

Pre-Observation Data 1

**Learning/Intervention Center**

Your Name: **James Oliver**

Date: **01/17/2017**

Time in: **9:30 AM**

Time Out: **10:45 AM**

Name of School/ Contact Information:

**Eva Wolfe Elementary**

**4027 W. Washburn**

**North Las Vegas**

**89031**

Name of Teacher: **Mrs. Stephenson**

Type of classroom/grade level: **Elementary Education/3<sup>rd</sup> Grade**

Number of General Education students: (Non-Exceptional) **14**

Number of Students with Exceptionalities: **5**

Number of Students who are English Learners: **3**

Type of exceptionalities: **ADHD, ELL, BEHAVOIR PROBLEMS, EMOTIONAL PRBLEMS**

Multicultural diversity/cultures represented: **Caucasian, Hispanic, African American, Asian**

**2. Observation:**

Describe the classroom atmosphere:

The classroom was located in what are called pods. All the third-grade classes were there. The class was just putting up their breakfast. The students cleaned off the desks. Then Mr. Oliver came and showed me how his lesson plans are outlined with the consideration of all of the disabilities in the classroom. They start their day with listening to announcements, pledge to the flag, the school's weekly goals, and any activities, announced over the classroom speakers. Mr. Oliver introduced me. I looked around the classroom and observed Students in groups of four. There was a table where the disability students sat. Mr. Oliver explained to me the disabilities he had. The room had anchor charts in the room. Some were in Spanish. There was a big library of

books. There was also two white boards at the front of the room. The class was that of a total of 20 students.

### **Describe the lesson/activity**

- The teacher started the lesson by asking “why is Math important?” Students stated several reasons. He asked how they use math in their daily activity or how their parents might need math. A good discussion for a two or three minutes. He introduced the overhead projector to explain the work and the lesson they would be doing.
- He checked for understanding and then told them to get started.
- The teacher monitored their work by walking around and stopping to talk with various students.
- Within five minutes he asked them to take out and open their Math and Writing binders.

### **Identify the Common Core Standards (Eng/LA and/or Math ) addressed in the lesson.**

- Lesson 6 NYS Common Core Mathematics Curriculum 3.2
- Lesson 6: Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.
- This work is derived from Eureka Math™ and licensed by Great Minds. ©2015 - Great Minds. Eureka math.org This file derived from G3-M2-TE-1.3.0-07.2015
- This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 Unposted License.

**NOTES ON VOCABULARY IN LESSONS 6–8:** Lessons 6–8 refer to metric weight rather than mass. This choice was made based on the K–5 Geometric Measurement progressions document that accompanies the CCSSM, which suggests that elementary school students may treat mass units as weight units. Technically these are not equivalent, but the units can be used side by side as long as the object being measured stays on earth. If students have already been introduced to the distinction between weight and mass, it may be appropriate to use the word mass rather than weight. Please refer to the Topic B Opener for more information.

**Lesson 6 Objective:** Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.

**Suggested Lesson Structure:** Fluency Practice and ELL Learners and disability students.(10 minutes) Concept Development (40 minutes) Student Debrief (10 minutes) Total Time (60 minutes)

### **Fluency Practice (3 minutes)**

- Tell Time on the Clock 3.MD.1 (3 minutes)
- Tell Time on the Clock (3 minutes)

**Materials:**

- (T) Analog clock for demonstration (S) Personal white board
- Note: This activity provides additional practice with the newly learned skill of telling time to the nearest minute.
- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.) S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60. T: I'll show a time on the clock. Write the time on your personal white board. (Show 7:13.) S: (Write 7:13.) T: (Show 6:47.) S: (Write 6:47.)
- Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.

**Describe the interactions among the students and with the teacher:**

- The lesson was focused on clocks. The teacher was prepared with working clocks for each table. Each student had his/her own clock and a personal white board to work out their math problems. The lesson started by explaining the lesson with the white board. The teacher had their attention as he started with the number 12 demonstrating hours, minutes, and then seconds. The teacher modeled using his finger to move the clock arms around the clock. The students were engaged and interacted with each other and the teacher in a responsible manner once he reminded them of her expectations.

**Describe other personnel working in the classroom:**

- The only adults in the classroom were the teacher and me. During this observation there were no other adults, aides, staff, or parent volunteer in the classroom.

**Describe the behavior management program:**

- The teacher walked around the classroom with a hand held computer giving or taking points on a DOJO (explain what this is) He also used a bell for attention, or counting from 5 backwards. Students responded quickly and returned to learning mode.

**Describe specialized instruction for English Learners**

Carousel Brainstorming ( SDAIE ) was used.

- The ELL Learners were instructed to use their brown papers to write on. These papers have highlighted lines on which to place their lower-case letters. Students were shown simple pictures (apple, dog, cat, etc.) and asked to write the first letter of each word. This method was engaging while learning the letter, the sound and the connection to a word. A brainstorm method that seemed to work for the other students too.
- Students had different colored crayons to use for minutes, seconds and hours. Red for minutes, yellow for seconds and green for hours. This color coding was very helpful
- to students with Disabilities. Each group had to give examples of time using their colors. The teacher called on each group individually to explain their example. The

others listened and tried to come up with something different. Each group learned from each other and were eager to share.

Identify the Common Core Standards: ( for English/Language and or Math ) addressed in the lesson:

- Engage New York, NYS COMMON CORE MATHEMATICS CURRICULUM 3 2
- NOTES ON VOCABULARY IN LESSONS 6–8: Lessons 6–8 refer to metric weight rather than mass. This choice was made based on the K–5 Geometric Measurement progressions document that accompanies the CCSSM, which suggests that elementary school students may treat mass units as weight units. Technically these are not equivalent, but the units can be used side by side as long as the object being measured stays on earth. If students have already been introduced to the distinction between weight and mass, it may be appropriate to use the word mass rather than weight.
- Suggested Lesson Structure, Fluency Practice (3 minutes) Concept Development (47 minutes) Student Debrief (10 minutes) Total Time (60 minutes)
- Fluency Practice (3 minutes)
- Tell Time on the Clock 3.MD.1 (3 minutes)
- Tell Time on the Clock (3 minutes)
- Materials: (T) Analog clock for demonstration (S) Personal white board
- Note: This activity provides additional practice with the newly learned skill of telling time to the nearest minute.
- T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock. (Move finger from 12 to 1, 2, 3, 4, etc., as students count.) S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60. T: I'll show a time
- 5
- on the clock. Write the time on your personal white board. (Show 7:13.) S: (Write 7:13.) T: (Show 6:47.) S: (Write 6:47.)
- Repeat process, varying the hour and minute so that students read and write a variety of times to the nearest minute.
- 
- 5
- The ELL Learners were instructed to use their brown papers to write on. These papers had prorated lines to base their small letters on. The instructions for using the Brainstorm method was used for all the class. I felt it was implied more for the ELL Learners, and the Disabilities students more. But it worked well for all the students.

### **Behavior management program observed**

The behavior management program I observed seemed consistent. The teacher had no difficult time controlling behaviors. The use of the hand signal and the bell did work consistently. I feel the disability students understood this process. The behavior management appeared right at the

time of this observation to be consistent and a structured plan for all to adhere to and demonstrate understanding.

### 3. Post Observation Reflection

- Complete the chart below. The strengths and challenges or weakness can be listed in bulleted fashion.

#### Strengths:

- Setting up in small groups with separation by student desk I feel that it should be more able to control. The teacher can focus on maybe small lesson plans for each group. Like sub lesson plans. The fact that she does use anchor charts that pertain to all students. The teacher had a plan to intergrade the lessons to include (SDAIE) within the normal common core lesson.

#### Weakness:

- The way it was set up with the separation between the students I felt he could have the students a little closer to help control the classroom. He still showed control when he took DOJO points from them and they settle down.

#### Challenges/improved by the teacher/Weakness

- I feel if he had an A.D. or a special Disability teacher to come in at certain times it would help him better.
- Smaller class was helpful, and the teacher stayed in control.
- 6
- With this type of class there is not enough time except to go slow.

#### B. Observation:

- Talking with the teacher and actually seeing a classroom with so many high need students makes the problem clearer yet difficult to solve. The teacher still was able to control most of the classroom. A teacher cannot possibility meet the needs of all students when the needs are greater than the help provided. A teacher cannot be everything to every student. The classroom is now so diverse and complicated that at times is beyond description or understanding. Teachers no longer work in environments with parent, district and or administrative support. However, they are expected to be teacher, parent, counselor, disciplinarian and so much more. This is an impossible task with little appreciation or support. Students cannot learn in a disruptive environment and teachers cannot teach in a non-supportive system. The problem will get worse as our society continues to change and become less respectful. Parents need to know that their child behaves inappropriately and serious action is taken both at the school and the home.

References:

- Engage New York, NYS COMMON CORE MATHEMATICS CURRICULUM 3 2