⋮

What is your takeaway from lesson observation?

2 5

All Sections

You've just turned in your detailed lesson observations. Now is the time to share one thing that stood out and and you might use it in your teaching (maybe you've already added it to your lesson plan). It may be a detail (a strategy, transitions in the lesson, teacher's language or action, classroom management etc.) you haven't thought of before. Please share for everyone's benefit.

| Search entries or author | Unread | ↑ | ↓ | ✓ **Subscribe** |

↩ **Reply**

○

(https: **Christian Aguiar (He/Him/His)** (https://my.uclaextension.edu/courses/32476/users/130203)
⋮

Mar 3, 2021

I was struck by how well the instructor was able to anticipate a student challenge based on prior experience and then build that challenge into the lesson to create an authentic experience. In this case, she knew students would struggle taking dictation of paired words with back-to-back vowels ("go into") because, when we speak, we add a consonant to smooth the transition. She was able to used the dictation as a warmup; most students struggled, so then she was able to present her lesson as a solution to that challenge. Presenting a skill or technique as a solution to a challenge students have just struggled with makes the material feel much more authentic.

↩ **Reply**

○

(https: **Raquel Armendariz (*She/Her/Hers*)** (https://my.uclaextension.edu/courses/32476/users/129028)

Mar 3, 2021

⋮

Something that was very insightful and I hope to incorporate in my future teaching, the balance between an organized & well-prepared lesson and the flexibility and the non-stressful manner in which the lesson was presented. I think that it added to the level of engagement and increased participation. There have been professors in my life that start a class by saying, "we have a lot to cover today so..." that makes me feel like I'd be wasting their time and my classmates' time if I ask a question or take too long to answer a question. In other words, you feel lectured, and not as an active participant in the learning process.

↩ **Reply**

(https:.   **Chiaki (https://my.uclaextension.edu/courses/32476/users/112607)**   ⋮
           Mar 5, 2021

I observed a lesson focused on how to smoothly pronounce extra sounds between two words. One useful idea I learned was the importance of having sufficient opportunities for students to collaborate in a lesson.

The teacher in the video utilized pair and group work and encouraged students to help each other. The students were given ample opportunities to share their ideas to practice conversation, pronunciation, and check their comprehension through peer-assessment.

As Vygotsky proposed through the Zone of Proximal Development, when learners experience a problem that they cannot solve on their own, they need support from others. It is important to work collaboratively to develop.

There were no behavior issues as the students in the video are highly motivated and focused on learning. All teachers know having pair/group work and student collaboration are essential and critical aspects of student learning. However, it is sometimes challenging to incorporate student collaboration every day when teaching high school students. When there are severe behavior issues or students who lack motivation, it is hard to have pair or group work as those students don't participate or prevent other students from learning during group work. However, after observing the video lesson, I felt I should keep on encouraging unmotivated students and having collaborative work even when there are behavior issues.

Edited by **Chiaki (https://my.uclaextension.edu/courses/32476/users/112607)** on Mar 9 at 6:30pm

↩ **Reply**

Yoko Matsubara (https://my.uclaextension.edu/courses/32476/users/161025)

Mar 7, 2021

I liked the idea of having students create their own picture dictionaries. The teacher in **Growing Vocabulary with Beginning English Learners (Links to an external site.) (https://www.newamericanhorizons.org/training-videos)** did a lesson for building vocabulary related to the human body, and she made a point to recycle the same vocabulary set in as many ways as possible (total physical response, singing, bingo, a group spelling game, etc.). One of the last was the picture dictionary.   She had students find favorite photos of a full body and a close-up face from old magazines and had them cut out and glue on the paper and write the vocabulary for the body parts on them.

The teacher mentioned in a short interview that it allows the students to apply what they've learned and be creative, and because they can look up the idea, a picture diary is much better than a word diary for beginners, and as the students are choosing their own pictures, they are more attractive to them.

I found this versatile as you can apply this idea to other vocabulary sets as well, such as house, office, school, hospital, restaurant, factory, train station, and airport.

↩ **Reply**

Melinda Cavalletto (https://my.uclaextension.edu/courses/32476/users/150435)

Mar 7, 2021

I was amazed to see the student's interest in the teacher. The instructor had complete control of the classroom, which seemed to help the students concentrate. I also appreciate the time this teacher put into creating a lesson plan. This preparation showed in the ease of the class. Because there were no gaps in the instruction, the students did not have time to lose focus. This is an example that I need to work on. When creating a teaching example video, I had long pauses that made my lesson boring.

↩ **Reply**