Date: 17 November 2016

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| **Learning**  *(Describe the detail of learning developed via the lesson.)* | **Description of lesson or activity and lesson organisation**  *(Note organisations used throughout e.g. individual learning, paired discussion.)* | **Student teacher role**  *(Detail your involvement as observing, assisting or leading learning for specific groups. This should be planned by the class teacher.)* | **Comments e.g.**  *To what extent did pupils engage with the learning experience?*  *To what extent was the learning achieved?*  *What would be appropriate next steps?*  *How effective was your contribution to the lesson? How do you know?* |
| **NUMERACY & MATHEMATICS**  Pupils were learning to:  Number Talks  I have investigated  how whole numbers  are constructed, can  understand the  importance of zero  within the system and  can use my knowledge  to explain the link  between a digit, its  place and its value.  MNU 1-02a  I can use addition,  subtraction,  multiplication and  division when solving  problems, making best  use of the mental  strategies and written  skills I have  developed.  MNU 1-03a | Today’s lesson was number talks.  The teacher gathered all the children on the floor and used the board to write up sums.  The class all worked together | O | The teacher wrote a sum up on the board and asked the children to think of how many different strategies there are to get the same correct answer.  Pupils showed how many strategies they had with their fingers and then the teacher asked pupils for their answer and how they got to this answer.  The teacher wrote up the strategies on the board so all children could see it and try and follow the different strategies.  The children all had many different strategies. Children getting to the correct answer should the teacher that they had a secure knowledge of place value.  This activity showed pupils the many ways of getting to the same answer. The pupils were extremely enthusiastic and had lots of strategies.  I was amazed to observe and see this lesson in action as it was something I had learned about last year at university. I was stunned to see the different methods that children used. This reminded me that every child’s brain works differently and we need to support them in their thinking and reassuring them that they can use whatever strategy works best for them. |
| **LITERACY & ENGLISH**  Write a letter  I can write  independently, use  appropriate  punctuation and order  and link my sentences  in a way that makes  sense.  LIT 1-22a | Pupils task in literacy today was to write a letter.  This lesson was to allow the teacher to check how much the children remembered about writing letters since they last done it.  The teacher did not show an example of a letter, as she wanted to assess the pupil’s own ability.  However, the teacher did speak over some do’s and don’ts to writing a letter – however does not write this up on the board.  Pupils were given free choice to write to whom every they want, and they could write whatever they wanted to. | A | Once pupils started writing their letters, the teacher asked me to work with a group of children who struggle.  These children required a lot of support. One pupil has ADHD, one pupil has severe learning difficulties and the other 2 pupils are bright but often get distracted and do not stay on task.  I worked with all the children in different ways to help them. Pupil A who is bright did really well in this task and only required support in spelling tricky words. She knew what she wanted to write and did not need much support. She also stayed focused and on task, therefore I did not need to interfere with her work.  Pupil B has ADHD. He was often extremely distracted and difficult to manage. He struggled with spelling a lot of words and did not follow my instructions well. He often did not want to receive or listen to my advice. This made it extremely difficult to help him. I sat myself beside him, as he was the child who required the most attention. He often distracted other pupils at the table and did not want to do much work.  Pupil C was a bright child who had lots of ideas. He got down to his work quickly and required help with spelling certain words. He sometimes got distracted and would go off task, however after speaking to him he would quickly go back to his work. He produced a good amount of work and wore ear defenders to help throughout this time. I believe he done well during this task, however I believe this was due to me overseeing his work, otherwise I believe he would have chatted and been off task.  Pupil D is a pupil with extreme learning difficulties. The class teacher told me she is working at primary 1 level. She struggled with simple tasks such as writing the date and the learning outcome. She was extremely slow and had little literacy skills, such as; finger spacing and spelling of simple words. She would often day dream if not constantly told and pushed to stay on task. Pupil D did not have any ideas of what to write, therefore I gave her the idea of writing to a friend about her summer holiday. The pupil liked this idea but still struggled to come up with content to write about. I had to tease out ideas from her and she required a lot of support for spelling. From working with this pupil, she did achieve more than normal and was able to produce a short letter.  Working with these 4 children was a challenge and did test my skills. I do believe my involvement allowed all four pupils to achieve more than they would have if they were working themselves.  It was enjoyable working with these pupils and seeing them achieve so much. |