

March 20, 2024 - team teaching small group

- gave appropriate instructions to the activity along with examples. Supporting student learning by giving them 2 options to choose a word that begins with the letter chosen (E - elephant)
- very encouraging and willing to adapt the lesson to meet student needs
- please ensure you have group members selected based on your lesson expectations before lesson begins.
- great lesson that can work for the rest of the week with different students by varying your expectations.

- Keep an eye on your timing. Whole group lessons should be around 20 minutes in length. (yours was 40 mins)

- love that you allowed them to continue weighing themselves as a center after the lesson.

Mid day small group

- great activity including multiple learning modalities

- if students continue to count beyond the rolled number, stop them and remind to start again and only go to the number rolled.

SK small group

- great job reinforcing the learning by having students re-count what they have coloured to ensure their cubes match their recordings.

- instead of telling them how many more they need to make 12 \rightarrow ask them to see if they can figure out the remaining amount.

- make sure you enunciate very clearly when doing Haggerty

- using a more assertive voice at times will help remind students you are the one in charge.

Wednesday March 27, 2024

Morning whole group

- provided redirection, "can you sit criss cross apple sauce"
- Asked Finnley to stop talking to Fiona
- "great job" positive reinforcement or "great try, listen to the word /b/ - /a/ - /+ch/ :
- "I should hear everyone"
 - ↳ provide prompts for participation
- used appropriate hand motions to match heggerty
- "were not worrying about Amelia" focus on you
 - ↳ good redirection

Soft pretzel making

- perfect activity to involve many students,
 - ↳ practicing measuring, talking about numbers, working on motor skills to stir, knead & roll out.

Thurs. Apr. 4, 2024

- good job working through the chaos of others in the background.

- great job re-focusing a student upset about circumstances.

- love how you reinforce the learning by having them look at their scale photos and asking them what they knew or have learned.

April 5 - small group

- gave clear instruction, "we are going to start by tracing these letters"
- positive reinforcement
 - "good job"
 - "good pencil grip"
- corrective as needed
 - "crocodile fingers, pinch and flip - trace the next one"
- redirection as needed to students distracted, "thanks for sharing, let's try writing our name on our own on this line"
- "write on these lines"

April 10/24

Capacity assessment

- differentiated the assessment to be developmentally appropriate for each student
- ✓ by having those that are capable to count out the amount of cubes each container can hold & then having others simply identify the smallest to largest capacity containers.

April 11
Whole group

- it's ok to use a strong firm voice to get their attention and remind them of ~~the~~ your behavioural expectations as you are teaching. → if you let one continue to talk & distract others it won't take long before you lose them all.

- Thank-you for pausing to support student with needs programming change.

- don't give them an option of

participating in your lesson (watching the movie).

↳ the video was completely appropriate for them to watch and engage with.

- perfect length for a rainy day
circle!!

☺

April 12

- redirected and moved students before starting Heggerty
- uses hand actions, point to emphasis sounds during Heggerty
- reinforcement like, "great work"
- modelling the sounds and actions
- Classroom management, "Student A let's do this one together"
 - ↓ redirected behaviour
 - "eyes up here"
 - ↓ send child to cubby after repeated chances/reminders