In this lesson, I was wrapping up Cellular Respiration and Glycolysis. About once or twice a week, class begins with a quickwrite. My quickwrite questions are based on as a review from previous lessons and/or as an introduction to the lesson for the day. Quickwrite questions allow students to transition into the class and review the lessons, and allow me to get a quick snapshot of where the class is at for the day. I ask my students to answer the questions from what they know. As I walked around some students would brainstorm their ideas or some would leave it blank. It would force them to do the work before heavily relying on their books. It allows them to look into their brains and see if the understanding is there. After struggling with the material, I allow the students to verify or search for their answers. One of the things I like to do is have them write their source in the book. What page number helped you? What section helped you answer the question? If they need to refer back to it, they already have done the work. Instead of me just giving the answer, the peer share allows for discussion. Ideally, I would like for them to share the ideas and discuss. Unfortunately, some students just give the answer, rather than discussing them. When the students are ready to share, I ask for volunteers to answer aloud. I am able to create extensions to the questions. I get to dig deeper into the questions. Even with all the pre-exercise, some students are not willing to answer the questions. I still get the same students answering. I need to think of other methods to get more students involved. During the peer share, I should walk around more to authentically assess the rest of the class, rather than just hear the front groups talk.

One of the improvements I need to do more consistently with quickwrite questions is to start with surface questions and then progress to higher level thinking questions. It allows them to connect the ideas and start analyzing the questions.
My original plans were for them to finish their group assignments. I postponed it to be the third activity because I wanted them to have time to begin their pre-lab. Students were in charge of certain parts of cellular respiration and glycolysis, create a summary poster, and share the ideas with the rest of their group. I encourage discussions to occur. The students already received a lecture, read the section, and are ready for the lab for the next day. One major concern I have with this activity are the actual discussions that are occurring. How can I make it more guided? At the same time, how can I encourage them to be more independent thinkers? By looking at some of their posters, and as they were asking each other questions, some groups were good in having this discussion. How can I make this a whole class effort, rather than chosen groups? My other concern in this activity is having some groups being misled. What if they are giving the wrong information? How can I solve or prevent this problem? My ideal goal is for students to create their own meaning of the process rather than being told by the book or myself. I want them to create a meaning for themselves.

As for the pre-lab, students were to create a flow chart of their procedures for the next day lab. This allows students to understand the procedures in their own words. I gave them the options of working by themselves or the partner that they will be working with so that they both understand the lab. I am trying to prevent one person from leading and doing the lab themselves and having the other not participate. During the lab I saw students ask each other questions, and partners working together to solve the problems rather than relying on the procedure or myself to figure out the lab. They were able to have the discussion that I highly encourage. Students have shown that they learn from each other. They can explain it so much better. One of the things I would change about this cellular respiration lab is actually do it as an introduction. I would place it at the beginning lesson so that early on students can see the process in action. If they see it
early, I want them to recall the lab as they are hearing the jargon that comes along with the process.

The activities seen in this observation display how I authentically assess my students. As a teacher I can always improve on assessing more students, rather than the same path I take as I walk around the room. I can ask more individual questions, rather than assume. I hope that with activities such as the quickwrite, pre-lab, and jigsaw of cellular respiration, I encourage independent thinkers and analyzers.