



## MCT/MST Lesson Observation

**Student teacher's name:** Fatima Adel

**MST name:** Mrs. Kareema

**Unit/Lesson:** Science (Five Senses)

**Grade Level:** KG2A

**Date:** March 16, 2017

<b>Competency Area</b> Please tick the boxes using the OVERALL ASSESSMENT LEVEL DESCRIPTORS attached at end of document  (E = Excellent, G = Good, S = Satisfactory, M = Marginal, U = Unsatisfactory)	<b>E</b>	<b>G</b>	<b>S</b>	<b>M</b>	<b>U</b>
<b>Professionalism</b>	X				
<b>Planning for learning</b> (Includes knowledge & understanding of content)	X				
<b>Implementing and Managing Learning</b> (Includes behavior management, language and delivery)	X				
<b>Assessment</b>		X			
<b>Reflection on Practice</b>		X			

**Overview of the lesson:**

Upon entering the classroom, Fatima began her lesson by greeting the students. Then she proceeded to tell the students that she has a special guest puppet who needs to learn about their 5 senses. She asked the students who could help Mr. Monkey identify what the 5 senses are and what they are for. Students responded appropriately and Fatima rewarded each student with a sticker upon correct answers.

Students responded by saying "I can \_\_\_\_ with my \_\_\_\_."

Next, Fatima modeled with her co-teachers what they were to do. Look at the picture given in groups of 4 and discuss which 5 sense they can use for the picture. As the students were discussing in their groups, Fatima monitored them by walking around and checking to see if they understood the learning outcome and offering assistance if needed.

Once all student groups had finished discussions, Fatima signaled with "High 5,4,3,2,1" and all students sat back in their spots and awaited instruction. She then asked each group to identify a picture and say which of their 5 senses they can use with it. Students were very successful with this activity and were given verbal praise for correct answers. As the various student groups identified the pictures with appropriate 5 sense, the other groups were offering their responses with explanations.

Question to consider: Should the students place smaller pictures on the 5 senses board?

Next, Fatima explained the centers:

Group 1: Students 5 senses flap book by identifying and pasting pictures under the appropriate sense

Group 2: Students make mom a mother's day card

Group 3: Students make their faces by looking in the mirror and creating their faces using various materials

Question to consider: How can you make the learning centers more engaging and student centered with the theme? Think about the following:

- Flap book – using real objects and having the students write the object name underneath
- Mothers Card – Creating a flower and at the center spraying a cotton ball with fragrance. On the inside the students can write a message to their mom

Also, think about how you can differentiate the centers based upon the various student ability levels

After learning centers, students were signaled to clean up and then they sat on the carpet to await instruction.

### **Areas for development & Focus for next lesson:**

Implementing and Managing Learning

- Providing differentiated learning centers that are more student centered and hands on