



November 10, 2023

Mrs. Dill Observation

Mrs. Dill – History

1:45 begins class by asking students about the differences between north and south Carolina. No recitation. No preparation for class. Scholars are offering information. Five scholars are crocheting. Random answers being given.

1:50 Mrs. Dill notices the crocheting and asks them to all put it away. *This is where the “prepared to learn” prompt comes in very handy. Managing expectations, especially with middle schoolers is crucial to prepare them for high school.*

1:52 Mrs. Dill asks questions about yesterday’s reading, they are lower Bloom’s questions such as “Were the farms in NC big farms or little farms?” Scholars are directed to open their books and begin reading with Evelyn. When Mrs. Dill hears the words “absolute monarch” in the reading she stops the students and asks “What does that remind you of?” *This is a great strategy for training first and second graders to look for classical connections. Mrs. Dill is trying to get students to think about the timeline song. She starts humming it and then they catch on. She asks them what time period they are in and they immediately remember circa 1500 to 1800 time of the absolute monarchs.*

Mrs. Dill asks them the difference between a monarch and an absolute monarch. They define it. They continue reading the chapter.

2:00 Mrs. Dill directs them to think/pair/share. First use of this strategy observed. Scholars are to take the whole chapter and try and narrow it down to one summary sentence. They are given 3 minutes and then they share. Mrs. Dill goes around the room and listens to the sentences that are extremely long. She picks one and has the scholar write it on the board. They are all to copy it in their notebooks. *Are you using the Joy Hakim Study Guides?*

At this point Mrs. Dill hands out a map and switches over to geography. Explains Central America and the Triangular Trade and what was brought there in order to help them produce crops (slaves). Europeans owned the Caribbean and brought African people to help.

Mrs. Dill says, “We need to do this quickly because we have to pack up the room” she begins writing the names of the countries on the board and scholars are labeling their maps. They are extremely chatty. There are many strategies to help students remember geography. This would have been better left for another day since it was not restful at all. Mrs. Dill is constantly shushing the students and then says, “Let’s keep our lips zipped we are moving toward a strike” They are then directed to put their maps in their geography binders and start stacking chairs. *For geography, a colored map would be very useful as we memorize better in color than black and white. I noticed all teachers using black markers and all students using black markers. Color can and should be used in a number of cases. We can discuss. Also, Mrs. Dill should incorporate using the screen if at all possible with her computer to put the map up and then animate it so that the names are labeled as she goes. Students should use color to label to help them remember which are US Virgin Islands and which are British.*