

What Instructional Procedures Do You See

[Music]

Teacher 1: Cameron listen, you can count to 10 and then it's Sophia's turn to with the scissors okay? Ready? One.

Cameron: Two, three, four, five, six.

Teacher 1: Six.

Cameron: Seven, eight, nine, ten.

Teacher 1: Good job. Now you ask her.

Cameron: Sophia?

Teacher 1: Good job Sophia.

Toy: Celia, I want apple juice.

Teacher 2: That's a lot of apple juice.

Teacher 3: Good job pouring juice.

Teacher 2: I hope Virginia is thirsty.

Teacher 3: Yes.

Teacher 2: Thank you.

Teacher 4: Glue.

Child 2: [Inaudible]

Teacher 4: What do you need? Do you need glue?

Child 2: [Inaudible]

Teacher 4: Glue open? It's open. Squeeze squeeze.

'Teacher 5: One. Two. Three. Stop. What do you want?

Child 3: More.

Teacher 5: More. Good. One.

Teacher 6: [Inaudible] Draw the line down. Back to the top. Draw a line a cross. Down to the bottom. Good job.

Child 4: Yay.

Teacher 6: Woo-hoo. You did it. [Inaudible] T, t for train.

Child 4: [Inaudible]

Teacher 7: Zebra's treat is when he eats a tasty piece of Panda's pizza with lovely toppings on each slice. This pizza does look very nice. Should we count.

Child 5: Pineapple.

Teacher 7: Oh, that's pepperoni. Let's count together guys, ready?

Teacher 7 and Children: One. Two. Three. Four. Nice job. High five. You guys did a great job counting.

[Music]