



Observation Notes:

Refer to accompanying Solo #2 Observation notes.

Commendation:

1. It was nice to see you correcting yourself with the students in the pronunciation of the word digraph. They will understand that it is okay to make errors if you try to not repeat the error again. Teachers are human, too! Those students who struggle with learning will feel better about themselves when they see that even the teacher can make mistakes.
2. When students got up to leave the class when the recess bell rang, it was good to see you redirect them and tell them that they need to wait until you give them permission to leave. You also told them what they needed to do before being excused from the class.
3. It was good to see you try to have the children share something personal to them about changes in their lives and then transitioning to the reading that they would be doing in Social Studies about "Communities Through Time."

Recommendations:

1. A correction was noted and a reminder given to you regarding the word "Digraph" which you were pronouncing "Di A graph." Since students were being told to correctly pronounce words and word endings, a teacher needs to be prepared when doing a lesson on grammar and ensure that he/she knows the pronunciation of the term. Students also depend on the teacher to model the correct pronunciation the words they are teaching. This does not mean that teachers impart all knowledge to the students. This would preclude that learning is top-down which should not be the case. The teacher should be a guide towards learning. It was good that you made the correction with the students when you sat them at the mat later during the period.
2. I did not see page 98 on your lesson plan on syllables. I discussed with you during our debriefing of creating lesson plans as this appeared to be a challenge. This was also shared with Mrs. Sharp to possibly help you to see how she writes her lesson plans so that she is prepared for any changes to plans in her lessons especially last minute changes in school directed activities.
3. For the misunderstanding of the word "Continuity" by the students, it was good that you had them reread the definition. How about also breaking the word down to its root word – Continue – and asking them what the root word means? You could use it in a sentence and when students define it, you can add in that the word ending "ity" changes the form of the word from an action word or verb to a noun. Then ask them what is a noun? (A person, place or thing). Continue – keep going; unending; keeps happening and Continuity – something that does not stop; something that stays the same without changing. Students can then see the connection between the root word and the change in form due to the word ending.