

### Observation of a lesson

#### Mathematics

Level : 8<sup>e</sup> (4<sup>e</sup> in France)

Number of pupils : 24

Length : 2 times 45 mn

The lesson begins with the correction of the homework given during the previous lesson, the pupils stand at attention, but few remember the exercise.

Then the teacher come back on some notions about the surface unities, he questions, most of the children know the reply, he asks the ones who don't know.

The teacher rapidly dictates the definition for this problem.

The following of the lesson is about remarkable identities, the pupils don't understand, they lose concentration. The teacher show an example, only a few students are following, he tries to keep the attention of all of them.

The pupils that are not concerned are left alone, but they disturb the classroom. The teacher raise his voice, he send one of them back in the corridor.

Then comes the correction of exercises (development and factorisation of remarkable identities) prepared at home, despite a few disturbance, the atmosphere is quieter, after about ten minutes the student in the corridor is allowed to come back.

The control of the solutions is made with a numerical application by comparing the results, if there is a difference the pupils see the error and correct their exercises.

After 45 minutes there is a little break, the children stay in the classroom but they are allowed to drink.

For the end of the lesson the pupils make the exercises from the book, the teacher helps them, but only a few succeed. To close, the solutions are given on the blackboard.

Conclusion : Despite the lessons are shorter than in France (45 minutes instead of 55) for a lecture the global feeling is the same, after a while the pupils pay no attention and the teacher has to manage with disciplinary problems. To bring the pupils back to work is made by doing exercises (autonomous or group work). Finally the difference of length on such a lesson is not so important.