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Special Methods

Lesson planning and execution are essential to students’ successful learning experiences. As we have discussed in class, having students engage and participate in the lesson is essential. I observed the exercising of a lesson plan in a 9th grade science class. I observed one Ms. Papia’s classes. She teaches ninth grade science at St. Joseph’s High School. The structure of her classroom is a traditional setup with desks in rows. The despite the classroom setup her students could perform science labs in it. She also has a whiteboard board in the front of the classroom. Her desk is also located in the front of the classroom. It is placed there so all of the students can she her and hear her as well as see everything that she is writing on the board. She also has the classroom mildly decorated. She believes in stimulating the students’ creativity but also in trying to keep them focused. The classroom was also furnished various live plants which the students experiment and study with. The classroom also has a TV and DVD player which she uses to show videos to help keep the kids interest as well as make the material relatable to them. Finally, it has two large windows and is well lit.

Ms. Papia, while believes in getting her students involved does include lecture in her lesson plans. She does however strongly try to engage her students. While she does lecture, she constantly asks her students questions and encourages her students to hypothesize. While she does lecture, she also does have the students experiment. She has one class period a week which is dedicated to a laboratory experiment. She does give the students steps for the lab but has the students create their own hypothesis and asks them questions about the lab process and tries to test their understanding.

I also observed two classes of Mrs. Cellini who teaches 11th grade science. He classroom have tables which the student sit at which are very practical for conducting experiences. She has a Whiteboard and projector at the front of the classroom. There are also four large windows in the back of the room. She also has many models around the room to help capture the students’ attention and apply to different students styles of learning. She believes in a very hands-on approach to learning. She performs many experiments with her students. She also has them create a lot of projects. She feels that if they play an active role in their education it will not only help them understand the material better but also motivate them and encourage their curiosity. She also however does include lecture in her lesson plans to cater to all students learning types. She writes on the board as well as conducting lab experiments, lecturing, and has the students take notes and perform writing exercises. She also poses questions at the beginning of each class to get the students to focus on the material and judge how much of the material they remember and can understand.

In the classes I observed, many students participating by answering questions with examples that related to their own life. She wrote questions and information on the board and also read them aloud to class to make sure everyone understood them, appealing to those students who process information auditorily. She also is very involved in the class and walks around the room, checking the students work. She also walks around the room when she gives the students writing assignment to keep the students’ attention and so that they all can see her and she can see them and that she is able to ask them questions and they can access her as well. She also asks the students questions while she lectures both to keep their attention and make sure that they were understanding what she is saying. For the lab instruction she splits the class into groups letting them choose their own group as long as no student was left out and each group had an equal amount of students. She gave the students verbal instruction as well as written instructions. Despite the help she gives the students in this manner she also has the students hypothesize about the results and offer explanations to why they acquired the results they did. Overall her students were well behaved and based on their ability to answer questions and success in lab seemed to comprehend the information she was teaching them.

While both teachers used a hand on approach and employed aspects of the five E’ I found Mrs. Cellini’s lesson included a better exercising of the five E’s. Her students were using more creativity. They also did a lot more exploration and independent study. It also showed in their success in answering her questions and in their lab reports. Her lesson plan and its execution revealed the importance and success of incorporating the five E’s into a lesson plan.