

Creating Mental Representations

**Lesson Study in a
Primary Classroom**

Team Meetings

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The Lesson Study Team Meetings

The Lesson Study Team:

The Year 3 teacher, a member of the SMT and the author.

The following is a description of the process our team followed throughout the lesson study. Hereunder are the meetings including what was discussed. It is important to note that we also used other means of sharing information, ideas and materials, such as shared documents and online chats to facilitate this process.

Meeting 1

We discussed the class we would work with and evaluated their needs according to their strengths and weaknesses, the LOF's, as well as the school's aims. From here, we collaboratively decided that we would focus on literacy, in particular reading comprehension. This became our research theme. We decided to research methods of teaching and enhancing reading comprehension then meet again. In the meantime, we decided to share our ideas online in a shared document to facilitate things for us since finding meeting times proved difficult.

Meeting 2

Through the sharing of our research online between the first meeting and the second, we concluded that we would focus on teaching visualisation as a reading comprehension strategy. The Year 3 teacher had also consulted with the school literacy co-ordinator about what we would be focusing on.

By using visualisation, you open the door for life-long reading. Most of all, you help develop in pupils the habit of actively thinking about what they read – which leads to greater retention and understanding.

(Draper, 2010).

We also researched this strategy more in depth to come prepared to plan in our actual meeting.

In our second meeting, we set out on developing the actual lesson plan based on what we had learned through our research. This involved looking closely at the set goals and how best to reach them through this lesson. Based on our research, we decided to scaffold the instruction so that the pupils have the opportunity to move from guided to independent use of the strategy in order to gain better understanding of a story or text. We began filling in the lesson plan template we had developed. We also discussed the texts we would use, as these would be crucial in such a lesson. The texts need to offer some challenge, be descriptive enough to facilitate visualisation, and offer opportunities for the children to use visualisation to read between the lines and create elaborate images that help them understand the text better. So, we decided on the texts to use for the guided practice and the independent

exercise. We also made a list of the resources needed for the lesson and agreed to work on them until we could meet again. We discussed differentiation in our lesson and how we could cater for enrichment as well as support for those who may need either. We also discussed who we would do the follow-up lesson with. Another Year 3 teacher we approached found no problem with us doing a follow-up lesson with her class.

Meeting 3

In this session, we had a short meeting with the member of the SMT to explain further our ideas for the lesson study and what the observations would involve. We agreed that the first lesson would take place on the 17th of January at 10:30am, the follow-up meeting on the 18th at 8:45am, and the follow-up lesson on the 21st at 10:30am. Again, scheduling these dates depended a lot on the availability of the participants.

Meeting 4

We recapped and had a look at what we have so far. We made a list of resources we still needed to make. We also discussed the *neriage* phase (the plenary). We decided to do a similar discussion where the pupils had an opportunity to share their visualisations, back them up with arguments and we could discuss the value of these in relation to the text and the visualisation skills used. This would provide opportunities for peer learning as well as for the pupils to solidify their own learning and skills as this is an important part of learning visualisation strategies. We also worked on developing the rubrics and observation sheets using the templates provided as a framework. We agreed to finish off any pending resources or work at home and share everything in our shared document. We shared what we had discussed online with the member of the SMT since she couldn't attend and got feedback from her.

Meeting 5

In this short meeting, we went over all items in preparation for the lesson study to ensure everything was set for the first lesson which was to be conducted the following week. We discussed the observation sheets with the member of the SMT to clarify any issues and ensure that we were all set.