



Math Lesson with Adaptations



Grade: 4

Subject: Math with English Language Arts

Time: 1 hour

Objective:

- To be able to find and extract appropriate information from a text in order to solve a word problem.

Description:

This was a lesson that I used for my supervisor evaluation during my third stage. Because it was the end of October, I wanted to do something related to Halloween so I chose to integrate ELA into a Math lesson. I read the class a Halloween story, which included mathematical details that the students would pick out when it was time to complete the math worksheet. This lesson was adapted in two ways: (1) It was tiered by levels of difficulty (Level 1= students who had difficulty reading and difficulty solving math problems, Level 2= students who had a good understanding of word problems but would be challenged by them, Level 3= students who usually finished math problems quickly and correctly) and (2) The content was adapted (some students did not celebrate Halloween because of religious beliefs so I changed the content of their text and questions so there were no references to Halloween). In total, I created six different worksheets: three levels for the Halloween version and three levels for the non-Halloween version.

Reflection:

What worked well:	The different levelled tiers worked well, especially grouping the students within the same tier together at the same table. Students did better when they could refer to the visual aid provided on their sheet (which was only available on the first and second level tiers). The children who didn't celebrate Halloween were very grateful that I gave them another variation of the work and that they were able to participate.
What didn't work well:	It was the most challenging math they had done all year and the longest time they spent working on it on their own. I noticed that some problems were a little more difficult on the third level worksheets.
Ways to improve:	Next time, I will put the visuals on all of the worksheets (even level 3) because the students could still use the extra help. After reviewing the work completed from this activity, I will be able to see if the students are in the right tier or if they can move to a higher level or to a lower level ensuring that they are in their appropriate zone of proximal development. I would also cut the time in half and have recess in between so that the students can have a break.