

ATTACHMENT 4B: Lesson analysis table**LESSON SUMMARY****CYCLE 1****DATE: 2002:04:16****LESSON 4****TOPIC: Gravity & Types of Forces****TEACHER: Mickey**

PROCESS	ANALYSIS- CRITICAL EVENTS AND OBSERVATIONS	TAPE
<p>5. Show class catty. What do we call this? Teach proper word catapult. Put chalk in catty. What do I need to make it work? What kind of force do I need to make it work? But when I let go what makes the chalk move? If it moves there must be a force. What force is it? Did I throw it? I know it just goes but what makes it go? What part makes it go? What do we call this part? So give me a nice name for this force. Write elastic force on the board.</p> <p>6. Discuss brakes on a bicycle. How do the brakes work? What happens on the wheel?</p>	<p>P. A rekker - catty.</p> <p>P. A force. Grasped the concept of function of a force. A muscular force to pull it back.</p> <p>Intumaleng struggles to find the words to explain - It makes the "rekker" to stretch and then it just goes.</p> <p>It is difficult for the learners to put into words their thoughts. Restricted active vocabulary although they are willing to risk and try. Finally - The elastic - an elastic force.</p> <p>Intumaleng keen to try - gets very frustrated - resorts to using his hands to gesticulate and then gives up.</p> <p>Peter also has great difficulty putting into words and sentences what he knows.</p> <p>Resorts to showing how the brakes work with his hands. "There are other things on the brakes - nê - that thing - when you pull that thing - that other thing - it goes like this - and they move and squeeze the wheel."</p>	<p>4</p> <p>4</p>