

School: Henderson Collegiate Classroom: Talley Grade Level: 5	
<p style="text-align: center;">PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> - students change classes for different subjects and electives - students go to board to work out problems - recess? 	<p style="text-align: center;">LANGUAGE/LITERACY DEVELOPMENT</p> <ul style="list-style-type: none"> - Greets each student with hello in a different language -vocabulary walls -vocabulary emphasized throughout lesson
<p style="text-align: center;">COGNITIVE DEVELOPMENT</p> <ul style="list-style-type: none"> -Spiraled warm ups (review old and new stuff) -link lessons to real-life (Why ears pop going on a plane, up mountains, or on an elevator?) -guide lessons that require applying lessons to real-life issues (problem solving) -Mr. Talley circulates to provide individual assistance, check answers/give feedback, and to record results that are shared on board -Reading Intervention Block, Math Intervention Block, and Tutorial Program integrated into the daily schedule 	<p style="text-align: center;">SELF-CONCEPT, IDENTITY, MOTIVATION</p> <ul style="list-style-type: none"> - very engage teacher and classroom - high energy motivates students - One assignment had students write their answers as tweets - Inspirational quotes are in classrooms and throughout school -Students work on character trait development
<p style="text-align: center;">PEER RELATIONS & MORAL DEVELOPMENT</p> <ul style="list-style-type: none"> - Students seated as partners, but mostly completing warm up and lessons on own with whole group debrief. - Students did turn-and-talk before reviewing warm-up, also did turn-and-talk after watching a video on ecology. -Work on personal character in class and during <i>Pride Time</i> -Similar posters with character traits are in all classes 	
<p style="text-align: center;">STUDENT OBSERVATION (Michelle ?)</p> <p>Michelle was working on her 2 warm-up questions. She annotated key words in the question and answer choices, selected the correct answer, then explained the correct answer. Mr. Tallus gave her some feedback on her answer choice and Michelle went back and revised her answer and explanation. She got the second warm up question correct. She did not get to the <i>Above and Beyond</i> part as she took a little longer than other students on the warm up questions.</p>	