Date: March 11, 2019

Record objective observational data only. Refrain from any classroom identifiers like teacher/student names, grade level, room #, etc.

Questions to Ask Students: What are you learning? Why is it important to learn this? How do you know if you're doing a good job? How does this connect to other things that you've learned?

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Learning Target/Deconstructed</th>
<th>Learning Target Aligns with Center</th>
<th>Students Knowledge of Target</th>
<th>Reading Group Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>On white board: I can ask questions about a story T: Who can tell me what we've been working on while we are reading stories. S: Plants T: Yes we've been reading about that but what have we been practicing S: Questions T: Yes, Asking or answering</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
questions?
St: Asking
T: Yes! What are some good question words?
Sts brainstorm words.
T: Can we ask questions before, while and after we read?
T: We are going to think and ask questions while we read a book about a tree.
Shows front of the Book: Ask me a question about that.
S: Why is the bear sitting like that?

With help, I can ask questions about key details in a story.
T: Ericas' question: How do squirrel's plant oak trees? Are we answering the question or just asking?
S: Just asking
S: How did the bear trip and cause an apple tree to grow?
T: Good questions!
Pic Anchor charts

On white board: Reading: I can compare people events and places.
S: highlighting worksheet while t highlights on smart board
T: I hear an event. What is it?
S: She found a snake.
T: Yes. What did she do? I'm going to highlight let's leave it alone
T: Put your finger on number one. We are going to use what we highlighted in the text to answer your questions. Remind me what the setting is, Chelsea.
Question on worksheet: What is the setting - aligns to LT.
T: If you need help spelling, this
is where you can go back to your text and see where you highlighted.
Pic: anchor chart

<table>
<thead>
<tr>
<th></th>
<th>LT on board: Describe the connection between two pieces of information. St on rug for mini lesson. T: What are we looking for? What happens when we put two things together? S: Make connections. T: Yes we did that when we made our chart. T: For journal, would you rather be a shark or a whale? Make sure you give me some details. S: What are you going to do on CB? S: Math. Pic: anchor chart.</th>
<th>St 1: Journal – would you rather be a shark or a whale? St 2: math. St 3: Site words with teacher.</th>
<th>Teacher practices site words on whiteboards and with magnetic letters. Write the word on the whiteboard. What word did you write? Pull down the letters to make the same word. What word did you make? Can you use that word in a sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>On WBoard: I can answer questions about key details in a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>