

Name/Grade: Hansel / G6		Date: 10/28	Time: 9:15
2b: Establishing a Culture for Learning			
X	Attributes	Evidence	
	Teacher communicates what students are learning and why it is important.	T: Reflection: What images come to your mind? T: Stumped on picture for Reflection. S: Drew picture of self writing reflection. S: Drew this thing(double map).	
	Objectives/standards are reviewed.	Learning target listed on board: I can identify and describe the similarities & differences of my internal and external selves.	
	Conscious effort is made to connect content to personal experiences.	Compare and contrast to help with expository writing.  T: Notice on my thinking map, not all filled in. Ok to leave empty ones, don't force it. Made to help your writing.	
	High expectations for learning are set.	Teacher read out of dictionary: Reflection: Serious or careful thinking. For cons...  T: Remember to put frame of reference on your map.  T: wrote for example "Even though others may....	
	Conscious effort is made to produce quality work and strive for accuracy/understanding of content.	Expository writing opportunities.	
2d: Managing Student Behavior			
X	Attributes	Evidence	
	Expectations for behavior set.		
	Student behavior is appropriate.	Class very focused on the multiple tasks given.	
	Student behavior is monitored.	T: You guys are good T: You guys are so ahead of this	
	Response to misbehavior is effective.	T: Just wondering why you were not doing your work? T: Johnny done with your double bubble?	
3b: Using Questioning and Discussion Techniques			
X	Attributes	Evidence	
	Open-ended questions are posed with opportunity to provide multiple answers.	T: We are building a definition of reflection T: What is definition of reflection? S: Remember. S: Rewind. T: Anyone do meditation? S: Yoga  S: what is antonym for reflection?	

	<p>S: Sometimes we give punishment.</p> <p>T: What are we comparing?</p> <p>T: What is it say for #2?</p> <p>T: Think about idea from visual representation.</p> <p>T: Think about what you wrote, select a few.</p> <p>T: What does the outside bubble show?</p> <p>T: When you look at the map, what do you know?</p> <p>T: What information does it show you?</p> <p>T: Why did we make this map?</p> <p>T: How do we turn this into a writing prompt?</p> <p>S: Read from Springboard. Internal and External Self.</p> <p>S: 10 sentences?</p> <p>T: I am not going to set the amount.</p> <p>T: Help me along with a topic sentence for 1<sup>st</sup> paragraph of external self.</p> <p>S: Even though people might say bad things about you, oh no this is and introduction...</p> <p>T: Try and write on down in journal. 2.3 try and write topic sentence.</p> <p>T: Choose a word, as soon as , although, even though, ...</p> <p>S: Even though I have many internal opinions, others may have.</p> <p>S: Even though people may say things that hurt your feelings...</p> <p>T: Where am I going to find information to support this task.</p> <p>S: Use double bubble.</p> <p>T: What kind of things do we pick off of double bubble.</p> <p>S: Similarities</p> <p>T: Either look at differences or similarities.</p> <p>S; Don't know the difference between similarities and differences.</p> <p>S: Read his topic sentence.</p> <p>T: What do you think? Will he use similarity or difference?</p> <p>S: Similarity</p> <p>S: Difference</p> <p>T: Why difference?</p> <p>S: Compare internal to external.</p> <p>T: Can anyone else tell me why he chose?</p>
Wait time is utilized.	

	Students engage in discussion with one another.	Class discussion on meditation to help understand definition on reflection.
	A variety of students are called upon to respond to questions posed.	Male students encouraged female students to respond in group discussions.
	Students justify their reasoning.	
<b>3c: Engaging Students in Learning</b>		
X	Attributes	Evidence
	Students are intellectually engaged.	Students shared answers: Reflect on things on past, try to make bad things good. Look back and see what reflection you have done.  Students moved from use of book to notebook to drawing.
	Learning tasks have multiple approaches/solutions and encourage critical thinking.	Use of board showing word map for reflection, Class discussion, use of word wall, paper to do internal and external selves. Use of double bubble map. Use of overhead to show topic sentences. Use Google docs to do writing.
	Students are invited to explain their thinking.	Share sentences w/ reflection.  Student read from springboard book.  Wrote topic sentences  Students shared topic sentences and share with partners.
	Materials and resources support engagement.	Dictionary, Springboard text, note book.
	Pacing of lesson keeps students engaged.	Pacing moved from class discussion to individual work. Students were able to discuss maps and drawings with each other.  Take 2 more minutes then go to the springboard section.
	Groupings are suitable.	Seated in groups of 3-4.
<b>3d: Using Assessment in Instruction</b>		
X	Attributes	Evidence
	Standards for high quality work are clear.	Definition for reflection straight from dictionary.
	Formative checks are used.	Write your own sentence on reflection
	Students self-assess/monitor own learning	Student attempted to write definition on word wall.  T: Use less words-get to the point.
	Feedback is given in a timely manner.	Teacher moved to student in first row-new student? To check if student did thinking maps before. Helped student with a question-put a tab there and we can get back to it. Teacher moved throughout the classroom checking on students work throughout class.

		Need to see the students to stay in for recess to check on progress.
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