Smooth Operations
Effective Transitions in an Elementary Classroom

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Smooth Operations: Effective Transitions in an Elementary Classroom

Video Viewing Guide
To take advantage of this viewing guide’s design, use the guide to support you as you facilitate the discussion of the corresponding YouTube video clips.

You can format your discussions based upon the data you’ve collected so far from your teachers by using all of the video clips, or highlighting important clips and topics, using other resources to supplement your discussion as necessary. These facilitators’ notes can be formatted to look great and work together to help communicate your ideas.

Go ahead and get started.

Facilitator Notes:

Video Title: “Charity 4”

YouTube Link: [https://www.youtube.com/watch?v=vYjHU3omoSQ](https://www.youtube.com/watch?v=vYjHU3omoSQ)

<table>
<thead>
<tr>
<th>Video Time Points:</th>
<th>Important Points to Note:</th>
<th>Stopping Points/Questions to Discuss With Participants:</th>
<th>Section of the Lesson:</th>
<th>Standards Being Taught &amp; YAG Correlations:</th>
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<tr>
<td>0:00 – 1:12</td>
<td>Video Begins with a transition from the morning’s Calendar Math Activities to the Reading Block</td>
<td><strong>STOP</strong> at the 1:12 mark</td>
<td>Whole Group</td>
<td>Section of the Lesson: Whole Group</td>
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|                   | Students *chant* “We will, we will do a good job, do a good job” and begin to recite addition facts, as teacher marks down attendance and *Tiger Points* | 1. How does the Teacher make effective use of the transition time?  
2. What might this look like and sound like in your classroom?  
3. How does this transition strategy support the math learning and ready the students for the Reading Block? | | |
| 1:13- 2:12        | T. begins transition from Calendar Math to Reading block  
T. *overtly connects* the day’s introduction to:  
- last week’s work and connection to this week’s testing  
- this week’s vocabulary and spelling words  
- this week’s theme  
Teacher asks Students, “*What is our theme this week*?” | **STOP** at the 2:12 mark | Whole Group            | **CCSS.ELA-LITERACY.L.1.1.E** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). |
<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Whole Group</th>
<th>CCSS.ELA-LITERACY.SL.1.1.A</th>
<th>CCSS.ELA-LITERACY.SL.1.1.B</th>
<th>CCSS.ELA-LITERACY.SL.1.2</th>
<th>CCSS.ELA-LITERACY.L.1.1.A</th>
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<tr>
<td>2:13 – 5:26</td>
<td>Teacher begins to model for students a modified Cloze reading of the Morning Message with the students. Students are encouraged to finish the sentence for the classroom -Teacher models the writing and spelling of the missing words -as the words are being spelled, Teacher models “Double consonant!”, “r-blends”, spiraling in previous skills for review Teacher asks students “You know where I got this from?” Students reply “From our story”</td>
<td>Whole Group</td>
<td>Note the “Morning Message” on the board. How does this connect to effective transitions from Whole Group to Small Group?</td>
<td>How do you suppose the teacher has already planned for this “Morning Message”? (Note: in the remainder of the video, participants will note other connections between the Morning Message and the day’s work)</td>
<td>How might you make the same connections in your classroom? What routines would you need to implement in order to effectively facilitate a similar whole group read with your students?</td>
<td>Print all upper- and lowercase letters.</td>
</tr>
<tr>
<td>5:28 – 13:54</td>
<td><strong>Vocabulary Words Discussion:</strong> -Teacher makes connections to previous work -Teacher states words for students -Teacher models the syllable clap count -Teacher uses the pointer to support students’ reading of the definitions</td>
<td>Whole Group</td>
<td>What routines does the teacher have in place for the Vocabulary Word discussion? Does behavior management ever pose a potential threat to the lesson flow at this point? How does the teacher address any off task behavior? Think to yourself: What might this vocabulary discussion have to do with any of the centers being used in the Small Group section of the lesson?</td>
<td><strong>Discussion Points in Red = Important Strategies to pay special attention to in discussion and viewing of the video.</strong></td>
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**Video Title: “Charity 5”**

**YouTube Link:** [https://www.youtube.com/watch?v=2qnn czgLKPQ](https://www.youtube.com/watch?v=2qnn czgLKPQ)

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| 0:00 – 2:34 | **Vocabulary Words Discussion:** (continued) Teacher makes distinctions between swivel vs. spinning | **at the 2:34 mark**  
1. Why might it be important for students to know the difference between swivel and spinning? How might this connect to the day’s centers?  
2. What sorts of questions will you ask in your whole group discussions to prepare students for the small group activities? |
| 2:35-5:39 | **Phonemic Awareness Discussion:** Teacher begins with objective of the week discussion | **at the 5:39 mark**  
1. Why is it important for students to know the day’s objective?  
2. What skills does Ms. Petty spiral in to the day’s “Long I” Discussion?  
3. How will you plan for these same types of connections in your lesson? |
| 5:40 - | **Phonics Board Routine:** Teacher leads whole word, nonsense word discussion of adding “e” to “___e” slide on Activ Board | **at the 13:54 mark**  
1. Is it imperative to have the Activ Board available? In the event you do not have access to the technology, what **Key Instructional Components** must you be sure to include to be able to model this same **Phonics Board Routine** discussion with your students?  
2. How does Ms. Petty mix up the routine of the Phonics Board Activity?  
3. What **connections** might this whole group activity have to the small group activities? How will you plan for these specific connections in your lessons?  
4. What about the **connection to the Phonics Board Routine SENTENCES**? How does Ms. Petty connect this to the week’s story? |

**CCSS.ELA-LITERACY.RF.1.3.C**  
Know final -e and common vowel team conventions for representing long vowel sounds.

**Discussion Points in Red = Important Strategies to pay special attention to in discussion and viewing of the video. **
**Video Title:** “Charity 6”  
**YouTube Link:** [https://www.youtube.com/watch?v=vUqTUgmzeKM](https://www.youtube.com/watch?v=vUqTUgmzeKM)

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<th>Spelling Principle</th>
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| 0:00 – 6:40 | **Phonics Discussion continued**  
- Teacher facilitates this discussion as continued from the previous clip  
**Spelling Words Discussion:**  
- Teacher makes a distinction between the types of spelling words  
- Teacher makes connections to the long “i” sound skill for the day as well  
- Teacher awards Tiger Points to students who are participating, this increases participation around the 3:40 mark  
- Teacher makes connections to previous skills, like the “r-blends”  
**Sight Words Discussion:**  
- Teacher utilizes pointer to facilitate recitation of sight words at the 6:40 mark | **Spelling Principle**  
**Whole Group**  
- Words with Long i  
**Spelling Words**  
- **Basic:** time, like, kite, bike, white, drive  
- **CCSS.ELA-LITERACY.RF.1.3.A**  
Know the spelling-sound correspondences for common consonant digraphs.  
- **CCSS.ELA-LITERACY.RF.1.3.G**  
Recognize and read grade-appropriate irregularly spelled words. |
| 6:41 – 8:33 | **Anchor Text Discussion:**  
Teacher begins with discussion of our Animal Groups, sequence  
Please note the Anchor Charts at the 7:05 – 7:20 mark  
**STOP at the 8:33 mark**  
1. Why is it important for students to know the day’s objective?  
2. How is the ActivBoard slide important to the connections being built for the day’s objectives?  
3. What distinctions does Ms. Petty make for the 1st, 2nd, and 3rd read? Why or how is it important for students to know and understand the difference between the 3 reads?  
4. How might you implement this routine/strategy into your classroom?  
**FACILITATORS** ➔ When you stop the video, be sure to note how **QUICKLY** Ms. Petty moves the students back to their desks | **Whole Group**  
**CCSS.ELA-LITERACY.RL.1.10**  
With prompting and support, read prose and poetry of appropriate complexity for grade 1.  
**CCSS.ELA-LITERACY.RF.1.4.A**  
Read grade-level text with purpose and understanding.  
**CCSS.ELA-LITERACY.RF.1.4.B**  
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
TRANSITION to Independent Work Stations:
- Teacher QUICKLY states directions for students
- Student movement evidences an established routine and are incentivized by the **10 Tiger Points**

Read Aloud Routine:
- Teacher mentions books need to be open to the TITLE PAGE
- As students read, teacher moves about the room, monitoring behavior, assessing reading at the **13:53** mark

1. What types of *introductory statements* does the teacher use to prepare students for the 3rd read?
2. How might you establish a similar routine with your students in your classroom?
3. What routines do students use to read? How will you plan for these routines in your daily lessons?
4. How is the Morning Message connected to the reading? Why would this be important to the day’s objectives and small group centers?

Movement to Independent Work Centers

- CCSS.ELA-LITERACY.RL.1.10
  - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- CCSS.ELA-LITERACY.RF.1.4.A
  - Read grade-level text with purpose and understanding.
- CCSS.ELA-LITERACY.RF.1.4.B
  - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**Video Title:** “Charity 7-9”

**YouTube Link:** [https://www.youtube.com/watch?v=4qDA4OtOXQo](https://www.youtube.com/watch?v=4qDA4OtOXQo)

Small Group Centers Transition

Please refer to [Pictures of Centers](below) to help participants visualize how the teacher communicates Center assignments on a wall for students to see.

FAST FORWARD to the 3:21 mark

STOP at the **11:22** mark

1. What is the significance of Read Aloud partners?
2. How might these prove beneficial to your classroom?
3. When students are preparing to transition, how does teacher monitor behavior and regulate the students’ sense of urgency?
4. What does Ms. Petty do to help students transition from their Independent Work Centers to the Small Group Centers?
5. Why is it important to review directions with students again before they move to centers?
6. What materials does it seem students know to grab in preparation for movement to Small Groups?
7. How does Ms. Petty release students to their centers?
8. How do students know which centers to participate in?
9. How does the classroom set up facilitate the movement of students to their Small Group Centers?
10. Based upon what you’ve viewed and discussed so far, what do you think the transition back to Whole Group will consist of?

Small Groups

All of the above. Each center has a specific focus, determined by teacher and based upon student data.

**Discussion Points in Red = Important Strategies to pay special attention to in discussion and viewing of the video. **
## Year at a Glance (YAG) Correlations:

### EBR
East Baton Rouge Parish School System

### Year at a Glance (YAG) 2014-2015

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<td>Mike's Bike</td>
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<td>Fantasy</td>
<td>Play</td>
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<td>Paired Selection</td>
<td>Animal Picnic</td>
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<td>Rules and Laws</td>
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<td>Informational Text</td>
<td>Decodable Readers</td>
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<td>A Safe Lodge</td>
<td>The Race</td>
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<td>Middle Sound</td>
<td>Middle Sound</td>
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<tr>
<td>Substitute Medial Phonemes</td>
<td>Substitute Medial Phonemes</td>
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<tr>
<td>Phonograms -ace</td>
<td>Phonograms -ace</td>
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<td>Expression</td>
<td>Interaction</td>
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<tr>
<td>High-Frequency Words</td>
<td>High-Frequency Words</td>
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<tr>
<td>Four, five, little, over, starts, three, two, watch</td>
<td>And, both, eyes, fly, how, or, these, walk</td>
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<thead>
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<td>The Tortoise and the Hare</td>
<td>The Dancing Wolves</td>
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<td>Listening</td>
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<td>Comprehension</td>
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<table>
<thead>
<tr>
<th>Selection Vocabulary</th>
<th>Selection Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>cottontail, fly, hunk, lard, race, roadrunner</td>
<td>amphibians, body, breathe, feathers, group, hair, mammal, reptiles, tadpoles, tail, wings</td>
</tr>
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<tr>
<th>Oral Vocabulary</th>
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<tr>
<td>cohorts, habitat, mainly, search, stress, howl</td>
<td>alert, directions, scale, sensitive, survive, threatened</td>
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<th>Domain-Specific Vocabulary</th>
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<tr>
<td>legal, rule, duty</td>
<td>trial, adapt, survive</td>
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<tr>
<th>Challenge</th>
<th>Challenge</th>
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<tr>
<td>waves, chases</td>
<td>stripes, mice</td>
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### Spelling Principle
- Words with Long e
- Words with Long o

### Grammatical Skill
- Verbs and Their Uses
- Present and Past Tense

### Writing Mode
- Informative Writing
- Report
- Focus Trait
- Ideas
- Write about Reading
- Performance Task

### Journey's Cross-Curricular Connections:
- Civics: 3.7.3.19, 3.7.3.28, 3.7.3.66
- Life Science: 3.7.2, 3.7.2.10, 3.7.2.2, 3.7.2.21, 3.7.2.32, 3.7.2.46, 3.7.4.6, 3.7.4.66
- Nature: 3.6.1
Additional Videos, Resources on Small Groups and Transitions:

https://www.teachingchannel.org/videos/seating-arrangements
- This video is focused on seating arrangements and clearly models Small Group Learning Centers and how the center is organized for easy access to prevent students' constantly moving around the room.

https://www.teachingchannel.org/videos/classroom-management-during-centers
- Above is the link to the video resource on "Classroom Management during Centers". Please view the video and definitely consider the following questions and ways you can incorporate into your classroom what the teacher, Mr. Berger, does:
  - How does Mr. Berger use lights and a song to transition between centers?
  - Notice how Mr. Berger repeats instructions prior to the transition.
  - How is content addressed during transitions to make the most use of time?

Pictures of Small Groups - Centers Assignments:
Acknowledgements and Thanks:

- Highland Elementary School
- Kay VanSickle, Principal
- Jamie Carruth, Administrative Dean
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- Ms. Petty’s 1st Grade Class
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- Karla Kiper, Production