

## **R-H APPR Post Observation Form**

### **As you reflect on the lesson, were students cognitively engaged in the work? How do you know?**

Yes, the students were actively engaged throughout the entire lesson. There was evidence that clearly supports the children were cognitively engaged. On the carpet for the whole group instruction, many students showed interest by making predictions throughout the story and participated frequently by raising their hands. All students stood up and played the pattern game in which they needed to follow the pattern that I made with my hands. Many raised their hands to be able to label the pattern that we were doing with our bodies. When given their unit cards the students were able to follow the directions previously stated and got started right away with their partners. Each group was able to answer a variety of questions and work together to create patterns and solve problems together as well. To conclude the lesson each child displayed their unit card and labeled the pattern by color and/or letters.

### **Did the students attain the lesson objectives? What is the evidence of their learning? Students successfully attained the lesson objectives.**

Yes, all students worked together to create repeating patterns. They needed to think about what came next, count how many cubes they were adding on, label the pattern, and count the number of units in their pattern. Some groups required assistance breaking the pattern into unit, but they were able to count them once they were apart. Walking around and conferencing with each group made it easy to tell that each group was successfully playing the game and the lesson objectives were met.

### **How did the instructional strategies you chose support student learning? How do you know?**

The instructional strategies I chose supported student learning through modeling, the use of visuals, and through differentiation. The children benefited from the modeling of the game. This sets the stage for clear expectations, gives the children a chance to see what is coming, and allows a chance for questions. The children are very familiar with having visuals. I utilize the ELMO during our story time and while modeling the game using unifix cubes, I left a set of pictorial directions for children visible on the ELMO to reference as needed. For the differentiation piece I changed the die that the groups used: some had the numbers 1-3, while others had the numbers 0-5. The groups were predetermined by me by readiness. This made it possible for me to challenge some of the groups with more complex patterns, while others were working on more simplistic predictable patterns. Through this differentiation I was able to keep all children interested, challenged, and engaged at their appropriate level.

**How have you promoted a culture for learning in your classroom?**

All students helped to create the rules in our classroom. Including them in the process of making rules reinforces the importance that they be respectful, kind, and considerate. Students have been provided with an environment that allows them to feel comfortable enough to participate often and share ideas.

I stress that everyone is here to learn and they need to be given that chance by raising hands rather than yelling out. I often model what an inappropriate reaction /behavior would look like and the students quickly explain that is not what we do in this classroom.

**Did you make adjustments to your plan as you taught the lesson? What, how, and why?**

Yes I did need to make a few adjustments. Toward the end of the game I had all of the groups stop and break their patterns into units at the same time. I normally would have popped into each group and done this one at a time. The time was running a bit long and I needed to wrap it up. Therefore I gave the directions and then immediately went to my 2 groups that I knew would have trouble with this step. Once I helped them they were able to complete the task independently. I then checked in with all of the other groups to be sure they were able to break the pattern apart.

**If you were to teach this lesson again, what might you do (if anything) differently?**

The one thing that I would have changed is the color unifix cubes that I used to model the game. By chance I ended up with the bag that contained brown and maroon cubes. I did not anticipate that this would be difficult to see on the ELMO. The kids were patient, understanding, and adjusted to having to look from the ELMO to me because I would hold the pattern up as I was building it to be sure they could see that I was following the pattern.

**Any other thoughts you would like to share about this lesson?**

I was very happy with the way the class performed on this task. I was especially proud of Cloey and her progress with the concept of patterning. She contributed during the read aloud, worked great with her partner to build an A-B pattern, and was able to label the pattern by color. I was also pleased that I had successfully challenged my highest group. They were a little stumped when they had to label their pattern (A-B--C-B-D). They both had to work together to come up with the correct answer. They were excited to show me that they could complete this difficult pattern. On another positive note 6 out of the 7 groups chose to build the more difficult pattern from their unit card.