

My Name Ty Hanson Who I Observed Lynch/Steck Class Reading

Beginning of Class Routines: Does the teacher begin class with a warm up? How is the learning target presented to the students? Is there a review of past content or a preview of new content? Describe what you observe.

starts when bell rings
 Learning target is posted on the board: I can determine
 I can use
 Warm up: Partner thinking
 Yes, review

Learning Target: What is the connection between what the student are doing and the posted learning target?

I can determine the meaning of words and phrases from a text.
Proves Me That, Context Clues, Mood
"Beartown" - questions about
Bridge words
Vocab

"Bread and Butter" Activity Observed: What are the students doing? (Engaging in dialogue, doing independent work, completing worksheets, doing project-based learning, using manipulatives, writing, reading, etc.).

partner, worksheet, dialogue
context-based evidence, reading, quotes

Types of Questions and *Word study: analogies*

Cognitive Demand: Circle the thinking you observe or that the teacher facilitates.

- | | | |
|-------------------------------|-------------------|----------------------|
| Analyze, Interpret | Apply | Use Cause and Effect |
| Compare, Classify, Categorize | Create, Develop | Draw Conclusions |
| Generalize | Infer | Justify, Evaluate |
| Make connections, Summarize | Predict, Estimate | Sequence, Order |
| Synthesize | Other _____ | |

Locus of Control: Who is responsible for most of the thinking and talking – the teacher or students? Note the evidence you observe.

Students -> worksheets with questions provide opportunities to look at text and discuss with partners. Thinking on own and with classmate.

Evidence of Differentiated Instruction: What scaffolding or support for differentiated learning did you observe? (Such as modeling, using graphic organizers, offering visual supports, implementing small-group instruction, using manipulatives, featuring project-based learning, giving extended time, etc.).

Visual supports for vocab on walls
Small group (partner)
graphic organizers

Evidence of Student Engagement:

Active Engagement Observed: Cold calls, discussion, worksheet
High engagement in both activities!

Passive Engagement Observed: Review, bridge sentence review

Instructional Strategies: What instructional strategies does the teacher use during the lesson?

Cause and effect: Injury → Trauma Text-based

Word Study: analogies discussion question types

Bridge words

Individual → partners → whole class

Vocab

Classroom Environment: How is the classroom arranged? What is posted on the walls? What is the structure of the learning space? (Such as desk configuration, use of anchor charts, a literacy and numeric rich classroom, etc.).

We agree to:

Soft lighting

Vocab on walls

Desks-half circles

Final Reflections:

I liked... how well students transitioned from one thing to another and to questions. I liked text-based questions and the word analogies.

I wonder...

how I can better form questions and define words w/ analogies in World History?