

DAY 1 Observation and Coaching

My arrival: 9:45

Marshall

- Start: 9:55
- Journal written on the board: “write a list of your classes that require you to know the meaning of vocabulary words.” Teacher gives students 2 minutes for students to complete the task
- Students walk in and sit at the table
- Teacher hands out binders with student’s names on them
- Teacher has created a physical journal for students to answer their journal entries in
- Students complete journal entry
- Word Mapping Day 1
- “Today we are going to talk about morphemes.” Teacher explains that students will learn about prefixes and suffixes today.
- Students are asked to complete a pre-test for word mapping (they ran out of time the previous day)
- Teacher goes over instructions of the pretest with students and uses the example “projectile.”
- Students begin taking the pretest (teacher says it will only take them about 5 minutes)
- Teacher stands at front of the room monitoring students
- Students work silently
- Teacher pulls presentation up on her computer for students to see (no board to display this on)
- Goes over the different subjects vocab is important in (math, English, science, social studies, music, and art)
- Goes over expectations for the day: notes, concentrate, and word hard and carefully
- Tells students to open their binders to word mapping note sheet 1
- Teacher helps them find the correct page
- Realizes she skipped the unit organizer and tells students they will go over it
 - We are going to learn by using prefixes, suffixes, root words, WM strategies, and memory strategies, and practice
 - Goes over the questions at the bottom
- Begins going over the presentation along with notes
- Students did not finish notes before teacher assigned worksheet 1 and worksheet 2

Coaching Tips:

- Go over the journal with students—allow them to share
- Read directions straight from the pretest if possible (see the teacher’s manual for more guidance)
 - You might consider modeling the example on the board even though it’s shown on the paper

- Did you explain directions for the second portion of the pretest? I noticed that students didn't complete that portion.
- This took closer to 10 minutes than 5 minutes
- Tip: go over the unit organizer with more depth
 - Read the numbered boxes in order and explain to students how to use this organizer. What's the purpose?
- Tip: Create a binder for yourself (maybe your folder) to help guide through notes
 - I recommend that you make a key (one we did together) and keep it in a safe place to reference
- Tip: slow down on notes—it will allow students to see more connections
 - Morphemes explanation vs. syllables explanation
- Tip: Make sure students know that answers to notes are in red (fill in the blanks)
- Didn't finish notes before going over worksheet 1

Glows:

- all students participated: 1 answered questions and 2 others kept up with notes and completed tasks asked of them
- Reference sheets are helpful for students—drew attention to them on the board
- Used board to explain where each type of morpheme falls within a word
- Asked students to come up with examples of words that start with “re”
- Wrote the words on the board from worksheet 1 to model how to isolate the prefix
- Student answered what the prefix is on almost every example given

Questions:

1. How do you feel like it went?
2. What's one thing you would do again?
3. What's one thing you would do differently?

Glows	● All students participated: 1 answered questions and 2 others kept up with notes and completed tasks asked of them ● Reference sheets are helpful for students—drew attention to them on the board ● Used board to explain where each type of morpheme falls within a word ● Asked students to come up with examples of words that start with “re” ● Wrote the words on the board from worksheet 1 to model how to isolate the prefix
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	● Student answered what the prefix is on almost every example given
Teacher Tips	● Go over the journal with students—allow them to share ● Read directions straight from the pretest if possible (see the teacher's manual for more guidance) ○ You might consider modeling the example on the board even though it's shown on the paper ○ Did you explain directions for the second portion of the pretest? I noticed that students didn't complete that portion. ○ This took closer to 10 minutes than 5 minutes ● Go over the unit organizer with more depth ○ Read the numbered boxes in order and explain to students how to use this organizer. What's the purpose? ● Create a binder for yourself (maybe your folder) to help guide through notes ○ I recommend that you make a key (one we did together) and keep it in a safe place to reference ● Tip: slow down on notes—it will allow students to see more connections ○ Morphemes explanation vs. syllables explanation ● Tip: Make sure students know that answers to notes are in red (fill in the blanks) ● Finish notes before going over worksheet 1
Notes	● Slow down and ensure quality over quantity