

TAH Lesson Study Observation Form

Lesson Study Group: Elementary

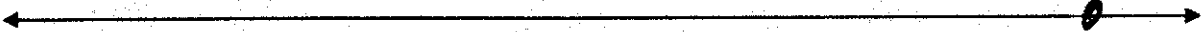
Date: 2/24/11

- Focus on capturing what students say (quote rather than paraphrase), capturing student behaviors, and evidence of student learning. You will use this data in the debriefing discussion.
- Collect data as discussed in advance by the lesson planning team.
- Do not interact with students or otherwise interfere with the natural flow of the lesson.



Students struggle with the historical thinking skill(s).

Students actively use the historical thinking skill(s).



Students do not engage with the source materials.

Students are effectively engaged with the source materials.



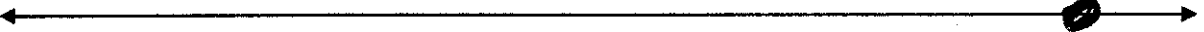
Students do not complete assigned work.

Students seek information to complete the assigned work.



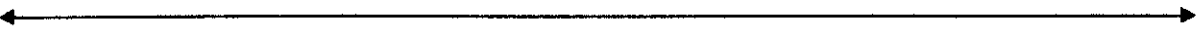
Students engage in off-task behavior

Students are consistently on-task.



Student responses do not reveal student thinking.

Students explain their reasoning or provide evidence that supports their answer.



"This is Angel Island, + this Ellis Island"

Right?"

* ^{DBQ} needed more time *

* Shrink pictures so they are both on one page, going back + forth seems to confuse some students *

"They are similar because someone is asking both of them questions"

"They both have officers asking them questions"

"They're different because one has lots of people + the other has only 1 person w/ 3 officers"

"Why do you want to come to America?"

"How long do you want to stay in America?"

"One is located in NYC, the other in Cali"

Alvin: "They both determine if they get in the US"

Hailey: "No it's not"

"I don't think there is such a thing as San Francisco Cali"

— Greeted the prep

"OK smarty pants"

- ESE students sitting w/ adult-

- Read aloud / discuss parts of entry reading comp

* I like exit ticket *

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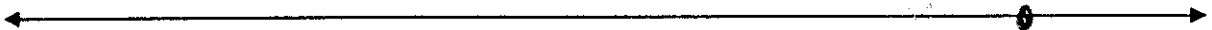
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MCSO TAH Keys to History, 2011

I noticed that students comprehend what compare & contrast is. They were looking back on the part of entry for facts

write what I see about compare & contrast

- Kids were saying what the pictures were before she said.

- Student explains the difference.
Compared how more people were in one

"Ellis Island big open area"

"Angel Island small room"

"Ellis Island a lot of workers"

"Not a lot of people coming in."

- Student flipping back & forth from pictures to questions

- Students answering questions

- One student not engaged (Got engaged later)

- Uses good voc.

"Similar - how they are alike."

"A form of compare & contrast."

"Both had officers & both stressed out."

Different "Angel Island not as big & Ellis Island looks bigger."

Directions

"Who is our President + Vice President?"

"What is Ellis Island?"

"Where is Ellis Island?"

Compare & contrast - looking at rubric
Seemed engaged
Discussing

Underlining facts in part of
Entry.

Discussing with groups

- "Ellis Island located in New York."

"Angel Island located in San Francisco."

Split compare & contrast

"You look for 5 facts about Ellis Island
& I'll look for 5 facts about
Angel Island & then we will do the
same together."

All groups seemed engaged

"Look at the rubric & make sure we
have all the facts."

Wot all immigrants
passed through
2010

- My groups were almost finished with the compare & contrast. I think it would have been beneficial to have another 5-10 mins.
- All students finished questions (who, what, why, where)
- Some questions would not determine if they would be a burden or not.
- Isaiah wrote great facts in compare & contrast

Mony

Goal - Compare & contrast

Apply analytical skills + answer the 3 questions.

- worked - ~~Completed~~ DBQ + Venn Diagram not completed. - Completed the 2 questions
 - did not work - ESE students struggled to finish but are allowed extra time.
 - Good organizational skills
 - Able to recall facts.
-

Mony

- very interested
 - helping each other
-

Lottie

Every lesson
with lesson
planned

Read w/ them
Discuss compare & contrast
Not have to flip

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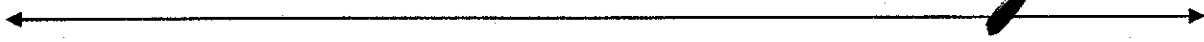
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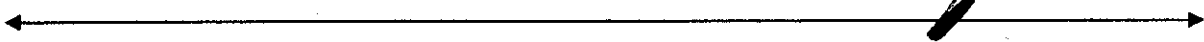
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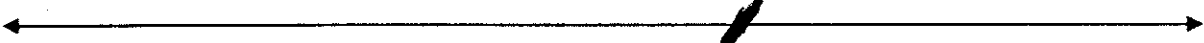
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Student do not actively participate in small group discussion work

MCS D TAH Keys to History, 2011

Student actively work towards ~~the~~ completing task of small group.

Made my own spectrum

My observations:

- whole class:

- Students seem interested and willing to participate
- Students engaged with materials (pictures/questions)
- Seek info to complete task
- relevant answers
- historical thinking -
- students are able to compare/contrast
- answers show process of h.th.

- smaller group: I feel needed!

- "let's make up a name"
- active discussion
- "let's finish this now" (V. en design)
- one student seemed off task (handicapped) - thought she needed to wait for h.d. to finish.
 - "oh man" (frustration???)
 - "does she write what I write?"
- all groups engaged!
 - students very helpful of groupmates

March 3rd. → revision of lesson plan
before Spring break - on 3-4 March
our reflection on Blackboard.

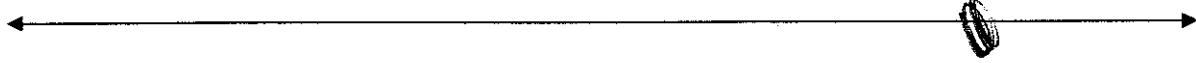
8:40 - 9:30

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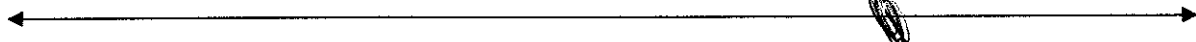
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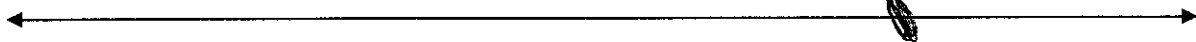
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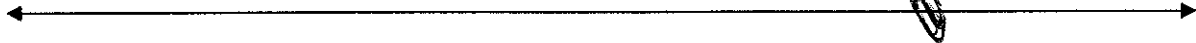
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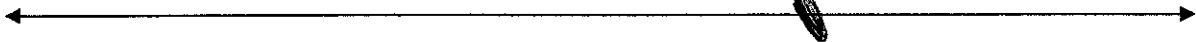
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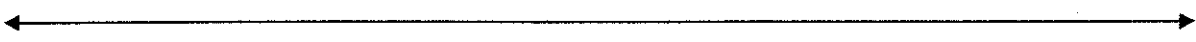
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8:46 - look at documents on own

①

one to one

3 to 1

Isiah - huge room
waiting
Angel - tiny room

More people go to
Ellis than Angel

go to page 3

8:48 - answer question on pictures

Actively look back at pictures - (111) / 76

8:54. Question #2

"Is this a form of Compare & Contrast"

"Both have officers - seeing ~~how~~^{what} they
know of America"

~~both have officers~~ "Crowded area and Angel
Island has a small area"

"Big room w/ many people"

9:05 Break
into groups

(1)

Would you ask them when they last worked?

Why are you coming to America

Underlined facts - explained Venn
read PoE sheet

(maria + Anore) (Sade + Kelly)
↓
need glasses

"What do they have similar?"

(→ meilyn + China)

"I don't think it said how many people came through Angel Island"

"found it - 75,000 went through Angel Island"

"Angel Island was primarily used as a detention center"

(3)

9:18

Have one person from each group
write one aspect on smart board

9:25 - student got globe to find California

"opened 63 years - I did the math in my
head"