

To Whom It Concerns:

I had the opportunity to evaluate a lesson prepared and delivered by Ashleigh Brown on March 1, 2014 about how to write a “compare and contrast” composition.

Ashleigh began by informing students of the overall objective of the class, using examples of things in our lives that we might compare and contrast. She handed out a graphic organizer and explained it. Ashleigh showed two clips from two films of male/female interaction from different eras. She solicited similarities and differences from the class and wrote contributions on the board. Ashleigh explained two structures might be used that were outlined on the bottom of the graphic organizer to take this type of information to turn it into a compare and contrast essay. She gave details of the essay assignment.

At all points in the lesson, it was clear what was taking place and how each step fit into the overall goal of the lesson. Ashleigh’s lesson flowed coherently from one activity to the next taking students step-by-step from viewing interesting film clips to having the content and format that needed to begin writing compositions. Film clips were an excellent topic to use to illustrate the compare and contrast essay because they were entertaining and the similarities and differences were easy and fun to notice.

The clips that Ashleigh chose solicited emotional responses from amusement to disgust which ensured classroom participation in the discussion which followed. The clips were also sensible because there were enough similarities and differences to have substance in an essay, and their similarities and differences were interesting since they represented two very different eras.

Ashleigh allowed the class to create the knowledge by sharing their thoughts, and she validated the input by writing it down and using it for possible essay points. She was encouraging and positive about each contribution.

Ashleigh was engaging, and she demonstrated knowledge by the information that she provided and by being prepared and organized.

Ashleigh conducted a superior lesson.

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To whom it may concern:

On March 1<sup>st</sup>, 2014, I observed AshLeigh Brown micro teach a lesson on Comparison and Contrast essays. The lesson successfully engaged the class through the strategic use of film and the accompanying worksheet AshLeigh designed for class. The worksheet provided the student with the opportunity to remain engaged in the lecture as well as the ability to gather information that could be contributed to class discussion.

AshLeigh's lesson demonstrated an understanding of what students relate to and how they engage material. One of the strengths of the teaching was evident in the inclusion of "real life" contexts. This technique engaged the students and provided reasons why the topic was important and applicable. An additional strength of the lesson was the use of visual media. The students were first drawn in with the use of film. The students' attention was then kept through the creation of a chart on the whiteboard. The class remained actively engaged due to class discussion that provided the class with the freedom to offer answers without the fear of being wrong. Additionally, the worksheet provided for the class was well-planned to model note taking skills for the students during lecture as well as a guide for the students through the homework assigned at the end of the lesson.

Overall, the ability to use visual media and connect material to "real life" contexts is effective in engaging students while learning the material.

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