**Video #1 – Grade 1: Language Arts A - Sticky Note Everything You See**

**Focus on Curriculum**

**1a.** This walkthrough began with the teacher telling the students they had “three centers that focused on characters.” This seemed to be the objective but the details about a character were not clear.

**1b.** Without the ability to ask the students what they were learning, we cannot be sure they understand the objective of the lesson.

**1c.** The objective would have to be compared to state standards to be sure it is grade-level appropriate.

**Focus on Instruction**

**2a.** The students worked in learning centers. The teacher provided directions to the students for what they were to do. She also worked with one group of students, having them read silently and then asking them questions. She served as a facilitator for the lesson.

**2b.** This CWT began with brief whole-group directions followed by small-group work in learning centers.

**2c.** Identify research-based strategies. The teacher utilized a few questions, “Which character did you choose?” “What did you learn about them?” The teacher also took anecdotal notes of what/how the children were reading.

**Focus on the Learner**

**3a.** The students were listening, speaking, reading, and working with hands-on materials.

**3b.** The teacher used real-world objects in the centers, reading books, teacher-created materials, and technology (listening stations).

**3c.** The lesson focused on knowledge and comprehension, with students working on identifying and learning something about characters.

**3d.** This seemed to be a highly engaged lesson. Students seemed to choose their center and how they would go about the work in the center. No students were observed retreating or rebelling.

**Focus on Classroom Environment**

Student work was on display as were other materials. Routines and procedures were evident as the students moved to centers and began the work. Materials were available in the classroom, and students interacted with the environment. The classroom was a print-rich environment for first graders.

**Differentiated Instruction - Responding to the Needs of the Learner**

Some differentiation of instruction seems to be occurring as the teacher pulls the group to meet with her. It could not be determined if the teacher was using any differentiation of instruction as students went to centers.

**Video #2 – Grade 5: Math B**

**Focus on Curriculum**

**1a.** As we walked into this lesson, the teacher was telling the students they would be working with equations and hand balances.

**1b.** Because we were unable to talk with the students, we are unable to determine if the objective is clear to them.

**1c.** The objective would have to be compared to state standards to be sure it is grade-level appropriate.

**Focus on Instruction**

**2a.** The teacher modeled the use of scales with weights as she presented the information with real-world connections. She coached students on their comparisons. She utilized questions to guide the students through understanding of the use of equations with weights.

**2b.** This was a whole-group lesson.

**2c.** Identify research-based strategies. The teacher utilized comparisons, a strategy for identifying similarities and differences. Cues and questions were used. Generating and testing of hypotheses were used with the addition or subtraction of weights to the balance. She also reinforced and recognized the students’ efforts and work.

**Focus on the Learner**

**3a.** The students were listening and speaking to the teacher.

**3b.** The teacher used real-world comparisons to activate the students’ understanding of weights with a teeter-totter. The board was used for modeling. She also used a scale, trapezoid blocks, and paper clips for the weighing comparison.

**3c.** The lesson focused on the students’ comparison of weights. Knowledge, comprehension, application, and analysis were used in the lesson, with the emphasis placed on the analysis of what the students were doing and how they got there.

**3d.** This was a well-managed lesson. Students had no choice in the activity. No students were observed retreating or rebelling.

**Focus on Classroom Environment**

Student work was on display as were other materials. Routines and procedures were evident as the teacher gave directions. Materials were available in the classroom for the students’ use.

**Differentiated Instruction - Responding to the Needs of the Learner**

No differentiation of instruction appeared to be occurring.

**Video #3 – 2nd Grade: Science**

**Focus on Curriculum**

**1a.** As we walked into this lesson, the teacher was stating, "Well we've learned a lot about magnets so far. In just a minute, I want you to share with your partner what you've learned about magnets so far. For just a minute." The teacher's objective was a review session about magnets and polarity.

**1b.** As we listened to the students sharing with each other about magnets, it was evident the objective was clear to the students.

**1c.** The objective would have to be compared to state standards to be sure it is grade-level appropriate.

**Focus on Instruction**

**2a.** The teacher gave directions to the students for a paired activity: "Share with your partner what you have learned about magnets." This allowed the students to discuss with each other their own learning. The teacher brought the entire class back together to be able to discuss the same question so that students could hear further ideas, reinforcing the learning on magnets.

**2b.** This was a paired activity followed by a whole-group discussion.

**2c.** Identify research-based strategies. The teacher gave specific reinforcing/recognizing of a student's (Danny's) work. Students were summarizing their learning to a partner. Questions were used with students, including specific questions to partners as the teacher monitored the students' work. When the teacher asked questions, she cued answers as well.

**Focus on the Learner**

**3a.** The students were listening and speaking.

**3b.** The teacher led the lesson through oral activities.

**3c.** The lesson focused on what the students had learned—knowledge, comprehension, and application—as she used hand signals to demonstrate *attract* and *repel*. The students demonstrated their comprehension in their private conversations as well as in the whole group, relating "real" objects to the definitions.

**3d.** This seemed to be a highly engaged lesson. As the room was panned, students could be seen actively engaging in the paired conversation. Students chose what to share so they clearly had choice, a key to authentic engagement. No rebellion or retreatism was observed.

**Focus on Classroom Environment**

Student work was displayed in the classroom. Two students looked toward the science chart for *attract* and *repel* as they spoke, interacting with the environment. A print-rich environment was apparent. Routines and procedures seemed to be in place as the students went right into their paired work.

**Differentiated Instruction - Responding to the Needs of the Learner**

Differentiation of instruction could have been occurring as the teacher went around to the students asking them additional questions.  We could not determine this for sure.

**Video #4 – Grade 3: Math**

**Focus on Curriculum**

**1a.** This CWT began with students using spinners and creating bar graphs—predicting the actual times the color would come up on the spinner. An assumption could be made that probability was the objective, although we never heard it stated or saw it posted in the classroom.

**1b.** We cannot determine if the objective was clear to the students, although all were actively engaged in making predictions about which color would come up and comparing them to the actual spin.

**1c.** The objective would have to be compared to state standards to be sure it is grade-level appropriate.

**Focus on Instruction**

**2a.** The students had opportunities to practice as they used the spinners in a hands-on experience. The teacher guided pairs with cues and questions as she moved through the room, monitoring instruction. She also coached and encouraged students.

**2b.** This CWT was a paired lesson.

**2c.** Identify research-based strategies. The students were using nonlinguistic representations—bar graphs—to depict predictions and actual spins of colors. They worked in cooperative groups but did not use cooperative learning structures. The teacher utilized cues and questions to guide the students through the process as she went to individual pairs. She reinforced their efforts, "Good data." Students were identifying similarities and differences as they compared their predictions to the actual results—generating and testing hypotheses.

**Focus on the Learner**

**3a.** The students were listening to each other, speaking, and working with hands-on materials.

**3b.** Student-created materials (bar graphs) were used with teacher-created spinners.  Not all spinners were alike. Fractional parts included fourths, fifths, and sixths.

**3c.** The lesson focused on higher levels of Bloom's.  Students had to demonstrate comprehension, application, analysis, and evaluation as they told the teacher about their predictions and then what actually happened, justifying each.

**3d.** This seemed to be a highly engaged lesson. Students chose how they would go about doing their predictions, spins, and charting of results. No students were observed retreating or rebelling.

**Focus on Classroom Environment**

Student work was on display as were other materials. Routines and procedures were evident as the students worked in pairs with the teacher monitoring. Materials were available in the classroom for the students. Students also interacted with the classroom environment as they used the instructional tools.

**Differentiated Instruction - Responding to the Needs of the Learner**

It could not be determined if differentiation of instruction occurred. Spinners could have been given to students based on their level of fractional experience, but this could not be determined. Students could have been paired in specific manners with higher-level students paired with lower-level students. This, too, could not be determined.

**Video – 3rd Grade: Math**

**Focus on Curriculum**

**1a.** This CWT began with students using spinners and creating bar graphs—predicting the actual times the color would come up on the spinner. An assumption could be made that probability was the objective, although we never heard it stated or saw it posted in the classroom.

**1b.** We cannot determine if the objective was clear to the students, although all were actively engaged in making predictions about which color would come up and comparing them to the actual spin.

**1c.** The objective would have to be compared to state standards to be sure it is grade-level appropriate.

**Focus on Instruction**

**2a.** The students had opportunities to practice as they used the spinners in a hands-on experience. The teacher guided pairs with cues and questions as she moved through the room, monitoring instruction. She also coached and encouraged students.

**2b.** This CWT was a paired lesson.

**2c.** Identify research-based strategies. The students were using nonlinguistic representations—bar graphs—to depict predictions and actual spins of colors. They worked in cooperative groups but did not use cooperative learning structures. The teacher utilized cues and questions to guide the students through the process as she went to individual pairs. She reinforced their efforts, "Good data." Students were identifying similarities and differences as they compared their predictions to the actual results—generating and testing hypotheses.

**Focus on the Learner**

**3a.** The students were listening to each other, speaking, and working with hands-on materials.

**3b.** Student-created materials (bar graphs) were used with teacher-created spinners.  Not all spinners were alike. Fractional parts included fourths, fifths, and sixths.

**3c.** The lesson focused on higher levels of Bloom's.  Students had to demonstrate comprehension, application, analysis, and evaluation as they told the teacher about their predictions and then what actually happened, justifying each.

**3d.** This seemed to be a highly engaged lesson. Students chose how they would go about doing their predictions, spins, and charting of results. No students were observed retreating or rebelling.

**Focus on Classroom Environment**

Student work was on display as were other materials. Routines and procedures were evident as the students worked in pairs with the teacher monitoring. Materials were available in the classroom for the students. Students also interacted with the classroom environment as they used the instructional tools.

**Differentiated Instruction - Responding to the Needs of the Learner**

It could not be determined if differentiation of instruction occurred. Spinners could have been given to students based on their level of fractional experience, but this could not be determined. Students could have been paired in specific manners with higher-level students paired with lower-level students. This, too, could not be determined.