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Human Relations Report for Eagle Lake Elementary

The third grade students, in Ms. Michael's class at Eagle Lake Elementary, were very polite and welcoming. While I was observing them prior to my teaching, one could see that the students understood that the teacher had the authority in the classroom and demanded their respect, and in turn she gave them her respect. This meant that during the teaching of the lessons the room was silent during instruction and the students actively participated by answering questions and giving their opinions. The unit I taught was furthering their understanding of multiplication and introducing the concept of division. After talking with other third grade teachers, I knew that this was a difficult concept for a lot of students to grasp. Because of this, I made the majority of my lessons incorporate some sort of game that I knew the students would enjoy. Through this, the students could associate a positive aspect to division.

What amazed me the most about this class was the lack of classroom management strategies I had to use. I believe that this is because of previous established expectations of the students. The class has a behavior chart at the front of the room in which they can move a clip with their name on it up or down the chart. When the clip goes down, it means that they have not been behaving properly and risks a parent notification. If their clip goes up, it indicates that they are doing exceptional work and could be rewarded. This visual reminds the students of how they should act in the classroom. At the beginning of the math period, the students know to walk in, find their seats, and quietly wait for the lesson to begin. From this, I learned that in order to use the teacher and the students time adequately, behavioral expectations and etiquette must be made clear at the beginning of the year. Students are able to learn more throughout the class period and utilize their time.

- A. It did not seem to matter what their race or economic group was. They all contributed to the same extent and had the same desire to learn. The class seemed to all be at the same financial status, which looked to be middle class or higher. Most of the class was white, but the few minority students that they had were not lower achieving academically. The two minority students that they had worked very hard to do their best on any assignment that I gave them. They wanted their work to be neat and presentable, taking pride in their ending results.

The teacher realized that the students may have different home lives because of financial status, culture, or other circumstances. Because of this she did not penalize the students for not getting their homework done. She would allow the students to complete it at a later time in class. Homework is also not assigned in large portions. Students have other things going on in their lives that sometimes does not give them enough time to complete it. This homework style is something to consider when a teacher is trying to not only accommodate the needs of students, but of the family.

- B. There were some students in this third grade class who were not always kind to their peers. When they worked in groups, they liked to prove their peers wrong or distract others from working. I noticed this the most when they were playing a competitive game. The thought of losing is very demoralizing for some of the students. I had one particular student who came to me in tears because she believed that she was the winner of the game, but her group members begged to differ. The student and I talked about how sometimes people view situations in different ways. Even though the girl thought she won her peers thought differently, which was a matter of opinion. Occasionally one has to adjust their view of a situation to someone else's in order to come to an agreement.

The students that tried to distract their peers often did not like feel like doing their work, which made their group members frustrated. Other times the students who were distracting did not do their work because they did not understand the concept. I knew who these students were, so while they were working I would frequently check on them. Sometimes just my presence was enough to encourage the students to continue working. Also when I checked on them, this would also give them the opportunity to ask me any questions they had.

- C. The unit that I was teaching was on division and new methods for multiplication. From talking with other teachers, I knew that these were very stressful concepts for a lot of students. Because of this, I wanted to keep my lessons fun and engaging. This way when the students are looking at division and multiplication equations, they can associate fun lessons that they were able to accomplish. Some students have a lot of anxiety about problems they feel they cannot do. Through the games that I had them do they would be able to find confidence in themselves to figure out these equations.

When a student gets confused and frustrated, they sometimes will mentally shutdown. It is then that a teacher needs to intervene and show them that they are capable doing their work. One of my students had this happen while she was working in her workbook. She did not understand one of the problems and began to cry. I assured her that she could do it and read the problem to her. Then I asked her questions that I knew that she would know the answer to, to boost her esteem. After we got through the problem, she felt much better and was able to continue with her work.

- D. I have learned to appreciate working in a wealthier school and the gifts that they have been given. Eagle Lake Elementary has been blessed with many things like Ipads, Chromebooks,

and Smart Boards. These tools drastically enhance the learning that can occur in the classroom. Because the school was given these things, the students financial situation did not matter so they were able to use these tools regardless. This is one of the benefits of working in public schools.

All of the students were able to contribute to the lessons no matter their background. The lessons were made applicable to all the students so that they could pull more meaning away from the lessons. Students are also encouraged to share their thoughts and opinions during the lesson. By them sharing their thoughts, other students may begin to understand the concepts by drawing the same meaning from their peers.