

Kindergarten
 6 Students – 3 girls, 3 boys
 1:20 pm

Seated together at a round table in an empty classroom. There was a board to write on behind the round table.

What Happened/Observations	Comments
You tell them you're wearing something special, help them by asking what do I wear inside my boots?	They laughed and you laughed with them, sharing the moment together, students say socks are stinky...It was a nice way to reassure them that this activity will be fun, engaged them right away
Student asks if they can take their shoes off?	You were great at just quickly and assertively saying no to address it and moved on so they didn't have time to protest
You remind students to “raise your hand if you want to share something”	At that moment every single student raised their hands, it was good practice and showed engagement and that they were listening
You used the title to start going over beginning sounds	A couple kids could read the whole title so they may be a bit beyond this activity if it focuses all on beginning sounds
Student called out “How do ducks hop?”, you didn't answer her and moved on	I think this was appropriate because she called out and didn't raise her hand and it was not what you were asking them to focus on. It does show engagement though.
You read the text, emphasizes beginning sounds in each word, then asking “Do you notice the sound we hear a lot?”	Students weren't sure at first what you were asking but you didn't give up and repeated the question, the students eventually got it and said “s”, way to stick it out and give processing time
When you were reading text about describing the socks, students were responding with text to self connections, “I don't have spoon socks”, “hey my name is Jewel”	It was awesome that even without being prompted they were making connections to the text in the book. That will make it more memorable and help comprehension.
“What letter does mood start with? What sound does it makes?” You called on the student without their hand raised, the only one.	Not sure of your reasoning but this demonstrated that you expected participation from everyone
Students noticed that the ducks had hats of different colors and thought about whether or not they matched. You let them discuss this for a bit.	I'm glad you allowed this interruption. They were engaged and it was a good opportunity for them to reinforce pattern recognition.
Students complain about not being able to see,	Perhaps next time, try to tell them to move their

you let 4 students switch seats and got a chain reaction of more “I can't see”	own chair to a better spot rather than taking the time to get up and switch seats
When you read “Tumble, Twist and Trip” the students repeated each word after you read it without being prompted to do that	This showed a high level of engagement in the reading. You did a great job slowing down your reading to allow for that kind of response to happen.
There was some confusion over “p” and “q”. They eventually worked it out on their own.	One way to scaffold for them is to write the letter big because they might be able to see visually why they get them confused and it will help them find a strategy for discerning them that works for them.
When you read “shop” a student responded by saying the “sh” sound and then remarking “s – h”	This is great because it shows that by the end of the book, the students had caught on to what the task was and were identifying the sounds they heard without being prompted to do so. Great!
Student suggested hearing the “x” sound and said it was in the words “socks”. You said oh did you mean “s” and moved on.	I think the student may be confusing the “x” and “cks” sound from the two words in the book Box and Socks. It was a missed opportunity to talk about how those sounds are similar but are slightly different and made with different letters.
You called on Marcus when he wasn't listening	It definitely focused him again and he was brought back in to the lesson and started participating again. Seems like an easily distracted kid.
You model the game quickly with a student	I thought this was awfully quick before setting them loose in pairs but then I realized that you were going to have each pair do it in front of the group. I was glad you shared the secret letter with the group so they could feel a part of the activity when it wasn't their turn. At times you did forget sometimes to share the letter with the group and during those times the students that were not the pair on deck were disengaged.
Heard a couple students remark “I like this game”	Good engagement, all smiles, also it was competitive without the nastiness and anxiety about speed, well done!
Student got stuck on the letter “E”. The partner was using the short “e” sound. Then you had the group tell what it was for him.	Instead of going to the group, could you have had his partner tell him the other sound the “E” makes so that he might be able to get it on his own and not feel embarrassed.
You ask students if they like the game, who thought it was easy, or hard. All students seemed to like it, one thought it was hard, the others thought it was easy.	You might have been able to ask them what they would want to do differently next time or how we could make it easier or harder , how we could change the game for next time. It did seem like this would be a hard set up to differentiate.

You gave out stickers at the end of the game, at first you didn't allow them to pick their color. Then you gave in with one student was went back to change the others.

They should be in the habit of being grateful for what they get and also determining who gets what sticker is sometimes too time consuming to get in the habit of allowing. It was a bit inconsistent to say no you cant pick and then go back and allow it.