

Heather Brubach - 11/28/12 - 1st grade - Math - 2:10

Part II (Cont.): Notes taken during the lesson (Feel free to attach additional sheets)

Description of events	Commentary on events
2:10 you hold up 2 bags & tell students you went to the store. you show students, at a time, how many apples you have in each bag - some red & some green. you have 4 in 1 bag & 8 in the other	Students are very engaged in this
you tell students when you walked home you felt weird & you demonstrate being imbalanced	Students were able to say what the problem was they were into this
you ask students to help you figure out how to make this problem better	What a great way to have them engage in math
you ask class & 1 student, in particular, to repeat what the problem is	Excellent - having students repeat is a very good strategy
2:27 you give students materials paper - crayons - manipulatives & tell them to figure out how to balance out the bag	Excellent problem - pushes their thinking & it will be interesting to see how they go about solving. How long do they have & what should they do when done?
Students are in small groups. While they're working, it allows you to go around & help those who need it.	Students are really working at this. They're talking to each other in low-voices about the problem. Wonderful
you tell students they have 10 more seconds & you use lots of positive reinforcement	Good use of positive reinforcement. Make sure you stick to the time.

Part II: Notes taken during the lesson.

2:35	Description of events	Commentary on events
	you collect materials & tell students you're going to solve this problem together.	
	you call on student & ask her what she did. She gives explanation but really couldn't be heard	Stand on opposite side of room
	you ask students to repeat what Cameron said.	No one can repeat
	you ask Henry to tell you how many apples should be in each bag. after he gives you the answer you show students, using overhead, the math work.	Good use of overhead & good explanation of the math work.
	you elicit from students the math term for when there's balance	Impressive - student yells out (Ismael) =
	students seem to be grasping balance & = you then began to teach them.	
2:50	you give students a worksheet How long do they have - what to do when done	Good you have a harder one for students who finish
	Lesson plan doesn't have objective in how, what, why you didn't get to the closure you had in your plan.	