

Student Teacher		Observer	
Topic / Unit	Glaciation	Date	
Class / Key Stage	Yr 8	Room	

My related targets this week are:

After discussions about my progress, I have identified the following focus for my observer:

What do I want the students to learn? What are the objectives of this lesson?

What is this lesson building on, and building towards?

The different types of glacial erosion in order to describe the formation of a corrie using annotated diagrams

What might the pupils find difficult, or what misconceptions might they already have?

Understanding that the ice is mobile
Knowing the differences in weathering and erosion

What key / new terminology am I introducing?

Erosion- plucking, freeze thaw, abrasion
Diagram- lip, moraine (deposited material), backwall, horse-shoe shape, ablation zone, friction, tarn, pyramidal peak, arête, retreating

What resources do I need?

The worksheets for the pupils to fill in and stick into their books
The mini whiteboards, pens and rubbers

What health and safety considerations do I need to make?

Lesson Parts

How will the pupils enter the classroom?

Who is doing what?

The pupils should be lined up outside the room, I will bring them in and they will sit in their seats quietly with their equipment and books out ready to start. I will have the starter on the board that they can get started with.

What adaptations are needed?

Making sure SEND students know what they are doing, possibly bringing them in first.

Part 1- check prior knowledge (5mins)

Who is doing what?

Retrieval questions (mini whiteboards)

I am reading the questions and the pupils are thinking and answering the questions on their whiteboards

What adaptations are needed?

Be more conscious of any SEND pupils needing more time or more explanation.

I am circling the room and supporting an pupils that need additional encouragement or help.

How do I check understanding?

Get pupils who get it right to explain why they put that answer down.

How will I transition to the next phase?

Collect whiteboards in either myself or get a pupil to help/ put whiteboards at the top of the desk, out of the way.

Part 2- hook: visual images (5mins)

Who is doing what?

Hook: Images on the board of a corrie with ice in it, with a tarn and other glacial features present to, possibly with labels.

The pupils should have a discussion in groups or pairs on what the images look like, pick out features and start using descriptive words (shape, size).

Bring the discussion back in, I ask them for their feedback and get them to share with everyone.

What adaptations are needed?

Be aware if any pupils are colour blind and be prepared to give them a physical copy possibly change the colour of paper

Any pupils with visual impairments may need to be closer to the front and images blown up.

How do I check understanding?

I will bring the discussion back in and ask them targeted questions on what the were discussing.

How will I transition to the next phase?

Make sure they are refocused, quiet and looking at me by making them put all pens down and possibly use a count down if pupils are still talking or distracted.

Part 3- main part of the lesson

Who is doing what?

What adaptations are needed?

How do I check understanding?

<p>We will watch a video on the formation of a corrie, possibly pausing at points to discuss what's happening.</p> <p>I will explain using diagrams and drawing it out on the whiteboard. The pupils will be focused and listening at this point. I will ask them targeted questions throughout to make sure they are engaged.</p> <p>Complete a labelled diagram by providing a passage describing the process and get the pupils to draw the diagram.</p>	<p>If pupils are struggling with the drawing of the diagram I can provide them with a print out of the diagram and get them to put the labels on it.</p>	<p>I will ask them targeted questions throughout to make sure they are engaged.</p> <p>I will be circulating the class live marking during the completion of the diagram.</p>
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How will I transition to the next phase?

I will get them to close their books but not put away as that can cause distractions

Part 4- plenary

Who is doing what?	What adaptations are needed?	How do I check understanding?
I will ask them quick fire questions.	Giving any SEND pupils extra time to think before asking them any questions.	Targeted questions should help me work out who has understood the lesson and who might need to go over this topic again.

How will I transition to the next phase?

How will the pupils leave the classroom?

Who is doing what?	What adaptations are needed?
Make sure pupils clean and put away any whiteboards that are out. Make sure any worksheets are stuck in before putting away books. Collect in any borrowed equipment. They should be sitting packed up and quietly waiting to be dismissed.	

Reflections

What feedback did you receive / reflections do you have on this lesson?

What discussion points / questions will you take to your next mentor meeting?

