

Classroom Management

Monday, February 12, 2024 7:15 PM

In person at: Twentynine Palms Elementary School, 3 hours, Mrs. Diaz Classroom, February 29 2024

Things I Saw

- Mrs. Diaz had the class prepared to start their rotations. The students understand their groups and go to the other teachers room for their lesson.
- She had lots of materials on the walls, including signs that showed students the different ways they could communicate their needs through sign language.
- She had lots of materials on the walls, the room was colorful and bright but not overwhelming. All of the signs on the calls contributed to what they were currently learning.
- Another teacher came in to provide some extra support, she walked around the room helping students who needed help.
- Once the group finished the activity, they all lined up to the back of the room to put away their trays. They all stood in front of their seat or lined up to go back to their own classroom.
- One student had hearing difficulties, so she sat in front of the classroom with a hearing helper on her neck.
- When it was time for recess, the class was called in groups to grab their snacks and line up. They weren't allowed to leave for recess until they were all quiet and ready to walk towards the playground.
- As a fun activity they class did a Kahoot based on the lesson they were currently learning. She went over the ground rules the all students knew and they all had to speak it out loud as a group.
- As she was getting the class ready to do their leapfrog activity, she picked the superhero of the day to pick some sidekicks to pass out the papers.
- She didn't start any instructions until the class was quiet, reminding them that this was on their time.

Things I Heard

- A student who wasn't following along the Kahoot activity, had to leave it. She repeated the rule of no talking or sounds during the game. She did this to keep her room under control and to prevent them from getting too crazy.
- The assistant teacher who helped her was also checking in with students making sure they were on task and understood what they were doing.
- Mrs. Diaz was loud and clear. She repeated what they were supposed to work on multiple times to make sure that each students knew what they were talking about.
- She asked the class for someone to give an answer, she kept the room fun and involved students who weren't participating.
- During the leap frog origami activity, she dealt with students who were arguing. One had come up to her crying and the other was very angry. She had a conversation with the two of them to figure out the problem, then split them up making one go to the teachers room next door and telling the other to take a breather.
- When the student came back from her break she had her sit back with her group and told her peers to help her on her origami. If they got stuck she would come over to help.
- As the video for the origami progressed, students would yell out that they didn't understand and needed help. Mrs. Diaz would pause the video, quickly going over the rules and reminding them that they needed to be patient and that she couldn't help them if they were all yelling at her.
- The bell had rung in the middle of the class and calmly she addressed the class to start packing their things. She told them that they could make time to do it later and had them go in groups to grab their backpacks.

Connection to Chapter

"It is often the little things you do that build a sense of trust among your students. For example, elementary school teachers learn quickly that their young students, even in first and second grade, are capable of managing many of the classroom routines- and that doing so gives them a sense of community and responsibility." Page 192

I felt this quote aligned very closely to Mrs. Diaz classroom. Multiple students had roles ranging from the phone operator, to opening the classroom door. She had a role called the "superhero of the day" and it randomly picks a student every day. Her room seems to have multiple routines that all of the students are aware of too. She does a good job of keeping her students aware of the consequences of their actions along with managing their emotions. Despite issues appearing throughout the day, she kept a calm demeanor that allowed her students to get their issues resolved. Mrs. Diaz maintained her rules that they had set up at the beginning of the year and used them to help manage her class.

Pedagogical Practices

Monday, February 12, 2024 7:14 PM

In person at: Twentynine Palms Elementary School, 3 hours, Mrs. Dahlbergs Classroom, February 30 2024

Things I saw

- Walked around the classroom the entire day, did not sit down. Instead she walked around each of the kids grouped tables checking in on students while making sure they were on task and didn't need any help.
- Students were able to use hand signals to give answers, ask to use the bathroom, or a break away from the class.
- The class had a routine that they follow every day to keep them on track. They start their day off with a power walk where they are able to walk or run, talk with their classmates or have a chat with Mrs. Dahlberg. Once they are done they have a specific amount of time to put their things away and be set up for the day. They went over their daily schedule and were continually made aware of how much time they had left during activities.
- When the class came back in for recess, she had a 10-minute timer for wind down time. With the lights off, they quietly did their daily 7, which is some math problems of varied difficulties. The entire room was silent and focused. Slowly, as the timer got closer to finishing, she turned on each light. By the end of the timer all the lights were on and the students were ready to share their answers.
- Students with concerns were allowed to come up and ask questions quietly and they were allowed to sharpen their pencils.
- She understood that most of her students had trouble with writing. To help them and make sure they were able to get points she went over some of the questions with the class. She wrote out sentence starters that they were allowed to copy from the board for their test.
- Some students were having issues between each other. During the first recess she created a restorative circle with the three of them to try and resolve their issues. She gave them a talking stick to prevent students from talking over each other. They talked about how they felt about the situation and how they were treated by each other and some strategies to prevent further issues in the future.
- While the rest of the class stood up to do the pledge of allegiance, she adjusted to let one student not (and instead sit quietly) due to their personal reasons.
- Used an online tool, Class Dojo to keep a visual representation of the kids points.
- One student sat on the floor instead of on a chair. She didn't like sitting in a chair, so because she was quiet and on task she was allowed to have the option of different seating.
- She has a calming corner, it has a pillow with a stuffed animal away from the rest of the room. If a student got overwhelmed and needed a break they were allowed to spend some time in the area.
- Allows students to stand if they don't feel like sitting in their chair.
- The whiteboard was covered in lots of different things. A point chart, a schedule, work they are doing, group points, quotes and more.
- A student who struggled to remain in his seat had the job of opening the classroom door for people who needed to come in (it is locked).
- Took away distractions from a student who was not following directions.
- Used clapping to get the room to quiet down and to get them refocused on her.
- Used brain breaks for the class. Gave them a timer to draw, read, or relax. Played a dancing video for them to participate in.

Things I heard

- Consistently called out kids on good behavior and bad behavior. For example, when they were in line walking back from recess, she thanked those who were in line properly. She also thanked kids who were not on task, so if they were talking she thanked them for not talking.
- The students had a writing test they needed to complete. Before starting the test, Mrs. Dahlberg went over the rules and some helpful tips for them to keep in mind while working on their test. She asked "Should we be reading like a racecar? Noooo...reading like a sailboat" Had the whole class put their finger on the top of the paragraph to make sure she knew they were all focused on what they needed to read and were aware of exactly what they were supposed to answer with.
- Asked the class to give a signal on how they did on each problem. A thumbs up if they got it right and understood and thumbs down if they did not.
- When going over the daily 7, she asked students for the steps involved for answering the math problems, such as writing notes and highlighting the important parts. Then the students all echo read the problem aloud together.
- As they worked on the problems she asked all students for help on the problems. Asked some students to teach the class on how to do the problems. Asked other students who weren't participating for help. Used Class dojo to choose.
- Offered a student to move tables so she could focus more. It was an opportunity to earn points back because she was talking with her peers instead of doing the worksheet with

the rest of the class.

- If a student didn't have the right answer, she helped give hints to guide them to the answer. She didn't outright give them it. Also didn't shame them for having the wrong answer, instead complimented them on what they got right or thanked them for asking.
- As they were getting ready to go to p.e. she asked them what they needed to work on in their line. She discussed with them the problems with their line and what another teacher told her was wrong with it. She then called out kids in their number order asking them to pick up 3 things and to then line up in their order.
- When the timer was set, she continued to keep students aware of how much time they had left.
- Students have class jobs and responsibilities, including the class "ninja" who has a special role. The class ninja changes every day.
- Kids did the pledge of allegiance at the beginning of class but some kids didn't have to due to personal reasons. They also spoke their class pledge..."I am a great student... stuff like that" they did it in their groups one at a time.
- When in line and walking to the classroom, she always had a positive things to sat. "I like how Emily is walking respectfully, I like how Andrea is walking quietly."

Connection to Chapter 4

"In order to engage students in activities, elements of more direct methods of instruction are used regularly. Teaches set goals, provide instructions, give clear explanations when needed, interrogate students' prior knowledge, make connections to their lives, and engage them in activities that help all learners make meaning." Page 78

I chose this quote because I feel like it most represents Mrs. Dahlbergs classroom and the way she teaches. I noticed that her classroom is very personal, none of the kids ever do the same exact activity. It is always personalized to them and their learning needs. Throughout the day, I noticed that she was always making adjustments on assignments for her kids. I am aware that most of her kids are below grade level and need a lot of extra support. A moment that sticks out is when they were working on their writing test. She had expectations for her class but was aware that most of the kids would not remember/understand parts she expected. So, before the test, she went over her expectation, led them though on how to do it and then gave even more support by creating sentence starters for her class. None of her expectations were impossible for her students to complete. While doing some prep for the test she also made some of the writing they did personal. They all wrote about their pets and parts of their home life. Not only did she do this in English but in math problems. Almost all of the kids were very involved because of this and asked help in spelling specific words. I think this is a really important skill to have in the classroom not only because of the learning issues kids are having due to COVID but because even before the pandemic, kids learn so many different ways. So many kids are at different levels and need individualized help. In a classroom with 30 kids I understand that that can be really hard to do, but when done I think it benefits every child. It makes kids aware that the teacher is on their side and that they are capable of doing work. I don't think I worded all of what I thought exactly well, but the bottom line to me is that making individual changes to students benefits them greatly.

Curriculum

Monday, February 12, 2024 7:14 PM

Text, Talk, Time

Interpreting Multiplication

In person at: Twentynine Palms Elementary School, 1 hours, Ms. Diaz Classroom, February 30 2024

Things I Saw

- All of the students sat in a circle on the floor with their classmates and teacher with their books and notes.
- Collaborative discussion on the text
- Teacher chooses students facilitating the discussion asking students to add into the discussion.
- Allows students to use the illustrations to help them make their points.
- Had the students "Turn and Talk" Gives them the opportunity to discuss their thoughts withing small groups before sharing with the class.
- Had students use hand signals to identify where they were in the problem.
- Drew the math problem on the board using the way the students explained how they did it. Created a visual picture of the problem.
- Allowed student to come up to the board to explain how they did the problem. (This is during a reading group help) Mrs. Diaz walked around the room, looking over each child worksheet making sure they were on track. If they were off track, she pointed it out to them and helped give them the correct answer.
- The class did something called Hagerty once the rest of the kids came back in from their groups. It was "stretching" out a word. She would say a random word and then they all broke down the sound in each word aloud together.
- She had trays for each student with the physical letters for them to work with. They each were able to move the letters to their liking. She would say a word and then they would spell it on their tray. She would then ask for multiple students to teach the rest of the group what they did.

Things I Heard

- Asks students to come prepared to talk about the text they read that week
- Used hand signals to promote active listening and the teacher to facilitate the activity
- Encourages the students to use the illustrations when understanding the text.
- Gives the students a sentence frame to help them create their own points.
- Teacher keeps leading them back into the text, adding page numbers and using quotes from the reading.
- They read nonfiction.
- Asked students to explain how they got their answer. She asked specific questions about the students explanation.
- Used pictures and words to create a visualization of the problem.
- She didn't just ask for one students input on how they did the problem. She asked the other students how the girl do the problem and kept them involved.
- Another student did the problem differently and she asked him to explain how he did it.
- Asked for the students understanding of Marlenes way. (multiple perspectives).
- Asked if anyone got a different answer.
- Open-ended questions, didn't outright give the answer to the students.
- Mrs. Diaz was loud and clear, she repeated what they were supposed to work on multiple times to make sure that each student knew what they were talking about.
- Sounded out the words with each student who needed help.
- Complimented the class for sounding out the letters. Didn't make them feel bad for sounding it out wrong, instead reminded them that it's a hard sound to make and helped them say the right word.
- Asked students to help her out with words. Then asked them to help her spell it. Continued to involve the class leading them to help her finish the sentence.

Connection to Chapter

In the article *Deeper Discussions in Math Add Up* the author says, "Opportunities for students to share their thinking with, ask questions of, and respond to the thinking of other students are key to deeper discussions in the math classroom."

This quote is a good example of the curriculum math shift towards common core standards because it discusses letting students lead the discussion of math. Common core standards want kids to build more conceptual learning, procedural skills and application, the article follows all of those requirements because of how the lessons are set up. Common core wants students to be able to explain why and how they got their answers. A good example of this is from the video Interpreting Multiplication showed a perfect example by asking open ended questions for her students to answer. She asked them to explain how they got the answer in their own way while asking if other students did it the same way or understood it. She gave visual and worded

answers to help them finish the problems. I think this is important because it keeps kids involved in their learning. I think it can be easy to lecture at kids when teaching, and so involving these common core standards a teacher is able to avoid lecturing at blank faces and instead having kids involved. Despite having a hard time myself understanding the article, it has made me appreciate common core a lot more. I am no stranger to complaining about common core standards, but I can help but think about how much more of a confident learner and person I may be now if I had learned with those standards earlier. While not every subject is super easy for kids, I know that math is notoriously hard. I think creating an environment like this could be a way to make math less notorious.