

8 minutes

**Whole-Class Seatwork: Teacher assesses students**

After the teacher takes attendance she orally quizzes students in a whole-class setting. She calls on two students separately, asking each of them questions about bones and mammals. These questions require the students to provide verbal responses, draw pictures on the chalkboard, and use a skeletal model. The teacher announces the students' grades in public; the first student received an "A" grade and the second student received "a weak A."



26 minutes

**Whole-Class Practical Work: Class develops new content information about the human spine**

The teacher introduces the lesson by stating the class will continue learning about the skeleton, but will focus on the spine today. She uses the skeletal model in front of the classroom to reference the curvature of the spine, the different segments, and specific vertebrae. She also writes and draws on the chalkboard, which the students copy in their notebooks. In developing this new content, the teacher relates certain segments and vertebrae to specific functions (e.g., elderly people shrink as a result of flattened spondylus vertebrae, the atlas and pin vertebrae allow the head to move, etc.) and asks students questions (e.g., referring to the skeletal model, "Where are the largest and thickest vertebrae and why?").

3  $\frac{1}{2}$  minutes**Whole-Class Seatwork: Class views video about spines**

The teacher introduces a video to the class, saying they will review the information they just covered by watching a video. The class views a portion of a video about spines, which is mostly about the different segments and the vertebrae.



1 minute

**Science Organization: Students pass around handouts**

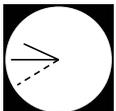
After the video the class prepares for their assignment. Students pass around handouts so that each person has a copy.



1 minute

**Whole-Class Seatwork: Class goes over assignment on handout**

The teacher goes over the assignment on students' handout. The first part is a matching task about spinal deficiencies/diseases. The second part is about the parts of the spine, which students must determine through the number of vertebrae and then color.



6 minutes

**Independent Seatwork: Students work on assignment**

After hearing the instructions students begin work on their assignment. The teacher walks around the classroom checking and giving guidance. She later announces they should continue this work at home if they are not finished and that they will be going over it in class tomorrow. The students put away their materials and prepare to leave.