream classes. I was also pleased with my use of the interactive whiteboard which made the lessons more interactive. I also let the students work more independently in these lessons which gave them a higher sense of achievement. Most of these students will now transition to mainstream schools.