

Teacher: Baylor High

Observation Type: Abbreviated Observation 1

Date: 11/19/19

Time:

Content area: 6th ELA Collab (Allen)

Essential Question:

Time	Lesson Activity	Takeaways
8:55	Students are doing a kahoot on making inferences on feelings. <ul style="list-style-type: none">- Students are excited to play- Playing for stamps	I wonder if it would be helpful discuss why, or the evidence, for the inference.
8:55	Ms. High assists students struggling to get logged in or without power. <ul style="list-style-type: none">- Circling classroom- Ms. Allen asks for some evidence/ clues from some questions in review	
9:01	Students are engaged, quiet, and on-task throughout Kahoot.	
9:02	We will ALWAYS find if our inferences are correct by the end of the story. <ul style="list-style-type: none">- Half true and half false- Ms. Allen reviewed question	
9:05	Kahoot ends. Ms. High gives stamps to the top 3 students. Students put chromebooks away and are asked to get out a pencil and highlighter.	Positive reinforcement
9:08	Ms. High turns on projector again and prepares the camera. Students receive a paper and are asked to write their first and last name and the title of class. Ms. High repeats the instructions and asks for students' wonderful eyes on her.	
9:09	Ms. Allen and I would like to break down for you how to go through a passage with questions. There are some strategies we want you to do. The first thing we want to do is number the paragraphs. How many paragraphs are there in the passage?	

	<ul style="list-style-type: none"> - Emma: 4 <p>Your paper should look like mine. Emma is right. Ms. High models for students how to number paragraphs. Give me a thumbs up when you're ready to go.</p> <p>What is the title of our passage?</p> <ul style="list-style-type: none"> - Logan: "Spring Forward, Fall Back" <p>Before we begin to read our wonderful passage, we have some questions we need to look at to understand the important information we are looking for.</p> <ul style="list-style-type: none"> - Student reads 1st question <p>What is the important information I need to underline? We will do this first question together and then you and your group will do the rest of the questions.</p> <ul style="list-style-type: none"> - Underlies most likely, WWI <p>Anything else I could underline?</p> <ul style="list-style-type: none"> - Why 	<p>Great management- it's clear students know what to expect.</p> <p>Would this be a good place for students to make an inference about the content of the article, using background knowledge and information in the title?</p>
<p>9:14</p>	<p>Students work in groups to underline key words from the questions.</p>	
<p>9:16</p> <p>9:20</p>	<p>Noah stands to share what her group's important words are.</p> <p>Monte: daylight savings plans, why, name</p> <p>Anabella: why, english daylight, double summer time</p> <ul style="list-style-type: none"> - Anabella is on the right track, thank you so much. - Give me a thumbs up when you're ready to move on. <p>Ms. Allen suggests that students highlight these underlined words now.</p> <p>Great idea, Ms. Allen.</p> <p>Ms. Allen explains why we high light words.</p>	<p>Clear communication between adults.</p>