

Terra - Observation #1

Issues to Focus on:

- Teacher talk time (TTT)
- Giving directions, modeling activities & checking comprehension
- Activities (too many, too easy, too hard, too complex?)

Schema activation:

Have you seen this symbol? - Not clear what you want the students to do/learn
Rangers - define this term for them

What activities do people do at parks in your country? - Maybe have them talk in groups instead of whole class, maybe write their contributions on board for everyone to see

How long do people go for? - Could use clearer syntax

What type of person goes? - Adjectives as the objective?

Make clearer what the language objectives of first portion are - verbs, nouns, adjectives, expressions of time

Good that you asked students about their specific countries to elicit from specific students (e.g., Turkey)

Half Dome picture:

Nice use of adjectives

Effective way to model the activity they will do next

Park descriptions activity:

Overall nice instructions, but make sure to check for comprehension before moving to groups

Nice group activity

What are the language objectives? - perhaps give some formulas (e.g., "We see...", "There is...", "This part is _____".)

Great that you walked around to different groups to check in & provide guidance

When transitioning to the whole class - make sure that all the students are ready to listen to one another

Make sure the other students can see other group's pictures, perhaps give a task to those who are listening (e.g., write down a new word that they will share afterwards)

Clarify why you are writing certain words on the board - categorize them in some way, are they supposed to be writing them down?

"Who would like to visit one of these parks?" - good that you focused on this structure during the lesson, but could provide the material for their understanding before asking them the question using this structure

“Has he been there?” – not all students are familiar with present perfect – using this as an explanation for “would like to” may be difficult for some students
Nice discussion with the students

Park brochures:

A lot of instructions for the students – check for comprehension throughout
Fill out the handout – have they had a chance to learn reading for details – this is a skill set that would be useful for them

Cool that they have to say “I would like to visit...” before getting to pick a brochure

Might also be useful to teach them “I’d like...” as a conversational variation of “I would like”

What is the rationale for having them work on the handouts on their own, especially for a conversational class?

Great that you walk around to check in with all the students

Making sure to be realistic about how long the activities will take

Chart:

Nice use of graphic organizer

Effective way to get them talking about the parks, and bringing it back to the lesson objective of “I would like to”

Who can tell me what you’re going to do? – can wait to see what they will say before providing them yes/no questions, though yes/no questions is a good way to go

Great interactive activity that brings the different pieces of the lesson together – students were talking, walking around, using the language, and learning about the topic

Nice to bring everything together in the end

Well-designed homework activity, great that you checked with them to make sure they understood the instructions and explained it again before they left