Observer: [illegible]

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Math:

Observation	Comments
4 students seated in circle on carpet in pod outside classroom	All materials gathered & ready
EJ Introduced dot cards. Gave directions to raise thumb when know number of dots. Each st. had opport. to answer & explain how counted. St. articulated in a variety of ways.	At first students a little distracted by video, but EJ handled well) Students attentive and interested once lesson began → Good starting point for this lesson. By "thumbs up" strategy, could immediately tell who was having difficult * Emphasis on process
Introd. Activ. 2 Matthew rather antsy	Think about being firmer with behavioral expect
Distributed white boards & this time had st. write number	Students obviously familiar with using white boards
1 st. tried to write word	← make sure directions are explicit
one st. diffic. getting started, closer & copied	

	Observation	Comments
Number 3	Had students tell strategies Each St. had a turn. 2 St. sped 1 - counted by 1's Alex 1 - very complicated approach . . .	Only 4 students, but all at different levels of understanding - assessed by verbalization of strategies Alex very smart, with his 6-3=3, but also needs to follow directions
Number 5	All wrote Then asked for strategies 1st - 2+2+1 2nd - 2+2+1 (but quizzes) 3rd - 3+2 . . .	Again, students gave variety of answers, reinforcing emphasis on process
Number 4	. . . St confused by chart "4" ES showed the way they write in class . . .	Just remember that published materials may present differently Good
6	. . . Alex - Doesn't follow directions - wrote several 6's . . .	St. more efficient with subsequent cards Shows + student able to immediately write down answer by 4th card

Is he just showing off?

(5)

	Observations	Comments
	Activ. 3 Started to explain but st. didn't understand ∴ did one together Explained can make dot cards diff. ways	Good teaching practice to model what want students to do, if new activity Good that student asked for further clarification. It was efficient to ~~not~~ use the reverse of the dot cards
4	All students displayed correct number of chips but explained different by	The activities really built upon one another with thoughtful scaffolding of instruction
7	All students made diff. arrays	
	Matthew started to play w. chips After 1 student explained her own, had another	How to deal with Matthew? Set limits!
5	explain the same card Continued in this manner.	Loved that students explained each other's work Excellent teaching strategy!

8 Had Matthew explain Alex's

Alex → Leonor

- Didn't use grouping

Abi - had 8 but didn't explain

3+2+2+1

Why do you think Alex didn't use the obvious grouping to explain?

After completion of lesson, some concluding words are in order — could just ask stud. 1 thing that they learned or give very short recap, etc.

This was a well constructed lesson. Students were engaged and thinking the entire time.

Good change up of activities

. Assessment checklist very helpful in informing instruction.

In activity 3, each student represented the number 8 in a different way, but carefully thought through. Students got better & better with practice. Great job!