

Transcript: Coaching Cycle: Reflect (first grade)

Text on screen: First Grade Coaching Cycle: Reflect.

Logo: Count, play, explore—for early education.

On screen: Two adults, Jonathan and Ismerai, sit next to each other at a table. In front of Jonathan is a sheet of paper. In front of Ismerai is a notebook. Between Jonathan and Ismerai is a rectangular-shaped paper with black lines dividing it into four quadrants. In the top left quadrant is the outline of a rectangle. In the top right quadrant is the outline of an equilateral triangle. In the bottom left quadrant is the outline of a right triangle, and the bottom right quadrant has a shaded right triangle.

Jonathan Dueck: All right, Ismerai. What do you think of all that?

Ismerai: That was really exciting. I really liked how students were engaged and they were collaborating together. I think it was a really amazing lesson.

Jonathan Dueck: It was a lot of fun. There was a lot of moving parts in that one, so I wasn't quite sure how it would go, so I'm happy to hear that. Let's talk about what you observed, what you heard during that time.

Ismerai: Something that caught my interest was just you allowing students the flexibility to come up and point to it. There was that freedom to move around, wiggle, and just explain, and it was really interesting to see the students just focus on what can they visually see. They mentioned a lot like, okay, that one's a different color.

On screen: Ismerai points to the bottom right quadrant with the shaded right triangle.

Ismerai: And then diving into like, oh, well, that's not the same shape. So, it was really interesting to see what they were focusing on.

Jonathan Dueck: Gotcha. Yeah, and that gives multiple entry points. So if a student is more focused on the color or the shape or the orientation, it doesn't matter as long as they can defend it. Okay. Then what did you think about that sorting the activity and all these cards?

On screen: Jonathan picks up a stack of yellow cards, each with a different shape, and places them on the table, face up.

Ismerai: I thought that was really fun. Just seeing them be able to do that by themselves and just being able to walk around and just hear *why*. Some of them were able to classify if they were shaded or not, if they were opened or closed.

On screen: Close-up of the cards, and Ismerai's hand pointing to different shapes.

Ismerai: And then also they were like, okay, well this one has four sides or these two are round. So it was really interesting to hear how each group classified it differently. They were not all the same.

Jonathan Dueck: Yeah. And when I've done this, I've done this one other time beforehand, and it was interesting because the students in general put them into multiple groups, whereas in this class, they really wanted to put them in two groups, which surprised me. I didn't anticipate that. So it was interesting to hear them do that, and I ended up having two or three of the groups that I talked to of the pairs were like, well, I have this group -

On screen: Jonathan holds up one hand.

Jonathan: - and I have this group, -

On screen: Jonathan holds up another hand.

Jonathan: - and these just kind of don't belong.

On screen: Jonathan pulls both hands away from the table.

Ismerai: Yeah.

Jonathan Dueck: I was like, all right -

Ismerai: Yes.

Jonathan Dueck: – we can do that.

On screen: Jonathan points to a card with a triangle outline that does not connect.

Jonathan: But the term “open” came up with every group I talked to, so kudos to you. They remember that.

Text on screen: A special thanks to the children, families, and staff of the Kepler Neighborhood School, without whose help these videos would not have been possible.”

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