

Observation and Debrief Notes

Teachers: Ms. G and Ms. S

Date/Time: 2/10/20

Focus: *Intro to Centers, Small Groups, Whole group*

BB

Next Steps from previous visit:

Teaching team:

- Try alternating *Thinking and Feedback* implementation between during and after *Centers* (depending on group energy, project that makes more sense to share during *Centers*, etc.)-remind children during Intro to Centers that *Thinking and Feedback* may happen during *Center* time (listen for signal)
- Plan to have an adult join the *Building Blocks* small group activity and any small group activities that involve games (at least until children understand expectations)
- Try adding the counting jar and a sign in routine to the morning activity choices after Breakfast
- Make and post a center sign for each center and explain to children where to put their tags on new signs

Chris:

- Send Counting jar template (see below)

Observations things I notice...	Discussion, Suggestions things I wonder...
<p><i>Arrival/Group Meeting:</i></p> <ul style="list-style-type: none"> ● Children arrive with Ms. S. They put their belongings in cubbies and wash hands. ● Some children sit at the table to wait for breakfast ● Some children sit in the library and others go to the meeting area rug. A group of girls sits and talks, K and A. engaged in a conflict. ● Group meeting-Ms. G tells children which groups they are joining for small groups and where to go ● Most children transition to assigned small group tables (visuals of color shapes seems to help). Children waiting for Ms. G. They begin to play with the eye droppers and argue over “waiting for the teacher” 	<ul style="list-style-type: none"> ● Giving children a few activity options during breakfast (maybe puzzles or simple building toys, the library, and a math center activity) ● Incorporating some arrival routines (home/school chart or How do you feel today? chart) ● Playing some quiet, soft music to keep atmosphere calm ● Having one teacher stationed at breakfast and the second teacher with the children ● Adding “mat helper” to job chart ● Adding a good morning/hello song ● Having children who are in teacher groups wait on the rug until the teachers can move with them to the tables
<p><i>Small Groups:</i></p> <ul style="list-style-type: none"> ● Ms. G supports a group who is experimenting with Stains/Colorfast materials. Children are engaged in experiment and conversation as Ms. G prompts them to talk about what they notice and why some paper stains and other doesn’t ● Ms. S plays Color and Shape Bingo with a small group. She describes shapes using attributes to help children identify them on their Bingo boards ● One group works independently to match upper and 	<ul style="list-style-type: none"> ● Considering groupings for <i>Building Blocks</i> activities done independently during Small Groups-could get tricky for some groups

<p>lower case letters</p> <ul style="list-style-type: none"> ● One group independently plays the <i>Compare Game</i> 	
<p><i>Intro to Centers/SWPL/Whole Group BB:</i></p> <ul style="list-style-type: none"> ● Ms. G transitions children to the rug using the <i>Stand Up</i> poem from SWPL. She engages the group in making a pattern through movement (clap-clap-tap) and reviews the rug rules before beginning the meeting. ● Ms. G introduces the water table activity with a discussion about stains, doing laundry, and the difference between laundry soap and other types of soaps. "I wonder how this stain is going to come off?" ● She leads a whole group BB activity, <i>Listen and Count</i>-dropping objects into a bin and asking children to tell her how many times they hear objects drop: "Show me with your fingers how many". She asks, "How else can we make 6?" and "How did you know how many?" 	<ul style="list-style-type: none"> ● For <i>Listen and Count</i>, ask children "How can we find out how many?" and then lead them in counting out how many together. ● Consider having children close their eyes as they listen and just put up their fingers to show how many ● Using SWPL songs and BB movement activities for transitions is a good idea...maybe consider moving longer BB whole group lessons to another time since the meeting can get long

Other Discussion Topics:

- Posting daily schedule
- Thinking and Feedback-Ms. G would like to try incorporating 3x per week for now
- Storytelling/Acting-she will use Fridays as the day for this for now
- Center wait lists are clear1

Next Steps:

Teaching team:

- Try setting up a few morning activities during Breakfast time (e.g. library, writing and drawing, puzzles or small building manipulatives) and consider playing calming music
- Sing the good morning song and review calendar during the first group meeting
- Add "mat helper" to the job chart
- Ask children "how can we find out?" with counting activities
- Try out new plan for *Thinking and Feedback* and *Storytelling/Acting*
- Consider incorporating some arrival routines (home/school chart or How do you feel today? chart)
- Let C know if the Unit 4 books don't arrive!

Coach:

- Make problem story people-can model using them during next visit if appropriate

Next Observation: February 25th during Read Aloud and meet during Rest

