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Name: \_\_\_\_\_

for: \_\_\_\_\_

Grade Level/Subject Area: 6<sup>th</sup> Grade Class

Date: 10/1/2013

Lesson Topic: Warm-up

Teaching Standard: \_\_\_\_\_

Observation Focus: \_\_\_\_\_

Content Standard: \_\_\_\_\_

Time	Teacher	Students
12:22	Shaking hands, <sup>student</sup> says names as kids enter (3)	- Student greeter - Takes attendance
	"Teachers going to take pictures for yearbook - you'll all look great!" "We'll start when you're quiet"	- <sup>Student</sup> Warming up - Class of exercises - Lip "chills"
12:28	"We're going to vowels" Picture feature	Students do vowels & hand movements
	"Sets of space & tall"	"our teacher did a context last year about who could hold the note longer"
12:36	"Let's do our breathing Inhale for 4 Exhale 4"	So each trustee has a different hand movement
	"Don't talk please"	
	"New tongue trustee waiting for it all week"	Sounded like a scary movie - the scale
12:35	"Some things are different"	
	"This is called mirror"	

Code: \_\_\_\_\_



# Selective Scripting

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_ Teaching Standard: \_\_\_\_\_

Observation Focus: \_\_\_\_\_ Content Standard: \_\_\_\_\_

Time	Teacher	Students
	<p>- What did it do? How did it make you feel? - Mirror <sup>car</sup> creates a sad feeling. - next time with confidence 12:37 "much better" - 1st time through Sing it <sup>to</sup> yourself in your head - 6x for the 3 notes 2nd time -</p>	<p>- made it a lot lower - sad, the lamb is dying - Students sing the truster Is this from Sumnerland?</p>
13:40	<p>Nice job! ask your parents let you play it? By the way good job on your picture - Best class so far!</p>	<p>Students sing</p>

Code:




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Time	Teacher	Students
<p>12:45</p> 	<p>Someone wants to flip the chart</p> <p>- Won't talking - one more time</p> <p>You can do it.</p> <p>Please take out Snow <sup>is falling still</sup> Measure 13</p> <hr/> <p>1, 2 and AND -</p> <p>I heard one person end</p> <p>Sight</p> <p>"Sit up tall"</p> <p>"don't get lazy"</p> <p>"Nice you guys"</p> <p>"Thank you"</p> <p>the audience is going to understand what</p>	<p>Someone said how to find measure 13</p> <p>Students sing from Measure 13</p> <p>Students shout out the ending H!</p>

Code: *one more time with the piano -*



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Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_ Teaching Standard: \_\_\_\_\_

Observation Focus: \_\_\_\_\_ Content Standard: \_\_\_\_\_

Time	Teacher	Students
12:50	<p>Without <sup>time</sup> piano this don't worry, we'll get it right Here we go, here we go ~ ~</p> <p>Let's go on, measure 25 - Jackson</p> <p>You're going to be doing something different I'll wait ~ ~</p> <p>1's you have ~ ~</p> <p>2's ~ ~ ~ ~</p> <p>2's were louder</p>	<p>All students are engaged in singing</p> <p>2's "softly" 1's still, still, still</p>
12:57	<p>1's sing louder match them nicely done</p>	<p>There's a question</p> <p>"I noticed Pt 2 got a little softer" I got lost in it!</p>

Code:

good yourselves  
ahead - 1st time through