

### **Group Investigation of Gillian Maimon's 1<sup>st</sup> Grade Classroom**

This investigation has several related purposes. First, it expands our gallery of thoughtful teachers, giving us new images of and insights into classroom life and the work of teaching and learning. Second, it offers practice in “reading” classrooms and thinking about the connections between the surface curriculum and teacher’s underlying purposes. Third, it provides an opportunity for professional collaboration.

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#### How to view site

GO TO: <http://quest.carnegiefoundation.org/%7Erakin/gmaimon/index.htm>

To view this website from home, you will need to make sure that your computer has one of two free video plugins: Quicktime Player Version 6 or higher (available at <http://www.apple.com/quicktime/download>) or Windows Media Player version 9 or higher (<http://www.microsoft.com/windows/windowsmedia/download/>).

You may also need a plugin to read PDF documents, such as Adobe Acrobat Reader (available at <http://www.adobe.com/products/acrobat/readstep2.html>), or to view Macromedia Flash files (available at <http://www.macromedia.com/go/getflashplayer>).

NOTE: If you are having difficulty accessing the clips on the “high” version of Quicktime or Windows Media Player, try the “low” version.

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#### **Introduction to Web Case: Creating Structures that Facilitate Independence in a First Grade Classroom; Teacher, Gillian Maimon, Powell Elementary School, Philadelphia PA.**

This web case offers a window into Gillian Maimon’s first grade, inner city classroom. The site illustrates a broad range of literacy practices developed collaboratively by the teacher and her students.

Since the case is still under development, you will not be able to gain access to all the links. For purposes of this group investigation, focus on the following three sections of the site: (1) Home page; (2) Physical structures; (3) Time structures

Working with your group, explore the case, focusing on your assigned question. Search for visual evidence to support your ideas about the question. To help you navigate the large amount of footage on this web case, we have provided each group with some navigational suggestions and clips that are fruitful places to study. Feel free to explore other footage on the site.

## Steps in the investigation

1. **Preparing for group work:** Before Wednesday, Oct. 19 explore the site, keeping your group's question in mind. Make notes about appropriate clips that can help address your questions. Come to class on Wed. ready to help your group answer your question and prepare a presentation.
2. **Wednesday, Oct. 19<sup>th</sup>: Sharing evidence, planning presentation.** You will have about 40 minutes in class to discuss your thoughts about the question, choose relevant evidence, and plan how to present your findings to the class. In your presentation, you should (a) restate the question; (b) respond to the question with a brief summary and analysis of your findings, illustrated with visual examples from the web case. Include at least 3 short clips of footage from Gillian's classroom. No clip should be more than 3 minutes long. Be sure to explain clearly how the clip supports your ideas.

**Presentations:** Groups will have 15 minutes to present their findings and discuss their question.

### **Group 1: Nicole Awwad, Amy Mayfield, Kimberly Machnik, Mike Still**

How does Gillian support the learning of individual children? In what ways does her classroom make room for and accommodate individual differences?

- Go to: "Time Structures"; Click "Sharing"
- Go to: "Time Structures;" Click "Choice"
- Go to: "Time Structures;" Click "Writing Workshop,"  
Click "November 8 Memoirs"  
Click "Mini Lessons, "Writing," "Sharing"

### **Group 2: Jesse Feldberg, Michal Lucas, Caitlin Malcom, Hannah Rosen**

How is Gillian's classroom structured to foster student independence? What kinds of structures enable what sorts of independent actions by the students?

- Go to: "Physical Structures"  
Click "Reading Corner"  
Click "Choice Time"
- Go to: "Physical Structures"  
Click "Rug"  
Click "Choice Time"
- Go to: "Time Structures"  
Click "Centers/Guided Reading"

### **Group 3: Emily Aronoff, Max Horn, Yun Quin Wei**

What kind of learning community is Gillian cultivating in her classroom? What does she do to promote this kind of classroom community? How does the classroom community promote literacy learning?

- Go to: “Time Structures”  
Click “Writing workshop page”  
Click “November 1 Memoirs”  
Click “Mini lesson, “ “Writing,” “Sharing”
- Go to: “Time Structures”  
Click “Chapter”
- Go to: Home Page  
Click “Writing Time”