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Math Coding: Reflection

This was an activity that required a lot of preparation. As the students are in grade one, it was recommended that I create the path for them to follow. Thus, I planned the path with the arrows required to follow; however, I also made the path on the coding boards. In addition to this, I created math games to solve once they have reached the finish. Although it took a lot of time to plan and organize, it was a very enjoyable experience. I felt that the work I had put into the planning made the activity enjoyable for the students as well.

In this lesson, I learned about coding and adapting math concepts to fit into situational problems. I had never written a mathematical situational problem. This was a great learning experience. I used the previous topics from my cross-curricular unit plan to create a math situation problem that included the unit concepts, and the math concepts the students had been learning. This made the activity relevant for the students and filled with practice opportunities.

If I were to adapt this lesson for older grades, I could have the students follow the path without providing the arrow instructions. I could also have the students develop their own coding path to return to the start. Additionally, I can adapt the activities that the students must complete at the finish to the math concepts the students are learning in their math class. For example, in grade 3/4, I could have multiplication problems. Also, I could adapt this lesson to other subjects as well. Since the activities are after the coding components, the students can complete tasks for English (pairing blends, filling in the blanks), Science (building instructions, answer science scavenger hunt), and History/Geography (reading about a historical figure or country and answering questions about it).

This activity touched upon many different professional competencies; however, once completing the lesson, I realized I could have developed the seventh professional competency more. I could have adapted the lesson further to ensure that all students were participating in the activity. I realized that not all students were understanding the task. I could have created an adapted version for student who need more guidance. This would have engaged these students further.