



SIGN-IN, LEVEL 1 CHILD REFLECTION GUIDE

1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

IF, DURING TODAY'S SIGN-IN, THE CHILD WAS...	YOUR NEXT STEPS WILL BE TO...
<p>Red:</p> <ul style="list-style-type: none"> • Just beginning to learn how to complete the targeted skill • Not yet able to perform the targeted skill reliably or with high level of accuracy • Needing to improve accuracy <p>Example: The child is unable to write first letter of name even after seeing teacher model.</p>	<p>Check for integrity to the intervention script. Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> • Reduce the number of letters the child tries. • Print a letter in child's name, then allow child to trace over it. • Turtle write (child's hand rides on teacher's as they write together). • Practice making straight lines and then move on to letters. • Start with a letter with straight lines and then move on to letters that have curves. • Give the child multiple opportunities to use a writing utensil throughout the day (chalk, crayon, pencil, marker). • Give the child multiple opportunities to develop his/her fine motor coordination throughout the day (beads, small legos, play dough).
<p>Yellow:</p> <ul style="list-style-type: none"> • Giving accurate responses to targeted skill • Performing targeted skill slowly • Needing more practice to improve fluency <p>Example: Child is unable to write some letters of name slowly and with lots of assistance from teacher.</p>	<p>Continue Sign-in each day.</p>
<p>Green:</p> <ul style="list-style-type: none"> • Accurate, fluent and confident in targeted skill • Confusing target skill with similar skill • Ready to add new learning <p>Example: Child is able to fluently and confidently write first name with little help from teacher.</p>	<p>Move on to Sign-In, Level 2.</p>

1 2 3 MATHEMATIZE! NUMBER AND OPERATIONS
HAVE STUDENTS COUNT THE NUMBER OF LETTERS IN THEIR NAMES AND TALK ABOUT FIRST AND LAST LETTERS USING MATH VOCABULARY.

1 2 3 MATHEMATIZE! NUMBER AND OPERATIONS
LEARNING TO WRITE NUMERALS IS A SEPARATE TASK FROM LEARNING TO ASSOCIATE NUMERICAL SYMBOLS WITH QUANTITY. AS YOU HELP CHILDREN WRITE A NUMBER, HELP THEM LEARN TO CONNECT THE NUMBER THEY WROTE TO A QUANTITY.

 **SIGN-IN, LEVEL 2**
CHILD REFLECTION GUIDE

1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

IF, DURING TODAY'S SIGN-IN, THE CHILD WAS...	YOUR NEXT STEPS WILL BE TO...
<p>Red:</p> <ul style="list-style-type: none"> • Just beginning to learn how to complete the targeted skill • Not yet able to perform the targeted skill reliably or with high level of accuracy • Needing to improve accuracy <p>Example: Child is unable to write name independently and/or focus on concepts about print being taught.</p>	<p>Check for integrity to the intervention script.</p> <p>If integrity is reached, and the child is still "red" go back to Sign-in, Level 1.</p>
<p>Yellow:</p> <ul style="list-style-type: none"> • Giving accurate responses to targeted skill • Performing targeted skill slowly • Needing more practice to improve fluency <p>Example: With guidance and help, child is able to accurately write name and demonstrate chosen concept about print.</p>	<p>Continue Sign-in each day.</p>
<p>Green:</p> <ul style="list-style-type: none"> • Accurate, fluent and confident in targeted skill • Confusing targeted skill with similar skill • Ready to add new learning <p>Example: Child is able to fluently and accurately write first name and demonstrate chosen concept about print.</p>	<p>Try one or more of the following scaffolding techniques:</p> <ul style="list-style-type: none"> • Add child's last name to the writing task. • Have child begin to write numbers, sight words, friends' names, etc. • Give child a smaller area to write in, focusing on letter formation and fine motor coordination. • Move on to other concepts about print that have not yet been covered.