Observer's Recording Sheet

Time (min)	Steps of the lesson: learning activities and key questions	Observer's Notes **1.Evidence of Peer Support during learning** **2.Whether the level of scaffolding (in the worksheet) promotes learning** **3. How ICT tools can be used to engage students? Are they effective and easy to use?** **4. Whether the environment affects students' behavior and ability to learn.** **5.Write down any AHA moment** **6.How does the worksheet help the student to see the trend** **7.How does the video help the student** **8. How does ICT help the students?**
Introduction		
5 min	• T ensures students sit according to the assigned pair & distributes an iPAD to each pair. • T instructs on the learning targets for the day ○ To observe the video ○ To work with partner to complete the table ○ To discuss with pair to answer the questions ○ T advises to stop and rewind according to their pace of learning. • T informs the objectives of the lesson: ○ To observe the physical and chemical properties of alkali metals. ○ To observe the trend in their reactions. ○ To predict properties of other alkali elements.	*How attentive were the students to the instructions* *Do they show that they understand what is expected?*
5 min	**Class discussion :** Recap on the previous lesson: • Group 1 elements are known as alkali metals • Group 1 elements have one valence • Examples include: Li, Na,K • T elicit Ss understanding of a chemical reaction as a release of energy seen or heard as explosion, vigorous movement, colour change, flame etc. (dismiss temperature as it cannot be observed in the video)	*Were the questions posed able to elicit response from the students?* *Do students show that they understand what to observe in a chemical reaction?*

Student activity: YouTube video

25 min	Students to access the video	*How do the students work with their partners? What were the non-verbal signs of students' response to having to work in this group?* *Did they have any issues using the iPAD?* *Did they show signs of difficulty in recording the observations?* *Was the scaffolding in the guided worksheet is sufficient to promote learning?* *Any AHA moments or misconceptions rose during the whole activity?*
Development		
5 min	T signals time for pair to work on the questions	*How did the students interact with each other in coming up with the conclusions?*
5 min	T uses Q1 & Q2 to assess student understanding of the lesson objectives. T uses the chalkboard on iPAD	*Did the whole group participate? Was there a dominant member or did they take turns? Were they respectful of each other's opinions?*
3min	T leads students to predict in Q3	*How did they derive at the answer?*
Conclusion		
2min	T gives each student to write conclusions 1) Reaction with air? 2) Reaction with water? and 3) Reactivity down the group?	*How comfortable were students when made to make their individual conclusions?*
5 min	Observers may chat with the students to ask questions and clarify what they observed.	*Anything that you may have missed, or was curious about – especially about certain reactions or behaviour.* *What was the most significant take-away for them in this lesson?* *Are they curious to know more about the reactions of other elements?* *Which part did they enjoy most?* *Which part did they find most challenging?* *Did they enjoy the learning in this lesson?*