



**Brittney Merryweather**  
Anecdotal Report | EDUC 419D

Created on 04/18/15  
by Cynthia Clerc

## Grade

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7/8

## Subject

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Science (Neuroanatomy/Neurophysiology)

## School

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Eagle Mountain

## Focus of Observation

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April 16th -- Global Scan

## Report

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11:14--students arrive from another class... get settled..

already projected on the board what students need

1. your brain model
2. your brain poster
3. criteria assessment sheet..

-Then verbal cues.... "if you don't have that, you can share.... " [Great! You have provided both visual and verbal cues and anticipated what to do if s/o isn't prepared.]

"While you are quietly sifting through things I am going to tell you a story... " TC moves slowly around the classroom while telling a story. Students settle quickly.

"HM.... epilepsy....seizures...electrical firings with in the brain..."

students quiet and engaged in story...

TC then questions...."Which part of the brain do you think they cut out? Look at your sheets, " [good prompts, relates to prior knowledge]..... ..

"OK we've got three people..." TC then counts how many hands.... then asks Travis [good wait time to encourage participation...also serves as a check for understanding] Travis answers.... "hippocampus..." a few students say : 'Yes!!' [i.e. that's what they were going to say]

student asks a question relating hippocampus and Alzheimers.... TC gives a really thorough answer with quite technical terms... students say "whoa"...seems like information overload! [How could you break this down? Note: TC realized it and spoke to student individually afterwards in simpler terms]

"Has anyone seen the movie--'Momento'...based on HM's life/ brain..."

11:21--- asks a few terms.. a few more hands..

student asks when assignment is due... [Try to anticipate these types of housekeeping parts of the criteria too.]

Review of brain sculpture criteria:"What do we have to do.....?"

[Projection---any way to make it bigger?--Note: TC has tried]

"Where do you think you can find it?" □--- [good to encourage independence]

Thumbs up/sideways/down..... a lot of thumbs sideways.. [Why do you think this is?]

asks prompting questions re resources... Students: "oh ya"

Simon says and different parts of brain... on own head...

Question...."how do these lobes differ?....what do you need to know?..."

TC: "Was there anyone who went for exceeding expectations and found out amygdala...responsible for developing emotions...stress/fear.."

TC uses good gestures to support meaning

TC: "Think about memories and emotions and why they stick out.."(this is a great statement..give them the time to process this----they don't need to share this, but it would be good for them to pause and think about it)

criteria... reviews criteria...

TC: "Let's think about our project....what do you need to be successful?..."

what about in terms of what you need ref. learner profile....what our colleagues need as well..

how can you can make sure you are on track and can finish on time?..."

any questions before I let you go?...personal questions you can come and see me..."

[I love this!!!!!! Excellent Self-Regulated Learning reminders!! ]

prezi website projected for reference

11:37--- students are very quiet and engaged in their work....most students work individually, a few whisper if they need to speak (Impressive!!!!)

TC circulates and checks if anyone else needs any of the criteria sheets...

11:40 it is absolutely silent in the room!

[observation suspended]

11:59---closure....announcements...

reference to graphic novel that student might be interested in relating to neuroscience... "awesome...." TC is enthusiastic about this novel.

clean up and have a great lunch....

## Recommended Follow Up

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What went well

-An amazing lesson!-- Emphasis on SRL and students responding to:...."what do you need to be successful?"---

-Very, very impressive that students are understanding the challenging concepts of neuroscience and making intelligent, reflective comments

To think about

-clarify criteria---anticipate basics---due date, length

-give time for students to pause and think

-more discussion in small groups (peer to peer consultation)

-wording and types of questions should be at an appropriate level for their success and advancement