



My observation book during placement, recording my mentor's pedagogical practice

on Learning ← scaffolding: (see Toni for example)  
 Plaid: - Type in answer, then delete Q.  
 - Explain what "informed" means.  
 - Dnp Research Q. - (individual).  
 2 types: ① Difference. ② Correlation.  
 Ask students questions & get them to write it down (tell them to do it!)  
 Note: only some students write down notes w/out being asked! (even @ this year level!)  
 Scaffold: research report sheet.  
 protein %  
 choice starter (C)  
 gamified bird feed (T)  
 Indep. variable: Food type.  
 Dependent variable: ~~Weight~~ mass.  
 Controlled variable: Scales, environment, water.  
 Conclusion - Outline task requirements before Thursday's lesson (next lesson).  
 ① Risks  
 ② Write Research Q.  
 At the very least, read

Year 10 Maths. 27/4/21. Strat check for understanding  
 Roll.  
 • Work through questions on board. (silent, individual & work).  
 • Behavior - stop, look at student.  
 • Move around room, checking students are working on Q's. (2 minute call).  
 Idea → go through steps.  
 ① Label sides.  
 ② go through rules. Get kids to call out sides.  
 • Go through Q's.  
 Work through rules (say to students → those who were away "you need to write this down now!")  
 Ask "who got it right?"  
 Q: how are you with algebra?  
 Thurs. say that shift Cos D. say which angle has this ratio?  
 opposite of Cos.  
 s largely been memorized.)

Body 'We're going to do word problems now'.  
We Do - Do them together.  
 Textbook - work through problems together.  
Behavior - We have lunch next, so you can work on it then.  
 Point out to students →  
 Labeling diagram, even if  $\theta$  in wrong spot, still get most marks b/c showing math. understanding.  
 Write out whole sine rule (they get rules in exam).  
 Work through examples. Get students' attention back by saying name.  
 Frowns class: "Can I have everyone's attention" ... point this out. (use same units).

Body (cont.)  
 • work on questions from textbook.  
 • Call attention back to board to point out. (if draw diagram to scaffold to get people started). (students not working - move to another desk).  
 • Bring everyone back to explain past questions (discussed as moving through classroom).  
Behavior - (say student is up to Q10 well done).  
 Reminder of time. (10 minutes to go). We'll finish 5 mins before.  
 links to exam; links to previous lessons.  
Resources - whiteboard, pens, textbook.  
 Social - teach social skills - "if he does that you say stop & let me know".