

THE LAST CLASSES AT OBO: TO OBTAIN A BROADER PERSPECTIVE

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Abstract

In this paper, I expressed my impressions of the last two classes at OBO. These classes were a 6th and a 5th grade classes. I also had my first teaching practice with 5th graders. Additionally I experienced a team teaching practice with Ms. Vildan Sertkaya in 5C. I specified my observations and ideas in this article and had a conclusion in addition to my other school experience observations at the end.

Key Words: to be a mathematics teacher in 5th grade, team teaching, to build the foundations of mathematics.

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Introduction

The purpose of this article was to explain my observations in OBO; one of the classes that I observed was a 6th grade class with the teacher Ms. Dalbudak, and the other class was a 5th grade class with the trainee-teacher Ms. Sertkaya. I experienced a first teaching practice with 5th graders and shared my impressions in this paper. I also experienced team teaching in the following class with Ms. Sertkaya.

A Student Asks: Will You Come Again?

In the first class that I observed, the teacher Ms. Dalbudak used sanctions for latecomers at the beginning of the lesson. The teacher asked why they were late, and listened to them. Since the teacher could not take any reasonable responses, she warned them verbally and said the latecomers had to go to the principal in the break time.

When the teacher began to the lesson with a revision part, she asked a range of questions. These questions were usually asked according to Bloom's Taxonomy, especially in the level of knowledge and comprehension. Some of the questions were like that: "What is a *ratio*?" "What is the difference between *quantity* and *quality*?" "...Then, what does it mean *proportion*?" "How can you understand that $\frac{3}{5}$ and $\frac{9}{15}$ generate a proportion?" "Why we name this method *interior exterior multiplication*? What is your idea?" During the questioning answering part, the teacher conducted her questions according to students' responses. I think when the teacher noticed a misconception then she asked on that way to make clear the topic. It was a kind of formative assessment, I thought.

In the rest of the lesson the students studied in groups. The groups were determined with a different way; such a small activity or a small game. The teacher distributed each of them a piece of paper on which there were some operations. The teacher wanted the students to make the operations. Then who had the same calculation result, they became a group and worked on a

worksheet together which was about *ratio and proportion*. By the way, the teacher monitored them during the rest of their group work.

The next lesson was my first teaching practice with a 5th grade class. The topic was time measurement problems. I tried to understand the students' misconceptions about the topic. Then I wanted them to realize their misunderstanding by trying to ask appropriate leading questions. I understood that it is very important to use short and clear sentences especially in these grades. I tried to use Polya's problem solving steps and it worked, I think. I asked them questions about the problem to make sure that what data was given and what the problem was asking for. I drew some models to make it more understandable; we made a plan with the class and worked it, then checked whether there were any mistakes. At the end of the lesson, I made a summary of the class by asking students what they learned in this class.

In the last class, Ms. Sertkaya took over the lesson. There were some latecomers at the beginning of the lesson and Ms. Sertkaya integrated them to the lesson quickly. But also, Ms. Sertkaya said "I am taking my note about latecomers. Now, sit down to your seat silently". Ms. Sertkaya continued the time measurement problems. We both had prepared the worksheet together and cut them into parts to make them more useful for group work (It was Ms. Toker's advice). During the group work, Ms. Sertkaya and I monitored the groups and we supported them to understand and solve the problems. To do team teaching served the purpose, I think. We saved the time and it was easier to control the class.

Conclusion

The purpose of this article was to specify my impressions of the last classes at OBO. Unlike my other observations, I learned this it is very important to take responsibility of lower grade students, especially for 5th grades since that most probably you are the first mathematics teachers of them and you must be very careful to build the foundation. As the first mathematics

teacher in their lives, you will teach them in the fields of problem solving, mathematical modeling, using mathematical language, reasoning and proving, linking, and appreciating mathematics.

"A Bilkent student does not lie, cheat, or steal or tolerate those who do. On my honor, as a Bilkent student, I have neither given nor received unauthorized aid on this academic work."

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