

## Snapshot Overview

CODE	DESCRIPTION-ACTIVITY SETTINGS
<b>BASICS</b>	Time available to transition between activities (e.g., standing in line, walking to specials, waiting for materials/instruction, or bathroom).
<b>MEALS-SNACKS</b>	Time students have to eat their meals and snacks.
<b>WHOLE GROUP</b>	Time students are in whole group instruction.
<b>CHOICE</b>	Time students are in activities of their choosing.
<b>SMALL GROUP</b>	Time students are in small group instruction that is <b>teacher organized and led</b> .
<b>INDIVIDUAL</b>	Time students are working individually and independently on assigned work.
<b>STATION ROTATION</b>	Time students are working in small groups that are teacher organized and assigned, but are <b>NOT adult led</b> .
<b>OUTSIDE</b>	Time students are outside.
<b>SPECIALS</b>	Time students are attending Specials. *Note: These are typically Whole Group settings so you can subtract this amount from your Whole Group time to see how much Whole Group is in your classroom

CODE	DESCRIPTION-Engagement Across the Curriculum
<b>LITERACY</b>	Time students are engaged in literacy, including being read to, whole language approach, phonics, vocabulary, writing, copying, and oral language development.
<b>MATHEMATICS</b>	Time students are being engaged in mathematics, including working with numbers, algebraic principles, geometry, and elements of time that include the calendar and clocks.
<b>SCIENCE</b>	Time students are reading or engaging in activities or discussions relating to natural phenomena in their environment; physical or earth science; biology; or chemistry (bugs, plants, animals, weather, body parts, nutrition etc.).
<b>TECHNOLOGY</b>	Time students are engaged in activities that involve technology, including when students are interacting with the Smart Board or computer, watching television or movies (including morning announcements on TV), listening to books on tape, when the teacher is using an overhead projector, The content of the software is captured in other codes.
<b>COMMUNITY</b>	Time students are engaged in activities and discussions that address social rules, foster positive identity, become familiar with life in their community.
<b>SOCIAL STUDIES</b>	Time students are reading or engaging in activities or discussions relating to cultural, ethnic or linguistic diversity; geography; and/or history.
<b>DRAMA</b>	Time students are engaged in: <ul style="list-style-type: none"> <li>• block building that is part of a story</li> <li>• fantasy play, dress-up, or role-playing</li> <li>• class plays</li> <li>• puppets, flannel stories</li> <li>• speeches by famous people</li> </ul>
<b>AESTHETICS</b>	Time students are engaged in art or music activities.
<b>FINE MOTOR</b>	Time students are engaged in developing fine motor skills (writing, painting)
<b>GROSS MOTOR</b>	Time students are engaged in gross motor <b>activities</b> such as running, skipping, jumping, swinging, riding bikes, dancing, and/or exercising.

CODE	DESCRIPTION-COMPONENTS OF LITERACY
<b>READ TO</b>	Time students are read stories, chapter books or non-fiction and engage in conversations about the content.
<b>WHOLE LANGUAGE</b>	Time students engage in activities and instruction that support print awareness, provide time for reading on their own or with support from an adult or peer.
<b>PHONICS</b>	Time students engage in instruction or activities that help them recognize sounds and sound-letter relationships, identify letters, or write and learn spelling words.
<b>ORAL LANGUAGE</b>	Time students have the opportunity to build expressive language skills-answer open-ended questions, expand on their thoughts, express feelings, and talk about their lives.
<b>VOCABULARY</b>	Time students are helped to learn to use and understand new words in all subject areas.
<b>COMPOSE</b>	Time students are engaged in the writing process, preparing to write, sharing their ideas through written communication, conferencing, drafting, finalizing.
<b>COPY</b>	Time students benefit from practicing making letters, practicing handwriting, copying words, writing spelling words.

CODE	DESCRIPTION-COMPONENTS OF MATH
<b>NUMBERS</b>	Time students are engaged in activities and instruction that helps them learn and understand numbers: rote counting, counting with 1:1 correspondence, skip counting, adding, subtracting, multiplying, dividing, identifying written numerals, matching numbers to pictures, reading graphs, working with fractions.
<b>GEOMETRY</b>	Time students are engaged in activities and instruction that helps them learn and understand the properties of shapes.
<b>ALGEBRA</b>	Time students are engaged in activities and instruction that helps them understand algebraic concepts that include sorting, classifying, identifying same and different, comparing (most/least, big/small, greater than) or discerning patterns, measuring for size, weight or quantity.
<b>TIME</b>	Time students benefit from instruction that supports their understanding of the concept of time-calendar, days, weeks, months, sequencing.

CODE	DESCRIPTION-TEACHING APPROACHES
<b>REFLECTION</b>	Time students reflect on their thought process, explain what they learned or how they solved a problem, represent their learning visually, or explain what they remember.
<b>SCAFFOLDS</b>	Time teachers support students' learning by asking open-ended questions; making links between classroom activities and things they are familiar with; giving them the opportunity to expand on an idea; or engaging in reciprocal conversations based on their interests, experiences, or curiosity.
<b>DIDACTIC</b>	Time teachers provide instructions and explanations, give information, model or demonstrate; time students need to practice, repeat or recite.
<b>STRATEGIES</b>	Time <b>dual language learners</b> are exposed to strategies that support their language development, such as pacing, gestures, diagrams, pictures, and articulation.

CODE	DESCRIPTION-Child Behavior
<b>PEER</b>	Time students are engaged with a peer-talking, playing, learning, laughing, experimenting, negotiating, arguing
<b>DISTRACTED</b>	Time students are not doing what the teacher has requested and are not focused on the assigned activity
<b>COLLABORATION</b>	Time students have to work together (with or without a teacher) to solve problems explain ideas and solutions, agree on an approach, or develop social skills such as cooperating, helping and negotiating
<b>FLEXIBLE</b>	Time students are engaged <b>individually or as part of a group in activities where arbitrary rules do not dominate.</b>

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