

"Duck Sock Hop"

What happened

- girls all doing splits
- girls all cracking up
- bathroom requests
- getting a bit rowdy
- "sand track"
- enjoying book / engaged
- Cameron completely tunes out
- engagement
- rhyming
- improvisation

Comments

- you set ground rules - clear and spent the necessary time
- great whispering tactic & "w/ a quiet hand"
- "you chose to be here, mention 2nd grade" - then just continued on w/ book - great re-direction & assertiveness
- good strategy: acting like you're taking the activity away
- shut down -> but could have used rhythm to talk about rhyming
- encouraging listening
- pointing out fingers or noses!
- might have tried to rein her in, move her seat, small group - all should be participants
↳ later found ways to include her!
- they remembered lots of rhyming words
- seem to ^{be able to identify} ~~group~~ rhyming words
- identifying parts of words that look the same!
- they wanted to read it
- w/ you & you complied - great for 2 girls who were very interested →

- memory game

- "ee"

excitement

- teamwork

- complete atmosphere
shift

- showing pairs

General Thoughts:

- enthusiasm throughout!
- incredibly difficult days to do this lesson
 - made the best of the situation
- perhaps could have made the Read Aloud more active / like a performance?
 - tough to improvise on the spot
- in general, great management, incredibly patient
 - good use of questioning to re-direct behavior

Great preparation of materials!

→ they definitely were in the mood for a game!

- good job asking about how they sound

- when a pair was finally found!

→ engaged, excited, proud

- great job encouraging pairs to work w/ one another even if students didn't want to

- engaged in memory game - amazing, way to not let frustration get the best of you

- you validated every single one!