

# Learning Walk Log

Date	Teacher/Subject	Time	Notes including the focus of the learning walk	Follow up
8/28	Foscue/First Grade	9:15-9:40	<p><b>Focus: Engagement 100%</b></p> <p>When I walked in all students were coloring an alphabet book-no one assigned way to color, totally individual. Students were talking with the teacher about reviewing new letters today. T was cueing up the morning song on the smartboard. One table by one table was excused to move to the carpet after explicit directions to clean up. Some students who were quick to clean and follow directions were allowed to get a "golden ticket" as a reward. Students seem to understand how the reward system worked. Finally, the students were seated and a discussion about this weekend (holiday) started. Students shared aloud their plans for the Labor Day weekend. When the morning song was started, it was a white male singing a folk-like song. Two boys not really into it. One moved around, but not until the "move the hips" did the other boy (AA) start getting into the song. Interesting exchange about NC State vs. UNC occurred between three children. Rivalry with insults.</p>	<p>Sent a "thank you" letter to the class. Not much for a follow-up.</p> <p>Wonderings:            What if a child doesn't dig the morning song?            How long does it take to warm them up?            Does morning song work over the course of the year?            Do you change the song to fit all diverse exposure?            (Instead of white male, use global songs)</p>
8/30	Hallinger/Technology	1:08	<p>Students in front of big-screen doing an activity. I walked in at the tail end. Handing out computer assignments and having students log in. Explicit directions, clear organization, visual examples. Students were provided a card with their specific log in information, which made it very easy for students who have not logged in since the previous school year. Students used their index cards to sign onto the computers with little to no complications!</p>	None
9/4	Hayward/ELA (3rd)	11-11:30	Students were gathered on the floor in	Sent a Thank

			<p>front of the SmartBoard. Each brought to the carpet a pencil, and their ELA consumable. A Digital version of the story was on the SmartBoard, but also in front of each child. As she read the story, the children were supposed to follow along. She would stop, and ask questions that were about comprehension, prediction, (reviewed) vocabulary. She also had the students annotate in a very age-appropriate way- and quick...smiley faces, or sad faces. This annotation reflected the character's feelings as the story progressed. She had them predict a couple of parts of the story and she reflected on their predictions. This kept the students interested in the story as they were able to talk about it.</p> <p>A couple missed opportunities:</p> <ol style="list-style-type: none"> <li>1) Students did not use the word "predict" in their response to her "What do you predict will happen?" question.</li> <li>2) She could have used that chance as a way to move into different groups...</li> </ol>	<p>You note. I did follow up with AP about something else that was bothering me a little in her class. We will discuss once we begin the real walkthroughs. Giving her some time and grace to self-correct is the plan.</p>
9/4	Ritchie/Math (3rd)	1:10-1:40	<p>Ritchie is a fabulous math teacher! I was so engaged in her class that I did not take notes, I was working to learn math. She opened her class with an activity that forces every student to provide the "next number". Her goal for this class was to count by 2s. She challenged the class to guess what would be the last number said by the last student in the class. This was really cool...then once the guesses were on the board, the class counted...it was perfect, simple, engaging, an opportunity to consider math from a practical perspective. The kids enjoyed the game...and the thinking that went beyond the game.</p>	<p>Sent a Thank you note. She is great. I will need to learn how to look for specific feedback that would help propel a teacher of her abilities. I may ask her to help me with practicing providing the feedback.</p>
9/9	Harrison/Science/SS	9:25-9:50	<p>This was actually a really neat opportunity. I participated in the teacher's lesson because she needed me to read a story to the students while she went to help another student. I read the class the story called "Eraser". It is</p>	<p>Sent her a Thank you card. It was really my pleasure to be able to read to the students.</p>

			<p>about an eraser that is not valued as an equal in the eyes of the “creative” school supplies (crayon, marker, pencil etc. )</p> <p>I remembered to stop and give them a chance to process the story and really glean clues from the illustrations. I asked them questions (DOK 1). Harrison had already read them another book and they were going to use the two to discuss and compare how the characters reacted.</p>	I am grateful for the opportunity.
9/11	Cummings (2nd)	9:40	<p>Focus: Engagement</p> <p>Students were in centers spread around the room. Some in a corner, some in front of the door on the floor, some on a low table, some on a circular table with teacher. Students were engaged in a variety of math review activities. A board game, worksheet, card manipulative, a craft using numbers and directions, and a small group with the teacher reviewing fundamentals of addition. All the students were engaged and working.</p>	<p>My wonder, although students were working independently, how can the teacher measure the effectiveness of the review? Seems like the only real data is with a small group.</p>
9/17	Skillern (K)	10:00	<p>Students were at their desks creating an art work that related to a book they had just read. Students were using glue and colored tissue paper to make their masterpiece.</p>	<p>This was simple and enjoyable. It was an activity that they were going to post outside their classroom so students were taking it very seriously.</p>
9/20	West (Media)	11:25	<p>Students were sitting on the blocked bleachers in the corner of the media center. Mrs. West was in front of them. Each had a chapter book that she was reading aloud. The class was preparing for an author visit by reading his book. All students seemed to be interested in the book although not all were reading along with the copy in her hand. West would stop and ask critical comprehension questions that would help students understand what was just read, the plot and make predictions.</p>	<p>This activity from the Media Specialist helps to support literacy across the classes. When students are listening purposefully and engaged in the story, they are able to practice</p>

				important literacy skills needed at all levels of education.
9/30	Horne (2nd)	9:25	Mrs. Horne was reading the students a book about pets. She then engaged the students in a discussion about pets. What was their pet/name? What would be a pet they would want? How can a pet be a disaster? What is the best pet to have. She used their close proximity (on the rug) to have them engage in a variety of discussion formats always coming back to the whole group. She then explained that they would be writing a story about a pet.	I liked that she had the students in front of her as she read to them aloud. They were not sitting right up on one another, but they were close enough to talk to their neighbor, or their other neighbor, or get into another group.
10/02	Blevins (Art)	1:25	Students are creating a pencil or a crayon depending on their preference. They all made the same paper mache form, circular body, flat bottom, and cone tip in previous class. Now they were to decide if they wanted to make it into a pencil or a crayon following the exemplars. Students used sharpie pens to draw the details and then colored them in using markers.	I struggle to see the point of this project other than to practice using the materials, which is a valid exercise. It lent itself to being a choice by students and not all students would create the same project-or at least they wouldn't look the same.
10/08			Student for a Day	
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10/16	Batten/Math (4th)	1:30	Students were in small groups using a card game to practice their numeracy and multiplication. All the students were doing the same activity while the teacher walked around and worked with each group. Students seem to be	In a conversation with the teacher, she explained that this was her

			enjoying the activity and the teacher could challenge and test their knowledge. This was preparation for an upcoming test.	lowest group and they needed more practice with multiplying with multiple digits.
10/18	Boenker/ELA (4th)	1:15	Students were reading as a whole class literature from new ELA curriculum. The story/curriculum is diverse and allows for new cultural understanding. Students don't seem too interested in the cultural element-yet. This is the first reading of the story and the focus seemed to be on understanding and comprehension of the vocabulary used.	How can this story, when read and studied closer inspire questions from students about diversity?
10/21	A. Smith/ELA (3rd)	10:00	Students were working together to create a play using the story from the new ELA curriculum. Collaboration and Performance were being used to make meaning from the literature.	The teacher had groups create roles for their collaboration.
10/22	L. Lewis (K)	9:45	Students were working on various letter recognition. In small groups students were matching, coloring a book, creating words using pictures, writing out the letters and sight words.	Students were busy and learning. The teacher could work with her group on reading while the TA helped facilitate the other groups.
10/28	Catalano/ELA (3rd)	11:08	Students were not engaged in much and teacher seemed unorganized as she was getting started. Waited a few minutes, but class had not really started.	Need a follow up learning walk.
11/05	Catalano/ELA (3rd)	9:50	Students were working on their chapter plans for the chapter books they were reading. Each student could pick their own book according to their interest, their level and their motivation. Teacher has students analyze their book in its physical form (how many pages per chapters, how many chapters, when chapters will be read, and reflection of chapter) Students are talking about books and are excited to read and tell one another about the book they chose.	This is a higher level approach to reading. Creating and learning to take ownership of their reading while still allowing for the excitement of sharing their books is really cool.

11/12	Eaton (2nd)	10:22	Students were in ELA centers working on various components of reading: Characterization, compare/contrast, vocabulary. Not all students were fully engaged and some were having difficulty or simply just doing the work. The center work was based off the fairytale Cinderella. Multiple methods of learning were being used to reinforce the concepts.	In what ways can vocabulary be instructed so that it has greater meaning for students?
11/13	Trombley (1st)	12:30	Students were in centers: manipulatives, Lexia, small group working on foundations, small group with teacher reading seasonal book. Students were Well-Managed and working in groups independently. Students could also explain what they were supposed to be doing in their groups.	Centers were allowing students to use the following levels of Blooms: Remembering, Understanding and Applying.
11/19	Dunlop (1st)	1:00	Students were working in math groups. Class was not using collaboration but they could explain each of their directions for the math assignments. Students were practicing addition and subtraction activities. Class activities looked differentiated because some students were using single numbers and others double numbers.	What system is being used for sharing of computers? How is technology being used in the classroom? As a substitute, supplement, intervention or challenge?
11/20	Daniels (1st)	12:24	Students were working in various groups led by parent volunteer, teacher and TA. Not all students were engaged in the activity and many seemed confused. All groups were creating a turkey math flip book.	To minimize the confusion, perhaps this activity would be better if led by teacher as a whole group activity and the other adults could circulate helping students as needed.
11/25	Smoak (1st)	10:35	Students were practicing their Thanksgiving production for parents the next day. Children were lined up and Mrs. Smoak was leading them in their musical production.	One song was particularly questionable when we think about

				stereotypes. At what point do we stop the Pilgrims and Indians all got along narrative?
12/02	Moskauski/SS (3rd)	9:50	Landform Project-Creation Day 2 Students were working on their landform projects. Each had to create a single landscape with three different land forms using various materials brought from home. Students were on day 2 of the project and at different levels of completion. Students were engaged and some were focused and working dilligently while some others needed additional reminders or conversations to get them working.	The project is a way for students to create their own understanding of landforms and select forms for whatever their story is of their landscape. They were enjoying it.
12/03	Barbour/SS (3rd)	12:00	Landform Project-Creation Day 3 Students were working on their landform projects. Each had to create a single landscape with three different land forms using various materials brought from home. Students were on day 2 of the project and at different levels of completion. Students were engaged and some were focused and working dilligently. This mystery island also supported the ELA concept of theme. The students had to be able to explain the connections between the landforms.	Students were at different stages of completion. Some had finished and wanted to explain their mystery island to me, while others were still working on finishing.
12/09	Medlin (3rd)	11:20	Preparation for an upcoming test. Using final accurate sums of 3 digit numbers by adding with algorithm and or base ten blocks. Students were in different groups assigned by teacher (intentional) to help review and prepare for their upcoming test. Some students still seem to need more help in understanding the process, while others seemed to have an easy time with the concept.	I wonder if instead of being in a group, those who were really struggling could have been working with her to get a focused instruction?
12/13	Lewis (2nd)	1:30	Students were working on a craft for Christmas. It was difficult for the teacher to provide the needed supplies to all the tables at once-so some students were not behaving as well as they could. I stepped in to assist. Her TA was pulled away to work another classroom and it	On reflection, the teacher and I disussed a better format for the project that could have all the supplies

			made it difficult.	handy and would avoid the restlessness.
12/16	Hayward/ELA (3rd)	10:03	Students were working independently on a writing project-Choice topic. Stories included "How I Got Hurt", "My First Day of School". Narrative writing. Students were creating their final draft of the writing process. Students were eager to share their stories.	I loved the pride that the students had for their writing product. It was a joy to see young students excited about writing. At what level does this joy become a chore?
12/18	Alford (1st)	1:15	Students were ending a whole group reading (from the carpet) and transitioning to centers. The transition was smooth and within 4 minutes, all students were settled and working. No child seemed unsure of what the directions for their center. Interesting to see this kind of transition happen in real time. Impressed	How is it possible for 6 year olds to transition so smoothly and have 16 year olds have such a difficult time with transitions within the classroom. I need to learn how to do this!
1/10	Keith/ELA (4th)	2:00	Students were working on perfecting paragraphs. In groups they were editing and fixing grammatical mistakes and rewriting sentences to make the paragraph correct.	Working collaboratively on sentence structure and grammar is difficult because often one person is better than the other.
1/13	Shively/ELA (5th)	9:45	Students were engaged in a whole class vocabulary lesson that was preparing them for the next unit in the ELA curriculum. Teacher used technology to support the learning and students were able to use the visuals to determine the meaning of the new vocabulary. Students also used a graphic organizer to keep track of their learning. Students were all engaged and determined to learn. Students were also allowed to talk to partners to determine the meaning	Although the technology was not complicated, its purpose was clear as a resource or direction for students to work through some challenging



			before the whole group share for each word. This allowed the collaboration of thinking to create understanding.	understanding.
1/15	Sharron (K)	9:50	Students were quietly working in literacy centers. Some students were writing a story, others were creating strong sentences, others on lexia, some were using manipulatives to reinforce vowel sounds and words. Small group working with teacher on leveled readers and comprehension.	Every student knew the purpose of their center and was able to explain the goals. Teacher also had directions on a card for each center that students could use to get started and stay focused.
1/21	Robertson (PE)	10:15	In groups, students were using little gliders connected by a mat on top of gliders to move around the gym to find matching cards. The gym was loud and the majority of students were having fun. There were some students walking behind their glider group and I am not sure what their role was.	I am not clear what the purpose of the activity was, but most students were moving and having a good time.
1/24	Colvin/Math (3rd)	11:10	Whole group practicing conversion of fractions. Teacher used SmartBoard to show fraction to be converted, and students used white boards to write their answers. When time was up, students held up their boards and teacher then tells groups with different answers to have a conversation. A second attempt. She moved on when all groups had the same answer. She also asked those with the "wrong" answer initially to explain.	All students were engaged, were able to think on their own, and use collaboration to have discussion and learning from peers. Great activity.
1/27	Kas/ELA (5th)	1:25	Students were using chromebooks to create slides for a group slideshow assignment. Students were working independently, yet collaborating on what was needed for their presentation.	All students were engaged and using Google tools in a way that pushed their background learning towards explaining their own understanding.

				A good use of technology to show learning, collaborate and present.
1/28	D'Ercole (2nd)	9:45	Students were working at their desks to create geometric snowflakes. Gross motor skills were clear when looking at how students were able to cut the shapes out. Students were using the academic vocabulary to explain the various shapes they were cutting out. Not every child understood the goal of the project-to use patterns to make the snowflakes.	Students seemed to enjoy this activity and although not all students understood what they needed to do before starting, while doing the project they learned.
2/11	Haskins (2nd)	9:45	Students were participating in a whole group science discovery about sound. They were working with two different sizes of tuning forks and sound waves. Students were seated in two large table groups, but were divided into four groups with four students each. They were taking turns hitting and listening to the sound of the tuning forks. They were engaged and all participated. She was able to bring them back as a whole group to discuss their observations.	I loved this. All students were participating and engaged in this discovery. Many didn't know about a tuning fork and the sounds that they could make, and they were able to apply their background/previous learning to the observations to make conclusions.
2/12	Robertson (PE)	11:15	Students were playing kickball in groups and each person on a team were allowed to kick before switching positions. All students were engaged in the activity, cheering each other on, and having fun. No score was being taken.	I wonder if participation vs. learning the rules of similar sports takes precedent. How does that encourage future desire of playing a competitive sport?

2/20	Simpson Sci/SS(5th)	10:00	<p>Students were looking at the Satellite Imagery and discussing weather patterns and predicting the current weather (snow) situation. They also were reflecting on the news reports and looking at how much they changed over the week as more information was being revealed. He had the students look at current satellite imagery using the specialized program he was able to aquire through a grant. Students were able to explain the imagery and patterns using academic vocabulary. Students were excited about discussing the patterns and helped with vocabulary as needed. The patterns changed as we were in the room-very cool! The students left school prepared and ready to face the expected snow fall.</p>	<p>The technology lended itself to accurate data and forecasting. I went home feeling very knowledgeable and shared what I had learned with others...even though they were listening to people on the news that were saying differently. The class was right-the newscasters, not so much. This is true education.</p>
2/24	Foscue (1st)	9:00	<p>Students were on the rug and participating in their morning carpet time. A video was playing in which a man was singing a good morning song. The majority of the students were participating and dancing with the exception of three boys.</p>	<p>The teacher explained that the boys behaved like that every day no matter what song was playing. They were just not excited about their routine, but the rest of the class loved it.</p>
3/02	Pullyen (STEM)	1:30	<p>Students were working with ipads to operate robots. Students were learning how to make the robots move and coding for the robots. The students were amazed by the different tricks they could tell the robot to do. Some partners were just having the robots move back and forth while some partners were able to get their robot to dance.</p>	<p>This is just an amazing opportunity for the students to see how technology is incorporated and the wonder for the future.</p>
3/04	Pribble (1st)	1:15	<p>Students were working on an animal unit. As a whole class, teacher was engaged in a discussion with students were they were being encouraged to</p>	<p>Using metacognition in first grade is not an easy</p>

			use metacognition and explain their reasoning and thinking. Students articulated how they were able to come to their responses.	task, and yet, the students didn't even seem to understand the higher thinking skills they were using. It was natural.
3/11	Ring (2nd)	9:45	Teacher was discussing with the class the importance of staying healthy with the coronavirus. Students watched a video on handwashing. Students were engaged and learning how germs (and viruses) are spread. Teacher stopped periodically to ask questions and students were really wanting to share what they knew and ask questions. Lots of exclamations were expressed throughout the lesson.	An example of connecting real life to science. Students were learning without really knowing they were learning. This information was critical for students to understand.