Brown

April 12-20, 2012

Teaching/Group Leading 3

I, along with my peers placed at Glenwood Elementary, have been asked to help students that have either fallen behind in math or are borderline special needs. During this time I work on reviewing T-CAP concepts and practice problems.

I have noticed that the student I am working with does not have a strung number sense. She may also become frustrated with the problem and simply guess the answer. There is also one thing that she has been instructed to do that shocks me. She has been allowed to use her calculator to compute the answer instead of doing the work. I assume that this is because the T-CAPs will be timed and using the calculator is “faster”. From what I have seen, the student knows how to put in the operation and get the correct answer from the calculator, but she does not understand how she has come to that answer. If she does not understand and the teacher or class moves on to other things, it will confuse her later. This student first needs a strong foundation in mathematics so she can build concepts and processes on top of that.

As I continue to work with her, I encourage her to focus on the key words/ information and to work out the operation. With this encouragement, she improves and does not pick an answer on a whim. She seems to be more confident and comfortable with math problems.