

COMMONALITIES IN TEACHING METHODS FOR 2ND AND 3RD GRADE STUDENTS

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We observed...

3 classrooms

in the morning

at the Community School of Davidson.

"Be in your own soup can."
- Ms. Sapp



Grade Level



3rd Grade (66.67%)
2nd Grade (33.33%)

Summary



"What is happening in the movie in your head?"
- Ms. Sapp

Lessons



Math

Reading and Writing

Connections

Roediger and Pyc (2012) identify interleaving as one of the most effective educational practices. All teachers demonstrated interleaving by reintroducing concepts from previous lessons and the beginning of this lesson at the end of the class session and reinforcing the material learned.

Teachers also used metacognition, as discussed by Lin, Schwartz, & Hatano (2005). The teachers used metacognition to adapt their teaching methods to better suit each student's unique learning style. For example, some students were better working on their own or in groups, and the teacher was able to recognize this and adapt the classroom to accommodate each student's needs.

"You're all mathematicians!"
- Ms. Godfrey



Recommendations for teachers...



Teachers should review past material often in order to reinforce learning.

for policy makers...



Encourage teachers to get to know their students well so they are better able to adapt their teaching to each student's needs (In the Community School of Davidson, each teacher stays with the same group of students for two years).



Increase number of helpers in the classroom

References

- Roediger III, H.L., & Pyc, M.A. (2012). Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and Cognition*, 1, 242-244.
- Lin, X., Schwartz, D.L., & Hatano, G. (2005). Toward teachers' adaptive metacognition. *Educational Psychologist*, 40 (4), 245-255.

