

**BRANDON**  
**UNIVERSITY**

Founded 1899

### FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Hueging	DATE: 06/07/2012
SCHOOL: Lertlah School Thailand	GRADE/SUBJECT: P1 Math
COOPERATING TEACHER(S): Kathryn Bracken	

Describe the student teacher's performance and make recommendations. The following may be noted: learners, outcomes, activating, strategies, acquiring strategies, assessment strategies and management strategies.

This lesson was a math lesson for 29 EAL grade one students. The lessons was about representing numbers in different ways and making good estimations.

Anna activated the lesson by reviewing 10- frames. She discussed what 10-frames look like for 0, 5 and 10 so that the students understand what to look for when they are subitizing. She showed different 10-frames on the board to see if the students could recognize what number was represented in each one. The whole class was involved and were able to answer questions. Anna also reviewed the terms "more" and "less" with the class and chose students to answer questions like "how many more to get to 10"?

Next, Anna introduced estimation to the students. Anna showed the students what a handful of 5 buttons looked like and what a handful of 10 buttons looked like. They used what they had previously learned about 10-frames to help them make guesses about how many buttons she had in her hand. Estimation is a difficult concept for Thai students to grasp but Anna gave them many examples and showed it in different ways. She showed the students a handful of buttons and asked students to estimate/guess how many were in her hand. The students were excited to answer and Anna gave many students an opportunity to answer. Anna chose students who raised their hands and were waiting patiently. The students were very eager to participate and Anna tried to pick students from all over the room. After she had collected guesses from the students, Anna had all the students in the class count the number of buttons together. This is a good way to have all the student involved and practicing their English. Some students started to become unfocused and I would suggest getting these students to answer questions and encourage them to participate in class discussions in order to draw them back on task.

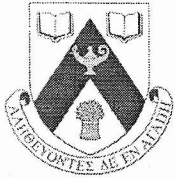
The students applied their knowledge by doing a page in their math workbooks. The workbook page was about different ways to show the number ten. The student had to write the number before and after ten, show ten on a 10-frame, show ten beads on a string, etc. One suggestion I would give would be to show an example on the board. I would have students help fill in the 10-frame and get the whole class to count out loud to ten. Students knew what was expected of them when they finished their work (put their books away and read a book from the book basket). Anna ended the class by singing 10 litte monkeys with the class. This lesson was a good way of getting the students to think of numbers in many different ways although I think that the students would have benefited from focusing only on 10-frames and learning about estimation in a separate lesson.

Anna has well planned lessons and is very organized. She makes good use of the whiteboard and uses many manipulatives in order to reach all students. Anna uses many different strategies to control the students' behaviour. I would suggest that she makes sure that the students are listening and focussed before starting an activity. The students began to get restless and Anna did a good job of refocusing them and changing activites quickly. She made sure that students were always raising their hands and did not take answers from students that were calling out. I would suggest that Anna make more use of the behaviour board (a card system using green, yellow and red cards to monitor students behaviour). This gives students a visual of how they are doing in class. I also recommend that she gives praise to students with good behaviour in order to encourage good behaviour with the rest of the class. Anna does a good job of circulating the classroom while students are working in order to help students and keep them on task.

Signatures:

Student Teacher: <i>Anna Hueging</i>	Faculty Supervisor: <i>[Signature]</i>	Cooperating Teacher(s): <i>K. Bracken</i>
--------------------------------------	--	---

White Copy -- Student Teacher; Yellow Copy -- Field Experience Office; Pink Copy -- Cooperating Teacher



**BRANDON**  
**UNIVERSITY**

Founded 1899

## FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Hueging	DATE: 19/07/2012
SCHOOL: Lertlah School Thailand	GRADE/SUBJECT: P1 Science
COOPERATING TEACHER(S): Kathryn Bracken	

Describe the student teacher's performance and make recommendations. The following may be noted: learners, outcomes, activating, strategies, acquiring strategies, assessment strategies and management strategies.

This lesson was a science lesson for 29 grade one EAL learners. The lesson was on the movement of animals.

Anna started the lesson by reminding students about the video on animals that they watched. The class brainstormed a list of animals that they had seen in the video. The students were excited to share and often called out their answers without raising their hands. Anna helped to model correct behaviour by choosing students who raised their hands. She also reminded the other students that she would only pick students who were sitting nicely. This helped to settle the students and get them to wait patiently for their turn. One suggestion I have would be to have the students answering speak in full sentence ("I saw a/an \_\_\_\_") in order to practice their English. After the class had brainstormed a list of animals from the movie, Anna chose students to come up and demonstrate how the animals moved. Again, the students were eager to participate and Anna chose quiet students to help. Next, Anna played a game with the students. She showed them a card with a picture of the animal on it and they had to move like the animal. This was a good way to get the whole class to be involved. The students were a bit rowdy and Anna had them sit down until they were ready to try again. A suggestion would be to model appropriate and inappropriate behaviour before playing the game so that student know what is expected of them.

Next, the class read together about animal movement in their textbooks. Anna had the student helpers pass out the textbook while she circulated to make sure the students were on the right page. Anna discussed with the class the animals that they saw on each page and how they were moving. She also had the students circle important words in their textbooks (fly, swim, walk, etc.) which is a very helpful strategy in learning new vocabulary words for EAL students. This also helped keep the students on track because they knew they had a task to do.

After reading through the workbook, the students completed a page in their workbook where they had to show how different animals moved. Anna showed them the page and explained step by step what to do.

This lesson gave students many opportunities to show what they have learned and to participate in class. The textbook helped to provide visuals of the animals for the students. I would suggest that Anna use more examples to be sure that the students understand the concept and the new vocabulary for movement. An activity that would be beneficial for the students would be to do a sort of animals into the way they move. Having pictures of different animals that they could sort in the way they move (fly, swim, walk, jump) would help to provide more visuals for EAL learners.

Anna is learning good classroom management skills for this age level. She has a good pace and is able to judge whether the students have grasped the concept or if she needs to explain things in another way. I would suggest that Anna encourage all students to participate in classroom discussions.

Signatures:

Student Teacher: 	Faculty Supervisor: 	Cooperating Teacher(s): 
--	---	---

White Copy – Student Teacher; Yellow Copy – Field Experience Office; Pink Copy – Cooperating Teacher

FORM #1: CLASSROOM OBSERVATION REPORT



**BRANDON**  
**UNIVERSITY**

Founded 1899

STUDENT: Anna Heuging	DATE: May 22, 12
SCHOOL: Lertlah Campus 2, Bangkok	GRADE/SUBJECT: Grade 1
COOPERATING TEACHER(S): Kathryn Bracken	

Describe the student teacher's performance and make recommendations. The following may be noted: learners, outcomes, activating, strategies, acquiring strategies, assessment strategies and management strategies.

There were 31 learners in this English as an additional language learner class. The class was a 50 minute period. This evaluation is occurring at the beginning of the term while the students are becoming used to the class routines. The subject being taught was Science and the outcome for the lesson was for the students to learn how to identify and appreciate variations that make each human unique. The students in the class are very clearly at different levels of English fluency. Some of the students in the class had no English comprehension but the majority had some English. This mixed ability grouping posed a number of challenges for Anna to navigate. Anna put the agenda for the class on the board and explained to the students exactly what they would be doing for the class.

Anna started the lesson off by reading a book aloud to the students. The book was perfectly suited for the class topic and was a children's book focused on learning about how differences in people is good. There were plenty of opportunities for the students to respond to the book. This took about 12 minutes and was followed by the acquiring strategy, which was a worksheet. Anna formatively assessed comprehension throughout her story by asking a lot of questions. The worksheet was worked through in different stages. First they put down their favourite colors. Then they put their favourite number, next was their favourite food, followed by their favourite animal. When the students were done writing interesting things about themselves in English on the worksheet they were to color it. Anna also assisted the students in doing their worksheet by having the students learn (or review) in more detail the content of the worksheet. The summative evaluation for this lesson was to submit the worksheet. There will be a unit test that will include an assessment of this material.

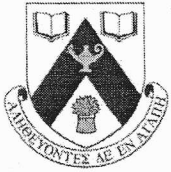
Anna's cadence, volume and rhythm were appropriate for the class. Anna used appropriate modeling to help the students comprehend the lesson. Anna effectively used hand gestures to communicate learning. Anna had a very pleasant manner. She was able to keep the students on task by doing one two three all eyes on me. Anna is using a token economy to help develop listening and learning skills. Anna did an excellent job of reinforcing the class rules. Her calm temperament and straight forwardness were helpful in keeping students on task.

Nice work Anna!

Signatures:

Student Teacher: <i>Anna Heuging</i>	Faculty Supervisor: <i>[Signature]</i>	Cooperating Teacher(s): <i>K. Bracken</i>
--------------------------------------	--	---

White Copy – Student Teacher; Yellow Copy - Field Experience Office; Pink Copy - Cooperating Teacher



**BRANDON**  
**UNIVERSITY**

Founded 1899

## FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: Anna Heuging	DATE: May 29, 12
SCHOOL: Lertlah Campus 2, Bangkok	GRADE/SUBJECT: Grade 1
COOPERATING TEACHER(S): Kathryn Bracken	

Describe the student teacher's performance and make recommendations. The following may be noted: learners, outcomes, activating, strategies, acquiring strategies, assessment strategies and management strategies.

There were 31 learners in this English as an additional language class. The class was a 50 minute period. Kathryn stayed in the classroom to provide additional support. The learning outcomes for this lesson were for students to: become familiar with the names of the main parts of their body; identify the main parts of the body; and review the terms human, plant and animal.

The first part of the lesson was a review of the differences between the different kingdoms (Plant, animal) as well as an inquiry into what makes us human. For this review she broke the students into groups of three. The students were to show the word that responded to the picture that Anna held up. Most students were able to do this task. The students were then asked to turn to Page 6 in their books and use the picture of the parts of the body to help in their learning.

The activating strategy was having students figure out who the person in the picture done in pencil crayon on the board was. The picture was of Anna. The acquiring strategy for this lesson was to have the students label the parts of the body onto a picture put on the board. The applying strategy was to have the students play a game of Simon Says and to extend the game to include the parts of the body. Then the students took out their worksheets and worked on copying the terms from their booklet (or the board) onto their worksheet.

Anna had an effective management system. She reinforced positive behaviour. She used silence to make sure the students were paying attention. Anna used both formative and summative assessment during this lesson. Anna used flexible groupings throughout the lesson. She asked lots of questions and the finished product was submitted for evaluation.

Signatures:

Student Teacher: <i>Anna Heuging</i>	Faculty Supervisor: <i>[Signature]</i>	Cooperating Teacher(s): <i>K. Bracken</i>
--------------------------------------	--	---

White Copy – Student Teacher; Yellow Copy - Field Experience Office; Pink Copy - Cooperating Teacher