

## Observation and Debrief Notes

Teacher: Ms.S and Ms. L

Date/Time: 12/8/20

Focus: *Building Blocks Small Groups*

### Next steps from last visit:

Teachers will:

- Consider forming smaller groups for BB time (maybe 4 groups instead of 3)
- Look over the BB small group record sheets (e.g. [BB record sheet](#)-download before printing)

Coach will:

- Print and copy BB small group record sheets-can bring within the next few weeks
- send upcoming PD information to everyone
- Send invite for next observation

Observations things I notice...	Discussion, Suggestions things I wonder...
<p><b>Lead teacher delivers “high support” activities and the second adult delivers “medium support” activities.</b></p> <ul style="list-style-type: none"> <li>● Children organized into small groups ahead of time (identified by shapes, like <i>The Triangle Group</i>) and the transition to small groups runs smoothly.</li> <li>● Ms. L works with 3 friends</li> <li>● Ms. S works with 4</li> <li>● 2 independent groups?-pizza game</li> </ul>	<ul style="list-style-type: none"> <li>● Number of children in teacher-led groups seems smaller-how many children are assigned to each group?-4</li> <li>● Which BB activities were taking place in the 2 groups?-<i>Pizza game 1</i></li> </ul>
<p><b>Materials are prepared in advance. Teacher makes a brief presentation to introduce key concepts, skills, or vocabulary and references the unit book when relevant.</b></p> <ul style="list-style-type: none"> <li>● Ms. L introduces activity by asking children about the die-<i>What’s this?</i> She models how to roll, count, and put the corresponding number of counters on a paper</li> </ul>	<ul style="list-style-type: none"> <li>● Does the paper have an outline of the cubes to add or is it blank-<i>Pizza Game 1</i></li> </ul>
<p><b>Teacher adapts the task or discussion according to children’s abilities and development by purposefully presenting content in different ways, varying materials, or providing children with flexibility in how they complete the activity.</b></p> <ul style="list-style-type: none"> <li>● Ms.L models how to point and count to 3 and then asks Rayden to count and he points and counts to 3</li> </ul>	<ul style="list-style-type: none"> <li>● Consider adding movement as an extension-roll and jump or roll and move larger items a number of spaces defined by tape (e.g. a toy truck)</li> </ul>
<p><b>Teacher documents children’s learning and/or work in small group activities using Small Group Record sheets or his/her own record that incorporates learning trajectories.</b></p>	<ul style="list-style-type: none"> <li>● <i>Consider using small group record sheets: <a href="#">BB record sheet</a>-download before printing-I dropped paper copies off yesterday (missing week 19)</i></li> </ul>
<p><b>Teacher asks children to share, clarify, or justify their ideas. The teacher supports the “describer’s” thinking and encourages children to listen to and evaluate others’ thinking and discuss ideas. The teacher encourages mathematical reflection (For BB).</b></p> <ul style="list-style-type: none"> <li>● Ms. L asks questions to support children in describing their thinking and encourage mathematical reflection:</li> </ul>	<ul style="list-style-type: none"> <li>● Are children clearing the paper in between turns or adding more cubes? If adding up to a certain number, asking how many more do we need to make_?-<i>Playing Pizza Game 1</i></li> </ul>

<ul style="list-style-type: none"> <li>○ She asks A, <i>How many do you have on there?</i> and then asks J if he agrees</li> <li>○ <i>Show me how to put 1-How do you know that was 1?</i></li> <li>● <i>How did you know that was 2?</i></li> </ul> <p><b>Whole Group Building Blocks:</b></p> <ul style="list-style-type: none"> <li>● Ms.S leads the group in snapshots, showing 5 configured like on a die</li> <li>● She asks children how many and asks them to explain their thinking and check in with their peers: <ul style="list-style-type: none"> <li>○ <i>How did you know it was five?</i></li> <li>○ <i>Do you agree that there were 5?</i></li> <li>○ <i>What clues told you there were 5?</i></li> <li>○ <i>Was R right?</i> (models counting inside and outside as R explained)</li> </ul> </li> </ul>	
<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Tech challenges: <ul style="list-style-type: none"> <li>○ Audio</li> <li>○ Zoom room</li> </ul> </li> <li>● Small group record sheets-version 1 missing week 19</li> <li>● Curriculum Guides</li> <li>● Schedule check in: <i>Thinking and Feedback?</i></li> </ul>	

**Next Steps:**

Teachers will:

- Try using small group record sheets and see how it goes!
- Consider switching independent small groups to more open ended activities that don't require teacher support
- Try using video clips or photos of kids for *Thinking and Feedback*-may help children feel more comfortable sharing
- Try moving SWPL to the end of the day and send an updated schedule once complete

Coach will:

- Talk to director about audio challenge with computers and working with teachers on classroom environments during winter break week
- Drop off week 19 BB small group record sheets and SWPL visuals

**Resources:**

[Newsletters and Weekly Updates..](#)

**Next Observation:** 12/17/20 BB small groups

**Next Debrief:** 12/17/20 at 1:00