Nov 18th Reflection 2 Stars and 1 Wish Subject ELA

Star #1 I think I picked activities that the students were very engaged in and enjoyed getting to write about their favourite foods. This also made classroom management much easier as the directions were clear, and the task was engaging enough that they were able to stay focused and not get off task by talking to others

Star #2 I thought that I did a very good job of circulating the room while the students were working. This allowed me to help those who needed help, while also being able to ensure that students were on task and not talking to the students around them.

Star #3 I think I did a good job of connecting the 2 videos I showed to my lesson. The activity I did was about Cloudy With a Chance of Meatballs. One of the videos I chose was a read aloud of the story, while the other was a clip from the movie based on the novel which showed food falling from the sky. The activity required them to write about which foods they would like to see fall from the sky.

Wish #1 I wish that I would realize that I do not always need to have the computer in my hand. I should know that if I leave it somewhere in the class while I am teaching it will still be there later. I can also leave it somewhere and if I need it simply just walk over and pick it up

Nov 19th Reflection 2 Stars and 1 Wish Subject ELA

Star #1 I thought I did a good job of engaging the students with the writing assignment that they did. Their task was to come up with an imaginative way to remove a loose tooth. Some of them came up with some very interesting responses, the majority of which would damage more than just 1 little tooth.

Star #2 I was able to further engage the students by allowing them to share their writing responses. I think that all of the students were able to share their responses. This led to a lot of laughter. However, I was still able to control them because they wanted to hear what their classmates wrote.

Star #3 I like how I changed up what they were to do for spelling. Their task was to type all 20 words into a spinner generator on their computer. Whatever word the spinner landed on, they were to write a sentence that contained that specific word

Wish #1 While standing at the back of the room looking up at the board, I realized that my writing was not quite big enough for the students sitting at the back to be able to see.

Nov 12th Reflection-Subject Science

Wish #1 I know that I need to work on my instruction giving, some of the students were a little unclear about what they were supposed to do and what they were writing and where they were supposed to write.

Star #1 I thought I did a good job of not losing control and getting flustered when the video I had picked was no longer available. I just quickly closed YouTube and moved on when with my lesson instead of trying to find a new video that I had not watched before.

Star #2 I thought that I did a very good job of circulating the room while the students were working. This allowed me to help those who needed help, while also being able to ensure that students were on task and not talking to the students around them.

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| Subject/Grade:     Grade Three ELA  Lesson Title: Silly Stories-The Alligator Baby/Elements of a story  30 Minutes             Teacher: Paul W | |
| Stage 1: Identify Desired Results  Outcomes and Indicators  [CC3.4](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64409)  Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.   |  |  | | --- | --- | | (c) | Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing. | | (g) | Write descriptions that use concrete sensory details. | | (h) | Begin to use excitement, humour, suspense, and other creative devices. |   [CR3.3](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64363)  Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.   |  |  | | --- | --- | | g) | Retell, paraphrase, and explain what a speaker said | | (i) | Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses. | | |
| Key Understandings: (‘I Can’ statements)  I can read and comprehend, listen to, and view a variety of texts.  I can support what I say.  I can listen and retell the main ideas and details in what I hear, even when they are not obvious. I can also follow spoken directions and demonstrations. | Essential Questions:  What are the elements of a story  What is the setting?  Who are the characters in the story?  What is the initial conflict/  What is the rising action?  What is the climax?  What is the resolution? |
| Prerequisite Learning:  Understanding of Silly Stories | |
| Instructional Strategies:  Brainstorming  Discussion  Listening and viewing | |
| Stage 2: Determine Evidence for Assessing Learning | |
| Alligator Baby Worksheet and plot diagram on the back | |
| Stage 3: Build Learning Plan | |
| Set (Engagement):  Watch assembly on Teams  Do agenda message on the board  Message will be  No school on Friday  Spelling test on Thursday  Interviews on Tuesday or Wednesday night  Spelling  Read through Rugby Ball words as a class projected onto the board  Teacher first then students repeat  Have students record in their agendas  Hand out computers  Have them type onto seesaw  When they are done they can go onto Lalilo 15 minutes max to do some word work  Length of Time: 20-25 minutes  Development:  Put computers away  Writing  Have students take out their writing notebook  Title will be My Weekend  First line prompt will be On the Weekend I  Have students write about their weekend for 4-5 minutes  Then have some students share their stories  Time-5-10 Minutes  Reading  Today we will be learning about the elements of a story  Watch this video  <https://www.youtube.com/watch?v=8yzY6buMflo-5-6> minutes  Have students say them  Write them on the board  Draw a plot diagram on the board  Label each part of the diagram  Then have students give a brief definition of each  Introduce The Alligator Baby by Robert Munsch  Before reading, encourage students to listen for the elements of the plot of the story, they will need to know for the activity to follow  Read the story to the class  Hand out the worksheet  For the elements that are not on the sheet they will write on the back of the sheet close to the top  Give time to complete  Encourage them to be detailed and descriptive in their responses not just 1-2 words  Remind them to use the back to answer the other questions  Will finish on Tuesday if time runs out  Length of Time:  35-40 Minutes  Closure:  Review  Each element of a story  Where do they fit o | Materials/Resources:  Whiteboard  Whiteboard Markers  Student Device(s)  Alligator Baby story  Alligator Baby Worksheet  Reading Duo-tang  Spelling Notebook  Writing Notebook  Agendas  Spelling assignment on Seesaw  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Class DoJo points for those working hard and quietly  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |

Observations of Pam

I liked how she always had control of the class, and if she felt they were getting too loud, she quickly got them back on track. I also liked how was able to change how loud she talked, and how enthusiastic she was able to get. This is something that I am trying to work on, so she is doing a great job of modelling. Furthermore, I liked how she included the students in the readings that they had to do while also holding them accountable and ensured they were all on the correct page and that they were following along.