

Practicum Video Reflection

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Subject: Art/Science/ELA	Grade Level: 3 rd

Fill out the following with your Practicum Teacher after videoing yourself teaching a lesson during your practicum.

<p>Lesson Objective: (be specific) By the end of the lesson, student will demonstrate their understanding of animals traits by completing their art project. (the students created a silhouette of their animal and then show what their animal's hair looks like in the background using different techniques and mediums.)</p> <p>By the end of the lesson, students will write examples of descriptive sentences describing their animals characteristics.</p>	
<p>Use the following questions to help guide your discussion:</p> <ul style="list-style-type: none"> • Did the students understand what we did in the lesson? • Was what we did too easy or too difficult? • What problems did the students have (if any)? • Was there a clear outcome for the students? 	<p>Reflection and Next Steps:</p> <ul style="list-style-type: none"> • During this lesson, about 80% of the students were able to demonstrate their understanding of the art techniques of showing texture. I do not think that the concepts were too hard for the students, but I do think that they could have used more practice. For most students, this was the first time attempting to show texture for real life elements (their animal). The biggest problem that most students had was visualizing what a zoomed in version of their animal would look like. Most of the students wanted to draw and shade in the outline or silhouette of the animal however that was not the purpose of this project. During the engage/teach section where we discussed traits, why animals have the fur/skin they do as well as descriptive language, the students showed active listening and participation throughout. This section went well. • Moving forward to next time I teach this lesson, I may try to learn and anticipate more animal traits that students may want to show. I focused on short fuzzy hair, long pointy hair, scales, and feathers but did not think about animals like dolphins that have rubbery skin. I also may break this lesson up into multiple days so that students can focus on specific elements and skills at one time. The students have been learning a ton about traits and their specific animal through their research for informative writing.

Classroom Management

Use the following questions to help guide your discussion:

- Did activities last the right length of time?
- Was the pace of the lesson right?
- Did I use whole class work, group work, pair work or individual work?
 - What did I use it for? Did it work?
- Did the students understand what to do in the lesson?
- Were my instructions clear?
- Did I provide opportunities for all the students to participate?
- Was I aware of how all of the students were progressing?

Reflection and Next Steps:

- I do think that there was balance and enough time to work throughout this lesson. Thankfully, Mrs. Ward allowed students to use their WIN time to continue their artwork since it took longer than we originally planned. The time length was something that made me nervous because I felt guilty for it taking longer, but Mrs. Ward assured me that when students get into art, you can let them be creative and make deep connections to the material. In the end the timing worked out because of the flexibility of Mrs. Ward. Without that, I would say that the lesson was not planned for the slotted time well. I did not anticipate how detailed the students would be on their artwork.
- For this lesson, I used a mix of instructional strategies. When discussing the science concepts and reading the children's book, we did whole group instruction. At this time students were able to engage with the content and also had the opportunity to ask questions. This introduction section also took place at the front of the room. As we moved into the art studio section, the students moved back to their desk. This allowed for a reset and to give the students some movement. I then introduced the art techniques by modeling again to the whole group. Students were able to practice these techniques on their own. Finally, once the students received the instructions/expectations, I transitioned to 1 on 1 instruction with students as they worked and needed assistance throughout the process. Overall, this mix of instruction worked well and provided the right level of assistance for the given time in the lesson. Moving forward, I may allow students more time to explore the science concepts independently or discuss with their peers however this would only be possible if the lesson was split over multiple days.
- Throughout the work time, several students did need clarifications on the instruction/expectations and so I could have maybe been more clear. I tried to break down the process as much as possible, but since

	<p>each student had a different animal, I think most of the questions came from how to get their animal to look realistic. In order to help with this, I could have created a collage of animal pictures or had a PowerPoint slide up throughout student work time so that they had a central place to look. I helped each student to find pictures on their computer, but if I had it on the board, that could have been helpful.</p>
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<p>Assessment</p>	
<p>Use the following questions to help guide your discussion:</p> <ul style="list-style-type: none"> • How do I know if my students are ready to move on to the next lesson? • What proof do I have that they understand the lesson's objective? 	<p>Reflection and Next Steps:</p> <ul style="list-style-type: none"> • At the end of this lesson, the students completed three reflection/self assessment questions on their art. (What is one thing you like about your art, what would you change, and what traits of your animal do you see in your artwork?) The goal of these questions was for students to critically think about the art they created while also gaining an understanding of the science vocabulary word trait. Traits were the main focus of the science concept and so by looking at this reflection question, I gained a great understanding for what students caught on and which ones did not. One problem I did run into was that not all students finished the art which in turn meant they did not complete the reflection questions with the rest of the class. Again, I believe this problem could have been resolved if I split the lesson up, but the students were able to complete the reflection the next day during WIN time as well. I also did create a rubric to assess the student art work. This rubric was useful to see how my initial goals for this lesson came to fruition. Some students rocked it on this rubric, and others did not. The rubric I created did not plan for student creativity and interpretation of the artwork and so to modify it, I may make the rubric not so much detail oriented but focused on the objective and whole outcome of the artwork. • I do believe that the students would benefit from completing this activity again maybe using a different concept then science. I am excited to hear their informative reports once they are done and look out for descriptive

	<p>words or specific connections students learned throughout this lesson.</p> <ul style="list-style-type: none">• Overall, this lesson was a lot of fun even though it was one of the hardest ones I have done so far. Art is a subject that makes me nervous as an educator and so I am happy that there was a positive outcome with the student artwork at the end of this lesson!
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Here is some of their great work! 😊

