

Teachers' names: Amanda, Alyssa, Kelly

Date: 3/3/16

Indirect/inquiry Instruction

Lesson Title: Adaptations Investigation

Objective (from the posted lesson plan): Given a problem to solve with the clues about each ecosystem and the task to use inquiry, students will identify behavioral and structural adaptations for their species and follow along a rubric to help with the understanding of their presentations.

Parts of the lesson	What did the teacher do? How was the inquiry process facilitated?	My comments
Engage/Introduction Did teacher pre-assess content and inquiry skills? How was the problem introduced?	- provided 4 review questions - gave a voki explaining the task for the students - reviewed scientific method	- provided great review questions - liked how we gave multiple students to succeed - tried new methods to involve the whole class, stand up if you agree, thumbs up/ thumbs down, raise your hand if you agree - next time, explain the task before explaining the scientific method to make it easier to connect them - liked the idea that we told the students that they were going to become zoologists- got them excited
Explore/Development How were the directions to solving the problem introduced? Did the teacher model the inquiry process? Were the guiding materials provided to support students' staying on task?	- provided a slide including the directions for the lesson - told the students that they would be able to create their own animal for their ecosystem - modelling wasn't provided - went step by step explaining what to do for each step of the inquiry process	- i found that some students were confused and modelling would have helped them get a better understanding - liked the idea of the graphic organizer to encourage the students to use the scientific method - students focused more on their animal/ arguing with group members

	- students were given an investigation sheet to support students to stay on task	about animal instead of doing the task. We should have told them after that they would be creating a new animal to get them to concentrate more on the investigation
Explain How students were encouraged to explain their educational guesses? Was a template provided?	- students could explain their guesses on their investigation sheet under the conclusion part. - provided questions for the conclusion part ex) was your hypothesis correct?	- the investigation page really helped the students stay on task - students worked together to complete the investigation page - all the students successfully finished the investigation as we tried to get them to focus but they were still focused on their animal
Evaluate/Closure Did the teacher encourage students: 1. To present the results of their investigation 2. To share Metacognitive reflections (students explain how they came to the conclusions providing evidence to their statements).	- Teachers provided a rubric to show what they need to do when presenting their findings - Gave tips for presenting to the class - didn't ask how they came to their conclusions - teachers gave fireworks along with the students after everyone presented	- liked the idea of giving tips for presenting - next time, we should ask them share reflections and how they came up with their conclusions (only asked the first group and not the others) - Liked how we gave "fireworks" after the students finished presenting
Elaborate/ Independent practice (Another challenge to work on! encouraging students to further learning of the topic)	- gave an engaging and exciting independent practice where they write a letter to a zoologist explaining their animal - they could draw their animal on the back - provided a rubric	- liked how we attached rubric so students know exactly what they need to do to for it - liked how Alyssa didn't say homework and said it was engaging

Overall comments and suggestions:

3 plusses:

1. Liked the fact that we called the students “zoologists” because it got them very excited for the lesson.
2. Liked the idea of the voki at the beginning and the end to keep the students entertained and engaged.
3. Giving the students rubrics for presenting and the independent practice was a great idea to show them what we expected of them.

1 wish:

1. I wish we encouraged every group to share their conclusions and get them to reflect instead of just one group.