|  |
| --- |
| Aaesha  Quba’a, grade 7  May 6, 2014  MCT: Kate Quinlan |
| **Professionalism**  Aaesha showed good growth in her ability to plan and deliver instruction this semester. She is maturing into her role as a teacher and seems confident in her interaction with students and mentors. |
| **Planning**  Area of Circles. There are materials and word cards on the board (your diagram is an oval; make sure you use accurate images). There is a PPT, and students follow along on their laptops. Groups have laminated posters to use as white boards to solve exercises.  The lesson plan follows the criteria; you don’t need to include your behavior management in the schedule(500 points, etc), it’s more important to show how you use the content vocabulary and will structure engaging questions. |
| **Implementing and Managing**  Quite a bit of time is given to noticing circles in the room; this is such a basic concept, it doesn’t need so much time.  Your word cards don’t have pictures to go with them on the board. You have a student draw the radius on the board and then label the big hoola hoop; this also works.  Area story about a painter puts the concept into real life. You ask “what mean the areas?” students are giving the formula; they don’t seem to understand the idea of area. So you remind them, circumference is around, one student says “all the circle”. You color in the circle and say that this is the area. (you need to emphasize the concepts of units2). If you look at your lesson plan, the definition for area also does not mention square units.  When students read the formulas, you should have them read the letters as words “area equals pi radius squared”  When you ask why students write 2; a student said “because we multiply 3.2 by 3.2”. This shows a lack of understanding with the concept of area as square units.  For the challenge question (solving with diameter instead of radius); students are left on their own to problem solve and this can be good…a student who got the correct answer is asked to explain to the class what to do. She actually did not solve it correctly because she didn’t square the radius. You also wrote her incorrect answer when you modeled it. Students were confused so you did it again, step by step. Students are saying the correct answer 200.96m2. Finally, you write this on the board. (You are confused and check on a calculator yourself) You say that the student solved it right but her answer was wrong (but actually, you should have pointed out that she forgot to square the radius)  What are students doing in the wrap-up activity? Is there any measurement happening? Many girls finish very quickly, you give them a ruler and find the measurements. |
| **Monitoring and Assessing**  You’re trying the same questioning strategies as before, at some point, you need to give a clear definition after students have said it in their own words. Otherwise, you leave the concept unclear.  You asked “Who understands?...who understands 50%?...who understands 0%” You give the students a chance to ask questions. A student asks “Why we use 3.14?” and you point out pi.  After students finish the first problem son their computers, you ask who wants to solve it on the board (there are many volunteers) “And you need to explain it to me how you solved it”  The student does not show enough steps because she solved it on the calculator.  When groups solve exercises, they forget to write the units squared! You don’t correct them… You say, “all of you get the right answer, so you understand what the area” as you pass out 500AED. |
| **Reflection**  went well  I liked how students got the concept more easily, maybe because of the story. I was surprised that they got the area; the other day we just did circumference and radius.  I liked my time management.  I liked my improvement, I read the notes from the last time carefully, and I think it was good communication, when they should stop and when they can keep going.  do differently  I think I will let them have some hands-on materials. They point to something in the classroom, then they can find the area with the circumference.  I will improve maybe my voice, my voice doesn’t seem excited.  When we solved the question, I had a different answer. |
| **General Comments**  Overall, good lesson on topic the whole time.  You need to work on your monitoring by listening and observing student answers more carefully.  If the circles in the last activity were printed on cm grid paper, this would have helped reinforce the concept of square units for area. |