

PLEASE PRINT CLEARLY and COMPLETE ALL FIELDS

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Date	School or Community Based Organization	Childhood Majors (Grades 1-6) must observe at least 2-grade levels (1 st -3 rd ; 4 th -6 th). Indicate: AGE, GRADE, ESL/ELL, Special ED, or Inclusion.	Start Time	End Time	Student Initials	Cooperating Teacher's (printed) Name	Cooperating Sign
6/1/22	PS200 401		10:15	11:15		Cerbone.	A. Cerbone
6/2/22	PS200 428		10:15	11:15		Drassos	A. Drassos
6/3/22	PS200 302		10:15	11:15		Deng	A. Deng
6/3/22	PS200 302		11:15	12:15		Deng	A. Deng
6/3/22	PS200 428		1:25	2:25		Drassos	A. Drassos
6/6/22	PS200 302		12:50	1:50		Deng	A. Deng
6/13/22	PS200 302		12:50	1:50		Deng.	A. Deng
6/14/22	PS200 302		10:15	11:15		Drassos	A. Drassos
6/14	PS200 302		12:50	1:50		Deng	A. Deng

Principal or AP's signature Stacy Bathsa Total Number of Hours 9
Principal or AP's name (printed) Stacy Bathsa Student Signature roman
Principal or AP's phone # 718-236-5466

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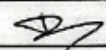
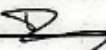
Student:		Professor:	
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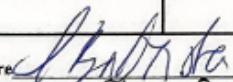
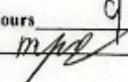
Date	School or Community Based Organization	Childhood Majors (Grades 1-6) must observe at least 2-grade levels (1 st -3 rd ; 4 th -6 th). Indicate: AGE, GRADE, ESL/ELL, Special ED, or Inclusion.	Start Time	End Time	Student Initials	Cooperating Teacher's (printed) Name	Cooperating Signature
06/15	PS 200		11:45	12:45		Drosses	A. Drosses
06/15	PS 200		1:00	2:00		Copda	[Signature]
06/16	PS 200		10:15	11:15		Drosses	A. Drosses
06/16	PS 200		12:50	1:50		Deng	[Signature]
06/17	PS 200		9:30	10:30		Drosses	A. Drosses
06/17	PS 200		1:00	2:00		DENG	[Signature]
06/21	PS 200		11:45	12:45		Drosses	A. Drosses
06/22	PS 200		12:50	1:50		Deng	[Signature]
06/22	PS 200		10:15	11:15		Drosses	A. Drosses

Principal or AP's signature: [Signature] Total Number of Hours: 9
 Principal or AP's name (printed): Stacy B. Hita Student Signature: [Signature]
 Principal or AP's phone #: _____

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Student:		Professor:	
ID #:		Course # & Section:	
Telephone:		Semester:	
Address:			
Email:			

Date	School or Community Based Organization	Childhood Majors (Grades 1-6 } must observe at least 2-grade levels { 1"-3"; 4"-6"). Indicate: AGE, GRADE, ESL/ELL, Special ED, or Inclusion.	Start Time	End Time	Student Initials	Cooperating Teacher's (printed) Name	Cooperating Signature
06/23	Prue		12:50	1:50		Deng	
06/24	Prue		12:50	1:50		Deng	

Principal or AP's signature:  Total Number of Hours: 9
Principal or AP's name (printed): Stacy Battista Student Signature: 
Principal or AP's phone #: _____

CBSE7440
Alternative Field Experiences
Record Sheet

Name: MS Cerbone

Activity 1: 4th grade measuring ounces and pounds

Date: 6/1/2022

Duration: 1 hr.

Description: 4th grade lesson on ounces and pounds: the class has 10 ELL learners

	Things that went well	Things that need improvement	Notes to your future self
Mathematics knowledge	The teacher utilized lots of pictures constant reminding of the “magic number 16 oz to 1 pound”	Too reliant on pictures or number lines. Not a single scale or object to measure	Use scales, show objects to show size
Teaching practices	The teacher took her time to demonstrate the 16 oz to a pound and then further demonstrated conversion between 2 pounds 3 pounds, 32 oz etc..	Once again, there really was no scale, it was theoretical demonstrating weight of objects through pictures and mathematical conversions	Utilizing physical objects to show oz and pounds, then we can move onto converting weight through numbers only
Student thinking	Students generally were fine with converting 16 oz to pounds, a few struggled converting higher numbers of oz to pounds.	The ELL learners were generally left to their own devices to try to solve these problems, many were fine, and a few had issues even understanding	See what can be done for ELL students regarding math textbook translation, if not I will have to do it

Use of materials or technologies	Smart board and computers were used to demonstrate number lines and project pages of the book	The teacher could have had a virtual scale put on the board and maybe even had some translations of the math textbook for the ELL students	Technology is not just projecting the textbook pages we can find digital scales and objects to play with rather than making the lesson only about converting numbers
Differentiation:	The students were sent into groups after practicing the assigned tasks, the high students got to convert pounds to tons, middle students got to practice more oz to pounds, lows were pulled into groups with the teacher and retaught	The ELL students were not given any translations	Get translations for ELL students.
Others:			

CBSE7440
Alternative Field Experiences
Record Sheet

Name: Ms Drossos 5th grade

Activity 1: Estimating volume 3d shapes

Date: 6/2/2022

Duration: 1hr

Description: Students were estimating the volumes of 3d shapes of cubes and rectangular prisms

	Things that went well	Things that need improvement	Notes to your future self
Mathematics knowledge	The lesson was well organized starting with simple 3d cube volume. The visual used was 8 tissue boxes stacked into 2x2x2 cube. The lesson then went onto a 2x2x3 rectangular prism, and then digital examples of other shapes		Have a physical object that is clearly separated into easily countable segments to easily demonstrate counting the volume.
Teaching practices	The teacher's goal was to show students that volume can be calculated many ways depending on what side you want to start at. For example, a rectangular prism of 2L 3 W 2H you can do 3x2x2 or 2x2x3	She was unable to rotate the digital shapes provided by the textbook, so she relied on physical examples in the real world to demonstrate	Physical objects are important especially in 3d shapes because you can rotate them unlike 2d pictures of 3d shapes
Student thinking	Students were given group time to solve some problems involving cubes or rectangular prisms. The teacher walked around and kept track of who got things wrong to make groups	The reteach group was taught quickly from a printed work sheet. The teacher showed a few pictures of rectangular prisms and showed some ways to multiply	3d shapes are complicated because of all the sides to consider, breaking up the shape into smaller shapes helps visually
Use of materials or technologies	Teacher used tissue boxes to make cubes and rectangular prisms to demonstrate 3d shapes. Then she projected other shapes on the board		Having clear 3d shapes is very important because 2D renderings of 3d shapes makes counting the pieces harder because it can be obscured
Differentiation:	3 groups were made. High students were given complicated shapes with larger LxWxH. Middle students continued in the textbook, lows with the most wrong answers were pulled into a personal group with the teacher.	The re teach group was taught quickly utilizing a worksheet. The teacher had to move quick because the time was running out and it was graduation practice	Time management is very important, being in a rush can affect the quality and harm the students that need to be retaught again

Others:			
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CBSE7440
Alternative Field Experiences
Record Sheet

Name: Ms Drossos 5th grade

Activity 1: MCC

Date: 6/3/2022

Duration: 1HR

Description: The “Mid Chapter Checkpoint” of the textbook is a mini test/lesson “checkup” of the knowledge of the unit.

	Things that went well	Things that need improvement	Notes to your future self
Mathematics knowledge	The MCC is a collection of the first 5 lessons and is treated as a mini test ungraded. The students are checked up on the “triangular” “rectangular” prisms. And 2D polygons rules and characteristics		MCC is an important tool in the “Go Math” textbook to see what information has been understood or lost
Teaching practices	The teacher treats this as a test that will not be graded. Then as the students are done with this short 10 min test the teacher checks the answers without explanation. Those that got all correct move onto other problems, those that	If it is possible to explain the problems rather than just giving the answers only. I understand there is only so much time and this is more of a test rather than a lesson	

	did so-so continued with the textbook. Those that did poorly were pulled into a group where they are retaught		
Student thinking	Students were mostly practicing the rules of polygons and two 3d shapes. Those that did not do so well were pulled into a group to be retaught using the re teach worksheets		It is good to check up at some point how students are doing, the math textbook has built this into their lessons
Use of materials or technologies	Technology was used for the reteach group only while the rest worked from textbooks or worksheets only		
Differentiation:	Kids were split into 3 groups. The first two groups were given their own tasks while the lowest were pulled for a mini lesson.	If there can be any time to accommodate the other two groups by explaining the answers to the MCC?	Having engaging activities during the MCC is important because essentially the students just took a test and now have to “wait” while the teacher pulls a re-teach group
Others:			

CBSE7440
Alternative Field Experiences
Record Sheet

Name: Ms Deng 3rd grade

Activity 1: Identifying angles in plane shape

Date: 6/5/2022

Duration: 1 Hr.

Description: 3rd grade is being introduced to acute, obtuse, and right angles.

	Things that went well	Things that need improvement	Notes to your future self
Mathematics knowledge	The lesson was split into three parts, Acute angles, right angles, and obtuse angles	The big flaw that I saw was kids were struggling to identify the angles	
Teaching practices	The angles were taught “visually” the teacher decided to utilize the “post-it note” method where using the corner of the post it notes to measure angles.	The angles were taught “visually” rather than using protractors	See if a protractor can be implemented
Student thinking	Students had to look visually for the right angle “square” and then use the post-it note method to see if any line sticks out then it is obtuse, if nothing sticks out it is acute	Some kids could not identify the angles visually or messed up acute and obtuse often. Right angles were a given due to the little box drawn connecting the two-line segments	
Use of materials or technologies	Use of smart board and sticky notes for measuring angles		

Differentiation:	3 groups are made. High, middling, and low. Problems given to highs and middles; lows are being retaught		
Others:			

CBSE7440
Alternative Field Experiences
Record Sheet

Name: Ms Deng 3rd grade

Activity 1: Project based learning making polygons from pipecleaners

Date: 6/7/2022

Duration: 1 hr

Description: A wrap up lesson was taught and then an activity of making your own polygon with art supplies and describing their characteristics

	Things that went well	Things that need improvement	Notes to your future self
Mathematics knowledge	This was the final lesson wrapping up polygons and their characteristics. The previous lessons taught open/closed what is and isn't a polygon, and then had special focus on triangles, squares, rectangles, and then quick explanation of penta-decagons	Students were still struggling to visually identify angles within these shapes	Perhaps because this is the first time, they see angles they struggle with visually seeing their sizes. Some didn't understand where to look exactly to see an "angle"
Teaching practices	The lesson was straight forward explaining the penta-decagons and made sure to show the relationship between number of sides and number of angles. After the kids were given art supplies to make their own favorite polygon and explain their characteristics		

Student thinking	Students seemed to be understanding these shapes easily, but some struggled to understand the types of angles within these shapes. After the students were grouped up and given art supplies to make their own polygon out of pipe cleaners	Many still struggled with the concepts of angles, parallel lines, and perpendicular. These concepts were thrown at them in their first lesson of this chapter and then not really revisited	Assign more worksheets or homework reminding them of angles, parallel, and perpendicular lines?
Use of materials or technologies	Computers and art supplies		
Differentiation:	This lesson was not the traditional lesson of 3 groups, highs mediums and lows, all kids instead were made into groups to make a final art project at the end of the lesson	The groups could have been made better because some groups had too many students that were struggling with some concepts and if instead were put in with some smarter peers who could have helped.	
Others:			

Name: Ms Drossos 5th grade

Activity 1: Project based learning making triangles from pipe cleaners

Date: 6/14/2022

Duration: 1 hour

Description: 5th graders were making Scalene, Isosceles, Equilateral triangles

	Things that went well	Things that need improvement	Notes to your future self
Mathematics knowledge	After reviewing the vast characteristics of the three types of triangles students were sent off to make their own triangles. The focus was on side length, type of angles, and size of angles.		
Teaching practices	Teacher reviewed the types of triangles again as well as their characteristics. The teacher walked around to help anyone struggling to remember the rules or with the art in general.		
Student thinking	Students were put into groups to make their triangles from art supplies. Students were talking with each other to decide what triangle. I noticed conflicts in the group when talking about rules of triangles and then one was trying to correct the other and then when they couldn't agree they asked for help from me or the teacher.		Art projects combine the physical understanding of the shapes while also allowing students to help each other remember what the shape looks like and the rules they must write down.

Use of materials or technologies	Art supplies.		
Differentiation:	Not a normal lesson, groups were made to do the art project rather than independent work/re teach groups.	The groups were made well, the issue was with the ELL students who did not have a peer who speaks their language, but they spoke English well to keep up.	Students were helping each other to decide what shape to make and what the rules are, or someone will look it up in the book.
Others:			

Roman Mkrtichyan
CBSE 7440
7/1/2022

School Observations Paper

Throughout the course, I have learned one major lesson. The way we have been learning math and teaching math is all wrong. My love hate relationship with math class can be explained by the teaching methodology instilled into teaching. Math class has always been a separate lecture. There is no connection to any of the other subjects or even to life itself. One question that I struggle to answer when I was substitute teaching my own 3rd grade class is “Why do we need to learn this?” this question is a byproduct of the way we teach, and it causes kids to grow up hating math or worse finding no use in it. In my observations I have seen good steps taken to change math instruction so that students will enjoy and understand the math.

Observations

Most of my observations have been spent in third grade. My own bias is I prefer the older students rather than the younger students. I will take any chance I can get to spend time with younger grades to really get a feel for things but in my twenty observations I spent my time in third-fifth grades. These observations are done in the last two months of school, as so math was winding down. Third graders were on the last chapter of the textbook learning about “Plane Shapes”. The students are introduced to line segments, rays, points, intersecting lines, perpendicular, parallel, polygons and types of angles. Overall, it is an interesting unit which finally diverged away from the constant multiplication and division that we have been doing. The teacher that I observed is Ms. Deng. She has been teaching there for 10+ years, she prefers to teach Reading and English in general but is comfortable with math. Fourth graders were

practicing measuring and converting measurements to other units. The teacher I observed was Ms. Cerbone. She has been working for almost 20 years. She is comfortable with all the subjects. Fifth graders were working on something like third grade. They were working with plane shapes and then 3-D shapes and calculating volume. The teacher Ms. Drossos was working for over 10 years. She prefers math and I saw very high-quality work and teaching from her.

Lesson Structure

The lesson structure has been refined by the school so that every teacher does things the same way. Lessons start with the “I do”. The teacher demonstrates the math topic by following the textbook on the smart board and doing a few pages of it. Then the lessons go to the “We do” where students in groups with the assigned group roles of; “leader”, “timekeeper”, “writer”, and “presenter” all do the assigned math questions. The teacher makes sure students use accountable talk to keep order in the classroom and make sure everyone has a turn to speak. After this the teacher checks to see how everyone is doing by going over the answers. The students are put into three groups based on the total number of correct answers. The high group get their own “challenging” questions to do, the middle group continue to do textbook questions which are guided by the book, and the lows are pulled to be re-taught by the teacher. In fourth and fifth grades, they practice the structure just as well to the point I didn’t see much difference in teaching styles. The major flaw in group work as we all know are the lazy students. It is generally accepted that the group roles of “leader” and “timekeeper” are for the low students who cannot handle the more serious roles. I do not like this idea; in my own classroom I swapped the roles every week so that everyone can have a turn at it and noticed that the same issues come up. The lazy students that don’t want to do it or don’t like their role and the low students that did not understand either the task or their role. I noticed with time these issues

subsided, but I do wish I had more guidance about inspiring students to try to work in groups even when they don't like it.

Student Thinking

When observing student thinking, I began to think about my own elementary school experiences because I went to school from 2003-2008 so the memories are still there. I believe that because the structure of the class is much more organized and rigorous this promotes student thinking more unlike my elementary years. Students know what is happening daily and their expectations of group and individual work. By giving more students autonomy to do work more tailored to their ability they can learn better. The re-teach group is the most important group because sometimes you just don't get what the lesson is about or maybe a certain part of it. By allowing students to answer questions on their own and then the teacher makes the groups of the day, the re-teach can be given another chance to learn the lesson. However, the flaw in the system is that once the re-teach is done what happens if you still don't understand? I have not observed any more activities for those that do not understand the previous lessons. Third graders spend a lot of time still getting accommodated to their group roles and expectations. The belief is that second grade was not doing a well enough job to get students into this kind of work routine but also the blame on covid as groups cannot easily be made or tracked remotely. Fourth and Fifth grade students are much more comfortable with group roles and the routine of the teacher goes first, then you work to see if you understand the problems, and finally groups are made based on the number correct.

Differentiation

Much of the differentiation comes in through the group work element in the daily lessons. It makes sense by tailoring parts of the lesson based on understanding and then creating groups

based on understanding or lack of, will help students walk away with more understanding.

However, this is one lack of differentiation that I see in all my observations. The school is in a neighborhood full of immigrants. Not that long ago it was predominantly Eastern European, then more Chinese people migrated here, and now we have more people coming from Pakistan. As so, I see that math is not translated for the students. I was told that math is a universal language because kids know the numbers and symbols. I believe that is true but what about the other half of math where we write stories and word problems? Students are expected to try their best and follow along. The school has invested into literacy training and programs for students and teachers and even have social studies textbooks in 5 languages, but math is left alone.

Technology and Materials

Daily technology is utilized in the school. From the electronic boards to the iPads. Teachers assign homework digitally and some even use the google classroom to give extra tutoring through videos. I find that most teachers underutilize their digital space. Some teachers have interesting websites that can teach students too or offer some extra activity that isn't a chore like homework. I hope to collect resources so that in the future I can share these websites or activities to my students to better their learning experiences.