

Student Teacher - Jacqueline Hain  
Powel Elementary School  
Notes taken during the lesson

Penn Mentor - Kona Hamilton  
Kindergarten Classroom Mentor - Iris  
November 14, 2012 CARTER

Description of events

- Science lesson on plants and seeds
- Small group instruction - 5 students
- Students walk from classroom to library where lesson is presented
- Smooth transition - <sup>BRK review of expectations</sup> "pretzel bottom"
- Read Aloud - A Fruit is a Suitcase for Seeds <sup>read earlier in the day</sup>
- Participants offer responses on seeds and plants: "Some seeds are poison." "Rabbits eat seeds"
- Jackie cuts an apple to display the seeds - Next a lemon - then an orange
  - "Do you think bananas have seeds?" Most children say "No!" Jackie explains, "Yes they do, but they are very hard to see"
- Children take time to observe seeds from the apple, orange, and lemon
  - Responses: "I love oranges"
- Jackie cuts a small pumpkin, displaying seeds - then displays a "tree seed" - She asks the children to compare the 2 seeds
  - Responses: "slippery"
  - "Can we eat them?"
  - "different colors"
  - "look like beans"

Pictures displayed

Commentary of events

- Well planned lesson - follows the Penn lesson plan format - includes common core state standards (K)
- Consulted with Classroom Mentor, Penn mentor and Penn instructor during planning - welcomed constructive feedback, making changes, modifications, and accommodations
- Follows up on previous lessons on plants and seeds
- Taps into prior knowledge
- Lemon seeds are very hard to find - One student says, "Just like the banana!"
- Hands on science exploration/discovery
- Maria videos as Jackie presents the lesson - One student is very focused on the video camera (phone) - refocuses when pumpkin seeds are displayed
- Interactive lesson - most children participating - focused and engaged

Notes taken during the lesson

Description of events

- Jackie displays pictures of the process a seed goes through before becoming a plant - VISUAL
- Reminders of "Pretzel bottoms" - "our own personal space" - "listen or we can't go on"
- Cards are given to each student which will be placed in order from seed → plant. Emphasis on "logical order"
- Jackie models "This is how a seed becomes a plant!"
- Discussion between the difference between summer/spring and fall/winter in terms of growing plants from seeds - response - "It's cold outside, but warm in here."
- Students now plant their own seeds using cups, seeds, soil, shovels, water - Again clear modeling - Reminder: "Remember, roots will grow before seed sprouts - picture displayed"
- Children water their planted seeds - Cups labeled
- Directions: When we return to the classroom, we'll put our plants on the window to get light
- Question: Why is it important to learn about plants? Responses: "Plants help you get healthy." "Plants are vegetables" "Plants are foods"

Commentary of events

- Reminder to one student to sit down - join the group - same student focused on video camera
- Suggestion: written display of expectations, rules, norms to refer to when children become disengaged or unfocused.
- Jackie helps / guides - encourages independence
- Many opportunities for children to ask questions and express their ideas, thoughts, opinions
- Clear modeling
- Suggestion: Remind students not to call out inappropriate comments - "Oh, that's dirty!" "That's nasty!"
- Jackie is very patient, supportive, nurturing - lots of positive recognition
- Students will be going on a field trip tomorrow to Barbara's Garden
- Options - children can decide to leave plants in classroom or take them home.

Notes taken after the lesson (During the debriefing discussion)

### Jackie's Reactions:

- Students were engaged but "I didn't feel prepared for students who were "off task" or lacking focus at times
- "Card" portion of lesson did not go as planned
- Questioning whether lesson would have been better in the Spring
- lots of participation - literally, all students eager to speak and participate.

### Highlights:

- Well planned lesson - Follows Penn lesson plan format - Consulted with Penn mentor, classroom mentor, and Penn instructor - Included clear objective and common core state standards
  - Interactive, hands-on science exploration/discovery
  - Follows up on lessons previously presented on plants and seeds - Taps into prior knowledge - Prepares children for trip to Bartram's Garden on Thursday
  - Very calm, patient, supportive, and nurturing
  - Clear modeling, directions, instructions
  - Many opportunities for students to ask questions and express their thoughts, opinions, and ideas
  - lots of positive recognition
  - Options - Children could decide whether they wanted to leave plants in their classroom or take them home
  - Attempted to redirect attention and help specific students refocus
  - Helps/guides, but definitely encourages independence
- ### Suggestions:
- Written display of expectations, norms, rules to refer to when students become disengaged or unfocused
  - Begin to develop a written system to record the results of informal assessments
  - Help children stay on task and focus on the topic during discussions