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### Base-10 Math Centres: Reflection

This was the first time I had officially created a plan for centres. I have always loved centres in the classrooms I would substitute for; however, I had never planned centres. This lesson gave me the opportunity to see how much work goes into planning and executing the centres. Throughout this process, I learned how to use the resources around me, such as materials given to me with no specific purposes and other teachers' experiences. I did so when using the chain links provided by my cooperating teacher. I was able to use these links and create a purpose for them with Base-10 representation.

I was also able to integrate ICT to help the students meet the objectives. This was important for my lesson planning as technology is a tool that is becoming more and more essential in classrooms. Many students are already aware of how to use these tools. Technologies are filled with different opportunities to practice the competencies in the Quebec Educational Program. There are websites and applications that are filled with various activities for the students. Thus, I saw centres as the perfect opportunity to introduce some of these activities. I chose Splash Learn because it has various games, and the students were already aware of how to use the site as it had been used before.

To move further with this lesson, I would create my own counting by 10 tools for that centre. I had used my cooperating teacher's papers to help reduce the workload. However, I would have created another game to make that centre more engaging. Additionally, I can adapt these centres for other grades, such as the level of the game on the iPad and use the chains by colour to represent ones, tens, hundreds, thousands, etc.

For this activity, I was able to touch upon most of the professional competencies. I was able to clearly communicate the instructions, to plan the centre, to use ICT, to cooperate with my cooperating teacher for some tools, and more. One professional competency that I could further develop would be the fifth professional competency. As these are centres to practice the math concepts, there were no formal evaluations. Thus, there was little assessment. To ease my understanding of where the students are in understanding the math concepts, I should have taken more time with each group to view their progress and process.