**Day 1**

The specific strategy planned was communicates personal enthusiasm and the reason for this strategy was to engage students in the lesson. During notes and questions, I made sure to keep eye contact and use energetic facial expressions. The students who I had previously noticed looking out the window or just not taking notes seemed more apt to take notes and pay attention if my enthusiasm made the material seem interesting. Most voice inflections I used to stress importance or interest helped students take notice of important points in the notes. This was noticed when I asked questions later during notes about something previously covered and students could answer without looking at their notes. This happened about 80 percent of the time in first period. This method didn’t seem as effective in second period. When I asked these questions during second period, most students either looked at their notes or just didn’t respond or know.

In order to further communicate enthusiasm and get more students to realize important points in notes would be to include gestures. This can be used to help students realize important connections between ideas and concepts or how to emphasize the importance of certain points in a lesson.

**Day 2**

The specific strategy planned was helps learners develop positive self-concepts. My desire was to encourage students never to be afraid of answering questions or asking a question. When I asked students review questions, most individual students had no problem answering confidently. However, there were some students who would begin to answer and when I asked them to repeat because I couldn’t hear or I wanted the whole class to hear, they would say never mind or I don’t know. In each of these cases, I encouraged them to finish. There was one student who gave me an answer that was close to the right answer but it was missing one point. I told him, “Great! I like your explanation of the solute getting in the way of the water crystallizing because you gave the reason why freezing point decreases and not just the rule. However, remember that sugar is a nonelectrolyte so it cannot produce ions in solution.” This seemed to encourage him to raise his hand later to answer another question and correctly mentioned that ionic compounds put more ions in solution than a nonelectrolyte puts particles in solution.

In order to improve this strategy, I need to praise the student responses more specifically to let students know to respond in depth and to continue to encourage the students to respond.

**Day 3**

The specific strategy planned was demonstrates warmth and friendliness. This strategy helps me build rapport with students and lets them know that I care. I used a pleasant tone when interacting with students and made sure to use their names in a warm and friendly way. This was successful for most students because they would joke with me before and after class and tell me bye after class. There were students who, even when I smiled at them and called their name to answer a question, they didn’t seem to respond in a friendly way. Specifically, when going over the test, I asked one student (by name) for an answer. After I asked, I smiled and made eye contact. The student rolled her eyes and got out her calculator to get the answer.

To improve this strategy, it would help if I walked around the class to be near students as they are working. This would make me more approachable, and I could see if there was something bothering the students that could explain the behavior.

**Day 4**

The specific strategy that was planned was stimulates learner interest. Students learn much better when they can relate to the concepts and are interested in the material. For this lesson, I used an example to illustrate equilibrium. I related it to a dance with couples breaking up and making single boys and girls and singles getting together to make couples throughout out the night. This example shows dynamic equilibrium. This example was (somewhat) relatable because most students go to dances or have been in a relationship and was humorous since it was somewhat ridiculous. Students were laughing and could relate equilibrium to it when we discussed it. When we actually discussed equilibrium, a student asked if the dance was like equilibrium. Since the students were engaged, they seemed to grasp the underlying concept without knowing the scientific names at first.

This strategy can be helped by using more examples within a lesson. More examples are certainly needed within a lesson for students to be able to relate to the concepts.

**I could only record four days because I had started Thursday, February 7 since I knew that Tuesday, February 12 would be a test and that Friday, February 16 was no school. However, I didn’t get to teach on Monday, February 11 because Ms. Booher was supposed to be observed by the SAC committee, and I didn’t know this until Friday, February 16.**