

## Snapshot Building Blocks Observation for Kindergarten

~Jeannette Mulholland, Reading Specialist

Teacher Observed: \_\_\_\_\_ Date: \_\_\_\_\_

Length of Observation: \_\_\_\_\_

Person Making the Observation: \_\_\_\_\_

<b>Reading To Children</b>	YES	NO
The teacher reads aloud with enthusiasm and expression.		
The teacher talks and “thinks” aloud as she reads the text.		
The teacher makes sure that all children are engaged and listening.		
The teacher demonstrates three ways to “read” in Kindergarten. <i>Read the words, talk about the pictures, retell the story</i>		
The lesson is of appropriate duration and pace.		

**What is the teacher doing? What are pupils doing related to the instruction?**

  
  
  
  

<b>Shared Reading</b>	YES	NO
The teacher selects a nursery rhyme, song, poem, predictable book, or big book (Scott Foresman) to read with the students.		
The teacher talks about cover, title, author, illustrator, and illustrations.		
Children take a picture walk and make predictions about the story with the teacher.		
The teacher introduces new vocabulary words and builds background knowledge.		
All students are engaged.		
Good classroom management and organization are evident.		
Instructional Asst. is actively working with students.		

**What is the teacher doing? What are the pupils doing related to instruction?**

## Snapshot Building Block Observation for K Continued

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Teacher Observed: \_\_\_\_\_ Date: \_\_\_\_\_

Length of Observation: \_\_\_\_\_

Person Making the Observation: \_\_\_\_\_

<b>Phonemic Awareness</b>	YES	NO
The teacher uses rhyming books, alphabet books, finger plays, songs, or poetry to focus on the sounds of language.		
Children learn and recite nursery rhymes.		
Children play with rhyming words, alliteration, and word families. ( <i>pail, sale; sand, sell, sail; mat, pat, bat, sat</i> )		
Children clap words into parts or syllables. ( <i>Ja son</i> )		
The teacher demonstrates segmenting words into phonemes. ( <i>/k/-/a/-/t/</i> )		
The teacher blends sounds into words. ( <i>/k/-/a/-/t/ == cat</i> )		
Word games are played.		

**What is the teacher doing? What are pupils doing related to the instruction?**

  
  
  
  

<b>Letter/Sounds</b>	YES	NO
The teacher explicitly and systematically teaches letters and sounds. ( <i>Saxon or Scott Foresman</i> )		
The teacher reviews letters/sounds in Morning Message, Shared Reading, predictable charts, etc.		
The teacher uses alphabet books and makes them available to students.		
Students participate in Making Words Lessons by “becoming the letter.”		
Students are encouraged to bring in things from home that start with designated letters.		
Children are taught proper letter formation.		
Student work is displayed.		

**What is the teacher doing? What are the pupils doing related to instruction?**