

As a teacher, we make modifications to what we do and how we instruct every class period every day. When I was teaching my 8th graders their unit on Circles, during the first lesson it dawned on me how difficult remembering all of the vocabulary was for some of them. While most of them understood what to do when they were given problems, they couldn't talk about it with their peers using their mathematical terminology in English. They would instead transition into Korean. This was problematic because not everyone speaks Korean, so those that don't speak Korean and wanted to collaborate with their peers struggled even more. It's also a school rule that English is the classroom language and when being observed by an administrator it's important that we abide by these rules.

So, I changed the lesson I had planned for the next section to incorporate a vocabulary foldable. They were asked to define their new terms in their own words and illustrate what it looks like. So for words like Chord, they would write "Chord" on the first fold, open it to see a picture of it on the first fold, and then open it again to see their definition of the word. I made the foldables such that they could tap it into their notebook and use it as a reference page. I do feel that this extra review before moving on to learn new concepts and theorems helped them to move forward with a stronger ability to read and understand the properties and theorems.

Another modification I made was with an activity that went poorly. I teach two sections of geometry, so I tried it out first with the 4th block class that I was using for my data collection. The activity was supposed to demonstrate the validity of a theorem, but it ended up not working at all. Most of the answers that students were getting were not accurate. I had done the activity and came in with a 10% margin of error, but the students were getting answers that were so far off that I couldn't even understand how they were getting the answers that they were.

I was able to use a Desmos program to demonstrate the validity of the theorem on the smartboard. I then changed the activity. I made the strings on the hula hoops more steady, labeled the points instead of allowing the students to identify them, and was more clear about how we can prevent human error when measuring the lengths when giving instructions to the next class.