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4/15/12

Math Night Reflection

I enjoyed the beneficial experience of Math Night at Glenwood Elementary. It was a great experience working with my peers, the students, and their parents. Amy, Amanda, and I operated the math station called *Bunny Race*. Students were to pick a bunny they thought would win first. The first bunny to receive its number six times from each roll, first, would win. Students were to add the numbers together and give a mark for the coordinating bunny, i.e. a 3 and a 4 are rolled, added together equals 7, bunny seven would receive a mark or point. If an 11 or a 12 were rolled, the child was able to roll again. We only had a bunny for the numbers 1-10, but an 11 or 12 had a possibility of being rolled. We made new paperwork to make our activity fit the *Spring Theme* of the event and only made 10 bunnies. The original activity had 12 horses, because numbers 2 -12 were a possible outcome. Bunny 1 would never be rolled and students were expected to know this and not pick bunny 1, but we highly encouraged and explained to participants why not to pick this number.

Originally, Brittany was supposed to help the three of us operate the station. Because of unexpected illness, she was unable to attend the event and we were left short handed. Luckily, Amy, Amanda, and I managed just fine, even though we could have used another hand.

Students were very eager to participate in our activity, but were very impatient. For the majority of the night we had a line of students and parents waiting to experience the activity our station had to offer. Some students, even those that had parents with them, would rudely interrupt and crowd participants already engaged in the activity. There was one situation, where I had to tell a little girl and boy three, maybe four, times that they needed to wait their turn. This activity reminded me of Amy’s and my Science Night activity; in the sense that children wanted to play with the dice (in this case) more than actually completing the task of the activity. Two young girls rushed to the station, interrupted their peers, and asked what the activity was. When I replied a math game/activity, they quickly ran off. This made me giggle since; after all, it was Math Night.

Somehow, Amy and I continued to have older students on our side of the table and Amanda had very young participants. It was very hectic and hot in the gym and I was not able to observe much more than what had required my direct attention. I did notice that Amanda did very well keeping order and helping the children learn and practice their adding skills.

There were a few times that Amy and I worked with children on the same learning level. This definitely made the activity run much smoother. It was very difficult working with a four year old and a fourth grader at the same time. I also noticed the older children were not challenged enough when competing with a younger learner.

Overall, I feel like the whole experience went well. If it were possible, I would have children on the same level of learning pair up and complete the activity together. There was one little girl, who is only in the first grade, who is very quick at adding. She actually can add by 3’s and made it into the 50’s before her mother laughed and said that was enough. This particular child was competing against a kindergartener and it was frustrating for her to have to wait for the other participant to physically count the number of dots on the random number generators. Another thing that I would have changed would be for the school to be more thorough in the details of the event. Sever children received candy at different stations. I was not aware of this until there was nothing I could do about it. One of the most enthusiastic little boys was very unhappy with us when he asked for his candy and we did not have any to give.

I would definitely consider using this activity in a station in my future classroom to help students increase their skill. I could see many different strategies students were using while they participated in this particular activity. It really made me excited to see more of the older participants using strategies other than simply counting in their head or on their fingers. A took notice to a second grader that was using the score sheet to help her. Example: If a four and a three were rolled, she went from the four and counted three more spaces. She would then mark the seven. I know they use number lines to help with addition and subtraction in the first and second grade, but our score sheet was not the traditional number line they are accustomed to. I truly enjoyed this experience and learned from the students that I was helping. With the exception of not feeling well, I absolutely had a blast.