

## **What the teachers said the instructional partners needed to know/do to be effective during work time in Building Blocks**

- ❖ **Conversations about math**
  - Language (talk)
  - Vocabulary
  - Talking about processes
  - Talk about accomplishments; be descriptive; positive feedback
  
- ❖ **Process= (Big Idea)**
  - **Reinforce IPs important role in learning**
  - Goals and objective of activities
  - How and Why
  - Break down instruction
  - **Strategies for implementing.....**
  - Multi ways of learning
  - Use prediction
  - Collaborative Learning
  - More than answer (knowledge) to describe why?
  - Graphic representations
  
- ❖ Provide resources for IP's on curriculum
  - Resources
  - Visual resources for IP's
  - BB Manual
  
- ❖ Observe and document
  - Observe teacher/child interactions
  - Anticipate level of difficulty (model)
  - Where the children are developmental
  
- ❖ **Math happens throughout the day (regular daily events)**
  - Identify opportunities for math throughout the day
  - Be aware of math thinking and learning throughout the day (transitions, Lunch, ect.)
  
- ❖ Remind IPs to use binders to store PD materials
- ❖ Teachers can model what to do throughout the day
- ❖ Teachers help IP's by scaffolding what they already know/do
- ❖ K-1 instructional patterns need to be viewed differentially by district. (policy)