S T E I N W A Y I N T E R M E D I A T E S C H O O L 141Q
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OBSERVATION REPORT

Teacher: Mr. Gondal

Subject Area: Science - Gr. 7

Class: 7-2

Date: October 30, 2002

Students in Attendance: 27

Period: Two

This was a pre-arranged observation.

Development of Lesson:

Teacher Goals and Objectives for 2002-03 submitted in September, 2002.

1. To learn subject matter according to the curriculum.
2. My students will be able to learn computer skills.
3. To learn and demonstrate how science generates technology.

AIM: How Can We Use the Periodic Table to Find Key Data and Furthermore, How Can We Present Selective Data Visually.

Standard: Demonstrates Understanding of Properties and Changes in Properties of Matter.

Mr. Gondal began this lesson by introducing the lesson aim and asking the students to write down the names of 10 ions they have come across recently. Mr. Gondal moved to the chalkboard and presented an example:

	Ferrous	
Atomic # of Protons	26	Atomic # Same
	Fe	
Protons plus Neutrons	Iron 55.847	Mass Equal

At this point, Mr. Gondal distributed a hand-out after going over the Periodic Table. The hand-out contained an empty grid which was a representation of the Periodic Table. (see attached). Mr. Gondal moved the students into six working groups to look at a few elements and complete the Corresponding Atomic Mass visually. He asked the students to use a line graph, a bar graph or a pie chart to represent the data for the ten elements on their hand-out. A spokesperson was selected to report the results on the board to the entire class.

Teacher Questions:

1. Which element has the highest atomic mass?
2. What are some of the uses of the element?
3. Why did you use the kind of chart that you used to show the Data?
4. If you had the chance to construct the Periodic Table, what changes would you like to make?

The noise level in the groups began to increase in volume. The students were given a total of twenty-five minutes to work within their groups. At this point, Mr. Gondal asked the students to complete their work and the spokesperson to bring up the large visual graph paper. The six groups presented a brief report on their findings in graph format. The bell rang concluding the lesson as the students were presenting their information. Two groups had no visible graph. Mr. Gondal held the students four extra minutes making the students late for their period three class.

The students were asked to complete questions 20 - 24 on page 133 of the textbook entitled, Physical Science - Science Explorer by Prentice Hall, copyright 2001.

Comment Section: I want to commend Mr. Gondal on his attempt to have the students complete work in cooperative groups. I believe the students in class 7-2 appeared focused and were given good information and proper direction toward completing this activity. This particular lesson followed the syllabus for this time period. There was also an apperceptive basis laid for new material.

I do suggest that the proportion of time be adjusted so that there is time for the students to make a final presentation. There should also be time allotted for a medial and terminal summary and critical thinking questions - this did not occur.

As discussed in our post observation conference, there needs to be more demonstration and discussions created by the teacher. The teacher must model the proper procedure before students are given a task to perform. There is also a need to elicit the lesson aim from the students and structured in question form.

This was a satisfactory lesson.

Very truly yours,

Anthony B. Aldorasi
Principal