

Observation of 5th grade science class



**ASSIGN
BUSTER**

Observation It was an attractive room of appropriate size. The were sitting in a horse shoe shaped manner in groups and all were enjoying the classroom surrounding. The walls were neatly decorated with a number of models, graphs and charts. It was a class on “ Reproduction and Heredity of Organisms”. The teacher began his class with a light chitchat with the students. He then discussed few of the points of his last class, asked for any doubts, raised few questions on it and then he started the new topic. The environment of the class was encouraging; the teacher was interacting with the students in a very positive manner. The behavior of the students was quiet disciplined. The students were also putting forward questions and their doubts related to the topic. The teacher was listening to the students with a keen interest and ensuring that their ideas receive a thoughtful reception which clearly demonstrated that the atmosphere of the class was full of respect and rapport. The teacher was respecting the ideas of students and students were paying attention to what there mentor was telling to them. Also, students were respecting each other in the classroom. Some students who were experiencing difficulty in learning were explained the topic through alternative approaches like giving examples or with the help of figures and pictures. In the class, the teacher was encouraging the students to take full responsibility for their own and the group’s learning. The students were frequently asking questions and the teacher was busy in demonstrating his topic alongwith answering all the questions of the class. The teacher firstly dissected a flower and demonstrated the parts of a flower and then he asked the students to dissect and name the parts. All the students took part in the activity and they were seen helping each other. The teacher helped some of the students himself in dissecting their flower. The teacher was asking

questions in between the topic and ensuring that all the students should participate in the answering session. Most of the questions asked were of low level cognitive type and students were praised when they were answering correctly. Few of the students who were unable to answer were helped to get the correct answer. The transitions between the topics were quiet smooth and all the students were ensuring their efficient operation. Lesson was presented in a brief but concise manner with the use of charts, figures and models. The teacher has managed the class very well which was evident from the smooth operation of the class and efficient use of time. There was an efficient system for performing non instructional duties resulting in minimum time loss. During the lesson, students and teacher have plenty of opportunities to interact and most of the time the students were busy in some activity, in class discussions or listening to their teacher. It was evident from the class that the students have no fear of being ridiculed when they advance an idea. There was a proper routine for the movement and management of classroom groups, distribution and collection of materials. The material used for teaching was most appropriate for the ability of students of this age and was designed to engage students in meaningful learning. The teaching style and language was simple which was a positive point as all the students were able to understand and connect to the topic. Group activities and question-answering strategy was appropriate in assessing the learning ability and understanding of the lesson used by the teacher. Volunteers were actively and productively engaged during the entire classroom session. It was a well behaved, well managed, well organized and well conducted class where the teacher was successful in establishing a good learning culture. The atmosphere was full of enthusiasm

and students were willing to learn. The teacher succeeded in his ultimate goal of making the students to understand the topic. Works cited NA.

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