

Appendix Four- Observation sheet: Preparatory/ Grade one class Rural Victoria (ECL210 Portfolio assessment BL Connecting with an early years teacher and their teaching program

Time	Groupings	Resources	Teaching approaches/ learning experiences
9:35 am	Preps	Paper, pencils	<p>Interactive writing, learning about numbers and how to write them</p> <p>The preps sat in a semicircle; the teacher explained and showed how a one was drawn with a downward stroke. Then, together, the teacher and preps drew the number in the air, and then proceeded to draw a series of ones on their pages; this then continued with twos and threes.</p>
9:45 am	Grade ones (preps sat and watched aswell)	<p>Big book called "Diving Deep"</p> <p>Clear, bold lettering, big headings large colour photos.</p> <p>They've frequently had discussions about this particular book**</p>	<p>Reading through the book and asking questions as they went along, asked about the contents page, the name of the book. The kids said "submersible" in unison when that particular page came up. This demonstrates an understanding of the book.</p> <p>Teacher asked about the index, prompting discussion about it.</p>
10 am	Preps (grade ones sat and watched)	<p>Big book called 'Sleepy Zoo'</p> <p>Collective reading (shared reading)</p> <p>Basic, bold lettering, related illustrations which were repeated and expanded upon through the whole book.</p> <p>Repetitive text, 'here is my lion, it is on my bed, it is sleepy' etc.</p>	<p>Read through the book as a group, then used phonic cues to encourage spelling and recognition. Eg. 'What sound do you hear at the start of bed? Bear, sleepy, monkey, lion, etc...' The class used positive reinforcement- all the kids encouraged to clap when an answer was given. (receiving praise for correctly answering Qs)</p> <p>Questions asked about author's name, what does Josephine start with? What does "child's name" start with? What does eye start with?</p>

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10:10 am	Preps	Paper, scissors, glue	Reading activity explanation. Cut and paste pictures to correspond with the text boxes provided. Eg. Picture of lion would go in the 'here is my lion' box... explained to the kids to look at the last word in each line and paste in the appropriate picture.
10:15 am Explaining to all groups until 10:20am Then from 10:20am until 10:50am the groups went off and participated in their groups.	Group of 6- grade ones	Activity sheet regarding <i>Diving Deep</i> .	Activity explained. Find two compound words, eg. Water and proof make waterproof. Answer questions regarding the book read earlier, and draw a picture of a sea creature found in the book.
	Group of 4- grade ones	Making and Breaking Literacy activity	Explanation Game that involves making words from the cards provided, or breaking the words down into smaller words. Eg. 'Cat' would break down into 'at'.
	Group of 3- grade ones	Shared reading with the teacher 3 of the same books	Teacher to interactively read through a specific book with the group.

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10:20 am	Preps	Board with activity sheet example, scissors, glue	Modelling the activity. Each child is given a picture, and then as a group they read through each sentence (text box), the child with the corresponding picture is prompted to glue it to the page in the appropriate spot. This is continued until all the pictures and sentences have been matched.
10:30am	Preps	Scissors, activity sheet, glue	Assisted the preps with their activity, some of them were able to pick it up with ease and completed it quite quickly, others were slower with their motor skills, so cutting out the pictures was quite hard for them. Most of the kids copied the sequence of pictures on the board, but I prompted them to read the final word in each sentence to enable them to get the answer.
10:45 am	Preps	Cards with 1, 2, 3 and 4 letter words on it with a larger board split into quarters with labels saying '1, 2, 3, 4 letter words' etc. In each quarter.	The preps that finished their activity were encouraged to match the words with the amount of letters there were. Eg. 'it' went into the 2 letters quarter, 'cat' in the 3 letter quarter,
10:50am	All the class		All the class sat in a group on the floor and reflected on their activities. Team leaders were encouraged to stand in front of the class and reflect on what they'd done in their groups. The students gave and received praise for each of the kids presenting.