



Student Teacher: Chantal
 Subject: Science
 School: D.L.A.

Level/Grade: 1
 Date: Nov. 17 / 2014

Opening:
on Carpet

- used sticks to call on students.
- What happens to the black marker ... ?
- What do you think ... ? → making a prediction

* Did right after Show and Tell → a little restless but still very interested.

Vocab: Opaque / Transparent - Strong ^{group} review of prior knowledge!

- Plan B when technology failed!! - Well done!
- Writing hypothesis: Tough for Sr. 1's but they did very well. ^{instead} felt pens + whiteboard
- Painting the teddy bear

Little Scientists!!

- Every student on task
- All students listened to directions
- you didn't have water on the desks - Good call!! That way directions were followed.
- Eye droppers - they used well!! (I was surprised)
- Such excitement!
- Students making many informed observations:
 - the paint is looking thinner
 - it looks like chocolate
 - it is lighter.
- Following procedures - counting drops, reminding each other to mix the paint.

Classroom Management:

- ✓ Routines well established
- ✓ Consider phrasing positively
- apple sauce
- pencils up
- eyes up front
- We're not going to paint is ...
- should we not paint today
- ✓ H is done. T is done - enthusiastic reinforcement of expected behaviours.
- ✓ taking turns for adding water
- ✓ "Good job!"
- ✓ close monitoring of groups
- ✓ you handled the "taking turns" - HUGE at gr. 1
- ✓ let's whisper students
- ✓ repeating directions
- ✓ listening pane

Closure:
 Packing up the paint - clear directions, students following procedures.