

Observation: STUDENT A

General Lesson Notes:

Students are seated in rows at individual desks. The teacher presents from the front of the room. This 4th Grade language arts activity teaches the meaning of various prefixes and word roots, through an activity on phobias and common fears. The teacher facilitates a discussion of common fears to introduce the word root “phobia.” During the discussion students are expected to give visual attention to the teacher and brainstorm common fears (e.g., the dark, monsters, spiders), many side comments are made between classmates, challenging and teasing one another. Much laughter ensues.

Partnered with a classmate, students will use clues from a worksheet to find the meaning of a list of “phobia” words (prefix + *phobia*). Students work in pairs to look up key words in a dictionary to help them determine the types of fears on the worksheet. Students write the meaning of the words on their worksheet. The teacher will confirm answers by having students volunteer to read their answers aloud.

Student Specific Notes:

Student A, seated in the back row at a table for two, is provided with 10 photographs, each with a printed label attached, of actual dangerous items in his environment (e.g., busy street outside the school, home oven/stove, cleaning supplies, scissors). Miniature objects of these items are also provided. While the teacher is facilitating the class in discussion, his assistant provides the direct instruction to him (i.e., describes fear and danger using the photos and objects). **Student A** is expected to match the photo with the right object by picking up the correct miniature object (using correct pincer grasp) and placing it on the photo, and vice versa.

As the classmates pair off to complete the worksheet, **Student A** continues with his initial task, now focusing on 3 specific pairs. These 3 were selected because they are items found in the immediate school environment. He repeatedly attempts to match the photos/objects when prompted, by the assistant, with verbal, visual, and physical assistance. (1. “Look at this one.” 2. “These are [scissors].” 3. Place item down in front of the student. Gesture to array of choices. 4. “Show me [scissors].” 5. If no response in 5 seconds, provide touch cue to initiate response. 6. If no response in 5 seconds, provide hand-over-hand to initiate response.) The assistant tracks level of assistance required for each response.

Classmates check their findings as the teacher calls on them to share their answers. **Student A** is told to pay attention and look at each person when they give their answers. The Assistant provides physical (touches A’s chin, gives sign for “look”) and verbal reminders to **Student A** to look at others. The Assistant the praises **Student A** each time he does so without prompts.

Analysis of student observations

Directions:

We will be looking carefully at each scenario. After reading and comparing on your own, please discuss your ideas and thoughts with the people at your table. We will be discussing thoughts on each scenario with the entire group.

While reading the scenario please consider the following:

Participation in Activity (How is the student participating in this activity?):
<i>Consideration: same seating arrangement? If not, how is it different? Was his role the same as classmates in these activities: classroom brainstorm & discussion? Classmate paired seatwork? Class giving & checking answers? If not, describe? What materials were used?</i>
Expectations for learning (What is the student expected to learn?):
<i>Considerations: Is the student engaged in learning about prefixes? Phobias/fears? If so, is it the same learning standard as for all students or same but with an alternate form or a critical function of the learning standard? Are there additional or different goals? Other skills the student is expected to learn?</i>
Presumption of Competence:
<i>What are the assumptions regarding the student's competence? What strategies for presuming competence are being used?</i>
Demonstration of Learning:
<i>Classmates demonstrate learning discussion and brainstorming by speaking ideas, during paired seatwork by speaking possible answers and writing on worksheet, and while checking answers by speaking possible answers and writing on worksheet, and while checking answers while speaking aloud. How will the student demonstrate his or her learning? (What observable/measurable thing(s) does he do?)</i>
Supports: (How is the student supported to participate and demonstrate his learning?)
<i>What supports are in place? Materials? Team Planning? Pre-coaching? Personalized instruction? Physical Assistance?</i>

Observation: Student B

General Lesson Notes:

Students are seated in rows at individual desks. The teacher presents from the front of the room. This 4th Grade language arts activity teaches the meaning of various prefixes and word roots, through an activity on phobias and common fears. The teacher facilitates a discussion of common fears to introduce the word root “phobia.” During the discussion students are expected to give visual attention to the teacher and brainstorm common fears (e.g., the dark, monsters, spiders), many side comments are made between classmates, challenging and teasing one another. Much laughter ensues.

Partnered with a classmate, students will use clues from a worksheet to find the meaning of a list of “phobia” words (prefix + *phobia*). Students work in pairs to look up key words in a dictionary to help them determine the types of fears on the worksheet. Students write the meaning of the words on their worksheet. The teacher will confirm answers by having students volunteer to read their answers aloud.

Student Specific Notes:

Student B is seated at the end of the row closest to the class door, next to classmates, while his assistant sits to the side of his desk (where there are no classmates). **Student B** is provided with similar materials as his classmates while his Assistant provides the direct instruction to him (e.g., defining fear and phobia). **Student B** is provided with photographs of family members and a list of things they are afraid of. Small objects representing these common fears are shown to him with the corresponding photograph of a family member. He must match the family member’s photo with the right object, by picking up and placing the pairs together, and by pointing to an item to answer when asked, “Who is afraid of (object name)?” “What is (family member name) afraid of?”

As the classmates pair off to complete the worksheet, **Student B** continues with his initial task, now focusing on 3 fear/family member pairs. These 3 were selected because they are fears found on the worksheet as well. He repeatedly identifies the family member when prompted by the Assistant with that person’s fear. The Assistant tracks the consistency of the response to obligatory turns with known answers. **Student B** vocalizes and attempts to get out of his seat several times during this part of the activity.

Classmates check their findings as the teacher calls on them to share their answers. **Student B** is provided verbal reminders to look at the teacher and other students while they check their answers. When the 3 answers from his list are given, the teacher calls on **Student B** to identify the family member who has that fear. As he reaches for the correct photograph, the assistant offers physical correction, as needed. The Assistant then praises **Student B** and says the family member’s name aloud for the classmates to hear. Classmates attend very quietly each time this occurs. The Teacher thanks **Student B** for sharing each time. The Assistant provides physical and verbal reminders to **Student B** to look at the Teacher while she is thanking him.

Analysis of student observations

Directions:

We will be looking carefully at each scenario. After reading and comparing on your own, please discuss your ideas and thoughts with the people at your table. We will be discussing thoughts on each scenario with the entire group.

While reading the scenario please consider the following:

Participation in Activity (How is the student participating in this activity?):

Consideration: same seating arrangement? If not, how is it different? Was his role the same as classmates in these activities: classroom brainstorm & discussion? Classmate paired seatwork? Class giving & checking answers? If not, describe? What materials were used?

Expectations for learning (What is the student expected to learn?):

Considerations: Is the student engaged in learning about prefixes? Phobias/fears? If so, is it the same learning standard as for all students or same but with an alternate form or a critical function of the learning standard? Are there additional or different goals? Other skills the student is expected to learn?

Presumption of Competence:

What are the assumptions regarding the student's competence? What strategies for presuming competence are being used?

Demonstration of Learning:

Classmates demonstrate learning discussion and brainstorming by speaking ideas, during paired seatwork by speaking possible answers and writing on worksheet, and while checking answers by speaking possible answers and writing on worksheet, and while checking answers while speaking aloud. How will the student demonstrate his or her learning? (What observable/measurable thing(s) does he do?)

Supports: (How is the student supported to participate and demonstrate his learning?)

What supports are in place? Materials? Team Planning? Pre-coaching? Personalized instruction? Physical Assistance?

Observation: Student C

General Lesson Notes:

Students are seated in rows at individual desks. The teacher presents from the front of the room. This 4th Grade language arts activity teaches the meaning of various prefixes and word roots, through an activity on phobias and common fears. The teacher facilitates a discussion of common fears to introduce the word root “phobia.” During the discussion students are expected to give visual attention to the teacher and brainstorm common fears (e.g., the dark, monsters, spiders), many side comments are made between classmates, challenging and teasing one another. Much laughter ensues.

Partnered with a classmate, students will use clues from a worksheet to find the meaning of a list of “phobia” words (prefix + *phobia*). Students work in pairs to look up key words in a dictionary to help them determine the types of fears on the worksheet. Students write the meaning of the words on their worksheet. The teacher will confirm answers by having students volunteer to read their answers aloud.

Student Specific Notes: Student C is seated in a row with his classmates. His assistant is seated off to the side of the class. He has the same materials as his classmates at his desk. His Assistant watches the Teacher, modeling for the entire class, how to “pay attention to” (look at) the teacher during her instruction. All students intermittently look at the teacher, but mostly look at the lesson materials and each other. Just before students brainstorm things people generally fear, the Assistant cues up a display on **Student C’s** computer with a word bank of common fears. The Assistant looks expectantly between **Student C** and the computer screen while she ensures that **Student C** is seated and positioned for successful pointing to the computer screen. **Student C** reaches up and touches one of the words, which is immediately spoken aloud by the computer, at the same time that other students are brainstorming. The Teacher acknowledges **Student C’s** contribution, along with his classmates’. When classmates begin commenting – challenging and teasing one another – the Assistant cues up another display on the computer of 8 generic social comments. **Student C** immediately reaches up, touching one that says “No way!”

As students pair off for the worksheet, the Assistant has a conversation with **C’s** class partner, reviewing what **Student C’s** role in the seatwork could be and how to react to **Student C’s** selections from his computer. With a word bank of the prefixes, word roots, and word meanings preprogrammed into the computer **Student C** can make choices that are possible words for the fill in worksheet. The Assistant sits off to the side tracking the **Student C’s** responses. The Teacher, while monitoring all students, checks in with this pair. She asks **Student C** if there is any phobia word that he particularly preferred. The Teacher cues up a preprogrammed display of the combined “phobia” words and looks expectantly between **Student C** and the display. After he makes a selection she chuckles, stating that he’s selected her biggest fear on that list.

The class checks their findings as the teacher calls on students to share their answers. **Student C**, with his class partner still seated nearby, is called to name the first phobia on the list. The classmate cues up the display of combined “phobia” words, **Student C** selects a wrong answer from the list. “Hmmm. No, that’s not the answer for number 1. Can you guess again?” **Student C** does, and is correct. (It should be noted that number 1 was the same phobia named in their earlier exchange.) **Student C’s** answers are scored accordingly, with a description of the supports written on the back of the worksheet.

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Supports: (How is the student supported to participate and demonstrate his learning?)

What supports are in place? Materials? Team Planning? Pre-coaching? Personalized instruction? Physical Assistance?

