

Mon:

Writing: This lesson was unfortunately cut short due to a presentation. However, I think that this lesson was well done. Most of the students understood what an expert is, or what being an expert on a topic means. Some of the girls did not feel like they were experts on anything so it was a little harder for them to have an idea for a topic. Otherwise, I plan to include maybe 3-5 things that they can write about if they are completely stuck with nothing to do. I need to make sure that with the mentor text, I do not show the part about the whale's pregnancy or womb for cultural reasons. Be sure to remind students that not everyone is an expert, it might be something that they are just very familiar with or know a lot about.

Science A: I was not originally super happy with how this lesson went, I felt like although the students were engaged, I most likely could have been slightly more organized. The class was able to give ideal examples of things that fly. The 3 definitions I used were simple but next time I use this lesson I need to get the students to review it immediately after and before going into the sort. I also originally forgot to use the whiteboards and have the students draw a picture (I think this is probably one of the most engaging moments for them). Maybe a slideshow with all the words and pictures may be more helpful for this activity. The class was able to complete the sort with little problems, there were a few questions that they debated the answer but most times everyone was on the same page.

Science B: This lesson went a lot better of course the second time after feedback from TA. I chose to have the students write on their whiteboards what they thought the answer was for the sort. The kids had good arguments and some seemed a little lost in the process of the sort. I think pictures would have helped this group a lot more. Hot air balloons went well, when I asked what they thought would happen there was lots of conversation which delighted me. The kids were very intrigued to see the science behind it and were able to explain it back to me perfectly. The kids also enjoyed the videos of people parasailing, sugar gliders and the hot air balloon festival (I think these kept them engaged)

Social: I definitely went into this lesson concerned about the large vocabulary that is used in our provincial government. The words lille Legislative Assembly, Legislature, Cabinet and Constituency were all very difficult for the students to grasp. I think I did a good job explaining everything, however the lesson was a bit disorganized and I feel like the students did not completely understand everything. I am going to start the next lesson with a review on their whiteboards to try and create the pyramid of people in our provincial government. I am also glad i dedicated another allotted time amount to spend reviewing this because it is really important that we get the base vocabulary down.

Tues:

Writing: Today's writing class went really well. I truly believe that most of the students were able to create 3 different introductions that showed what they knew. The three introductory strategies that I used included descriptions, questions, or stories. Most students have also decided on their topic and have many great ideas about where they are heading next with their writing. I realized after that having the students share possible categories/chapters is a great way to keep all the students engaged until everyone is done writing. Being able to bounce ideas off of one another also helped the students think of different ways to share their ideas. Next time, I want to try and have the students read their writing to me.

Social: The tour of the legislature was only a few videos that displayed certain areas or things in the legislature. The vocabulary seemed to be slightly better, I think they are starting to get the basic member roles and that is good for now! I guarantee that by the end of the unit there will be more students who feel comfortable using the vocabulary or could answer questions based off of the vocabulary. Small review games will definitely help with that. Next time I should include more specific points about each video that I can use to summarize. The videos hold lots of information, summarizing what is really important or what I want the students to get is helpful. Plus it helps me stay organized. Unfortunately, the videos do not give justice to the usual experience of the legislature, but I think it was a good way for the students to visualize what business might look like. It is also important that the students know why we have a legislature, I think that the history video was one of the best out of the three. Overall, this lesson went okay but I am not 100% positive about the learning goals for the lesson and how well they translated into the lesson.

Science: The science class was so interesting and the students were completely engaged. I should have shown the Hot Air Balloon Festival at the beginning of the lesson because it captured the students' attention immediately. The kids had great questions and statements about the hot air balloon experiment. It definitely helped solidify their understanding of hot air rising. The analogy that I used to describe hot and cold air worked really well and the students definitely could relate to not wanting to stand by other sweaty students. I think next time for the end I would have them draw a picture of a hot air balloon and label the air inside and outside of the balloon and also the different parts of a balloon.

Wed: (taught by myself)

Math: The students were well behaved today during math, they worked the entire time and were able to complete both the equations as well as the word problems. Although there was not a lesson with this activity, the students were able to demonstrate the different strategies that they use to solve problems. Some students worked individually and I am glad they made this decision, it was good to see them working and keeping pace with the rest of the students. Overall, fairly simple activity and the kids really enjoyed making the math pictures.

Writing: Today I wanted to make sure that all of the students knew what categories/ or chapters they were going to complete for their topic. The opportunity for them to share and brainstorm with another partner made a big difference, then to do it again with a different partner was even more helpful. I encouraged the students to think of suggestions, feedback or things that they really liked about the others ideas. Students were able to critically think of their own ideas and compare them to others which sparked different ideas for some of the students. The writing time went amazingly well, almost all of the students were able to complete a page of writing. Some moved on from their first category/chapter to their second. I could tell that the students were interested and engaged in their writing because they are sharing what they know. I also had the students fill out a table of contents, this way they have some organization for proceeding with their writing.

Social: The students remembered some of the important words (legislature, cabinet, MLAs, chamber)!!!! This was a really good sign, I feel more confident teaching this material because I realize that the students are comprehending the information and are able to repeat it to me. I feel like my expectations for the lesson were pretty low, but my explanations and the students' engagement left me feeling very good about where we are at in terms of learning. The true or false questions worked great, although some students felt that they would not be able to answer the questions. I thought that the information was simple, but I made a few errors throughout the lesson and I understand that it might have only made the content more difficult for the students. Overall, I thought this lesson was good but there is always room for improvement.

Science B: I was so happy to see how excited the students were to build their own gliders. They were easily able to construct the definition of a glider as a class (from multiple comments). At first, I was concerned that the planes were not going to fly well. I had to make note that most students would have to throw it differently than instructed on the handout. Most students ended up making a handle of some sort, but some decided to throw the glider in unique ways! I was very impressed with how quiet this was, the kids were so engaged and focused. They were cheering each other on, which was amazing to hear. Overall, I am happy with the results from this lesson, although I did not have the students fill out their results page, I felt it was more important to let them make

their changes and test their gliders rather than sitting down and writing. One thing I realized is that I should have made a model glider myself.

Science A: Similarly, I wish I would have had a model of my own because the students from this class had some trouble getting started and understanding what they need to do. Most of the kids were on task for the hour, they were engaged and running back and forth to make changes and test their glider. It was great to have them measure with the meter sticks, it was good practice for a few of my students. Also similar to the other class, I chose not to do the results and instead give the students the opportunity to spend the 15 minutes continuing testing and making changes. I encouraged this class immediately to try throwing it in a different way than suggested. The students were confused on where to record the changes they made and I am not sure that most of the students truly recorded the changes they made. It was really fun to have them run up to me and tell me their latest record and show me their changes. They were all so proud and definitely were engaged in this lesson.

Thurs:

Writing: The writing was really awesome, I think it flowed nicely. At first I was a bit confused in my explanations but I made sure to check with the students to see if they knew what they were supposed to be doing. I also went around to each student to double check their starting and their plan for their diagrams and writing today. I also wanted to make sure that I had all of the students' topics recorded for my own benefit. The multiple examples are really helping and some of the words students were thinking of were really good! Lots of the students were able to think of words that might have been specific to their topic. I think next time I would work to ensure that all students have completed the writing portion at the end of the 20 minutes but it was also important today that they had time to work on diagrams. Next time I should also check the different page templates to make sure that there are enough copies, some students were waiting around for copies at first. I think there was a slight delay in starting work but overall the kids worked for most of the writing time.

Science: The kids are always excited to watch the video which makes me very happy, it definitely catches and hooks their attention and interest. The students were able to list quite a few parts of the plane, which was a nice way to formatively assess whether or not they are familiar with the plane parts. I think the hand actions are what really ensured that the student met the objectives of the lesson. There was some confusion for certain students between roll and yaw but by the end of the lesson, almost every student was able to use the correct hand motion. I think next time I would find a different learning activity because I noticed some students were bored while waiting and not completely paying attention. Also I should have the students mark which word they read so it is easier for the following students to pick one and not think of those that were already said. I thought that the label of the plane would go better because there were

not as many words as the diagram I used for the presentation. I would say probably half of the students struggled with labeling the parts of the plane. A different learning activity or an adapted learning activity that would be more accessible for students.

Fri:

Health: The health lesson was awesome, I feel that the students were engaged and doing most of the talking. Any of the talking I did was mostly guiding questions or reiterating answers for the students, so all could hear what was shared. I feel confident that the students could reiterate the importance of maintaining our personal health. A lot of students had good examples when brainstorming the different ways to maintain our personal health. The activities that went alongside each factor were fun and engaging.

Writing: This period was mostly work time, just editing and writing our chapters. The students were able to work for a solid 20 minutes and most kids were able to finish up chapters that they were working on, write full pages of new chapters and much more. We have officially finished introducing the different parts of a nonfiction book, next week will be a lot of writing and final copies of their story.

Social: The scenario and role play was insanely awesome, the students were able to take their knowledge of how a bill becomes a law and apply it to a situation. I originally showed the videos and had asked them to listen for the different steps in the lawmaking process. However, I also chose to write the words on the board as the students were watching because I wasn't sure if any of the students would try to remember words and feel confident enough to answer afterwards. I reviewed the steps with the students again before taking them into the scenario for an activity. After the activity, I should have had the students turn with a partner and review the process of lawmaking in Alberta (with the board erased), and then try to see how well the students collectively could organize the steps.

Art: The kids were very excited for this art lesson, a lot of them had different ideas or thoughts that they wanted to add to the project. I am so impressed with how well they worked, however next time I would not let them do partners just to minimize their distractions so they could complete their entire art project. I wish I would have created my own project so that students could visually see the instructions. I would have created the background, cut out the scene and then create a hot air balloon to show how all pieces will look separately and then once put together.