

Observer: Jim Superfine

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Science

Students extremely attentive despite distractions of music & movement in the atrium hallway.

Observation

Comments

Students at tables in pod outside of classroom.

Configuration conducive to discussion and easy access to slide presentation

ET Showed slides of animals (thumbs up when see animal)

Thumbs up strategy worked well. ET waited 'til all thumbs up before calling a st.

- st. tiger - grass
- st. lizard - in dirt
- st. white wolf -

* st. said they're blending in

All excited about slides & participated

- st. sea horse & eel
 - st. frog - rocks
- Continued with more animals

Perhaps more discussion of

Introduced fool, "Hide & Seek"

Because activities so similar ~~finds~~ a short activity in between would have been helpful

st. told about game of hide & seek

ET where do you hide? How about animals?

could be as simple as matching some pictures of animals to an environment for camouflage

st. they hide by blending in

Began rdy. - led to
 select
 just thumbs up if
 See animals hiding in Savannah
 st. giraffes
 st. fish in sea
 st. desert - snake

Went through several
 pages & discussed
 hiding place of each
 animal - why good
 hiding place

Why do you think
 animals like to
 hide themselves?

- st. Other animals
- st. want food & eat them
- st. To protect themselves
- st. Out of danger

st. If hunters.

When animals hide
 themselves we have a
 special word for that
 like blend in -
 "Camouflage"

Asleep heard
 word before children
 were familiar

Good

When introduced
 book & st. brought
 in game, Hide & Seek
 like how you
 followed up &
 discussion followed.

Students attentive
 and excited about
 locating the animals
 in the pictures.

Questioning good
 and students really
 thinking, as evidenced
 by their responses

Good

Explained in terms
 of vocabulary they
 were already using
 - Blending in

Told would make
own camouflaged
elephants

What color wld
you color it if putting
on bulletin board background?

Could tell. Stud,
understood the
concept.

All knew eleph
wld be blue b/c
bulletin board blue

Had st. hunt for
camouflaged elephant
on wall (placed
earlier) - yellow
& gray.

Had st. choose a
place in hallway
where they wld camouflage
it & then color
appropriately.

Few activity
to reinforce concept

One child had diff.
choosing a place. Others
started coloring immediately

Only very supportive
of st. Helped by indir. attention
& ques. "What if I wanted
to hide it on the
wall?"

Reminded students
they wanted elephant
to blend in.

Really think st.
understood concept,
but not confident

After coloring students placed their elephants around room - Good

Told st to look around room ~~from~~ & find an elephant not theirs & tell about

I've had to look at for st. who persisted before others permitted to have additional task for those completely activity quickly

Had explain why ~~it~~ was a good camouflage

Students able to articulate their thoughts again, displayed ~~understanding~~

Then had st. talk to partner about why elephant wld camouflage itself shared out asked partner what their partner said

Always a good strategy

Ended with reviewing the word camouflage

Perfect closure!

@ very good lesson!

Emily felt not as good as her others. I think because there weren't these "wow" moments. However, students certainly got the concepts, were definitely engaged and had fun doing it. They will remember all about camouflage