

Preschool Instruction Look Fors

Use with Preschool Instructional Day Framework



Component of Instructional Block Framework	Activities to be Observed
<p><input type="checkbox"/></p> <p>Modeled Instruction</p> <p>Teacher gathers students in close proximity during whole group instruction. The teacher scaffolds the students learning and moves them towards independence.</p>	<p style="text-align: center;">Interactive Read Aloud and Literature Discussion</p> <p>Teachers is reading simple stories that are easy to follow, engaging students in rich conversation, asking and answering questions to clarify and deepen understanding.</p> <p>Students are: Actively listening, sharing their thinking</p> <p style="text-align: center;">Circle Time</p> <p>Teacher is modeling strategies that build community, language, listening and social skills. Example: Greetings, songs, games, discussions.</p> <p>Students are: sharing their thinking, feelings and experiences, singing, finger playing, engaging in poem reading, participating in morning message, calendar activities, and music to movement</p> <p style="text-align: center;">Mini-Lessons</p> <p>Teacher is modeling lessons that are aligned to the Ohio Early Learning Developmental Standards (theme related, math, reading, writing, science and or social studies)</p> <p>Students are: sharing of ideas and engaging in conversations through turn and talk or participating in a lesson activity</p>
<p><input type="checkbox"/></p> <p>Shared Practice</p> <p>This is a time to guide and deepen knowledge of new informational and skills in a small group setting.</p>	<p style="text-align: center;">Shared Interactive Reading</p> <p>Teacher is modeling reading behaviors such as holding a book, reading left from right, turning pages, making predictions, pointing to words and letters, and engaging in discusses regarding the text.</p> <p>Students are learning early reading behaviors, that pictures and print convey meaning, tell stories, and share information. Students are making personal connection to the text. Students may also engage in locating familiar words, chant along with text and read simple predicable print in a text.</p> <p style="text-align: center;">Interactive and Shared Drawing and Writing</p> <p>Teacher is developing emergent writing skills through interactive drawings, poems, stories, and composition of writing. Teacher may use paper, chart paper</p>

<input data-bbox="94 850 154 903" type="checkbox"/>	<p>Independent Practice</p> <p>Students explore in hands-on experiences where they are actively exploring, practicing skills, and making discoveries.</p>	<p>or white board. The teacher shares the pen and scaffolding students learning. Students are journaling, drawing, labeling and engaging in inventive writing and making their own stories.</p> <p>Strategy Groups</p> <p>The teacher is using the results of data to form groups. The students are working on a similar skills and the teaching is explicit.</p> <p>Students are engaging in hands on activities such as a game, sorting, matching, and or manipulatives to practice a specific skill set.</p>
		<p style="text-align: center;">Centers</p> <p>Teacher creates meaning learning experiences for students with appropriate level of rigor.</p> <p style="text-align: center;">Choice Time “Purposeful Play”</p> <p>Students are making decisions about their play and engaging in open ended activities</p> <p style="text-align: center;">Learning Centers</p> <p>Students are engaged in intentionally planned skill building and sometimes theme based activities.</p> <p style="text-align: center;">Inquiry Centers</p> <p>Students are engaged in constructive learning through questions, predicting, planning, and discovery. (science, math, social studies)</p>