

NOTE-TAKING TEMPLATE for JOHN MUIR RESEARCH LESSON:

Name: _____ Observing for: Mr. S (3rd grade)

<p>Our Research Theme: Students will use evidence to reason and construct viable arguments so that they are confident, independent learners.</p>	<p>Our Theory of Action: If we provide ample opportunities for our scholars to construct viable arguments to support their reasoning and to critique the reasoning of others by using higher order questioning and strategies to make student thinking visible throughout lessons, then they will become independent thinkers and learners.</p>
<p>Lesson/Learning Goals:</p> <ul style="list-style-type: none"> ● Understand that two fractions are equivalent (equal) if they are the same size or the same point on the number line, even if they have unlike denominators. ● Students give evidence to prove fraction equivalencies through the use of fraction strips or number lines. 	
<p>Points for Evaluation and Data Collection</p> <ul style="list-style-type: none"> - How are student misconceptions being used throughout the lesson to promote student learning? - How are students using the models to support, share and discuss their understanding? (construct viable arguments) - Who is carrying the cognitive load? (teacher or students) What's the evidence for that? 	

Section of the lesson	Observations
Introduction and Posing Task	
Independent Work	

Independent Work	
Board Work	
Summarizing/ New Learning	

POST LESSON NOTES:

<p>Evidence of student learning in relation to the lesson/learning goals <i>(Evidence may include student work, verbatim record, body language or behaviors, etc)</i></p>	<p>Evidence of student learning or experience in relation to the research theme & theory of action <i>(Evidence may include student work, verbatim record, body language or behaviors, etc)</i></p>