

Keith Observation 3/28/11

Notes

Response

Before class students filing; K informs them to pick up folders on the way in; students talking basketball, heading to seats; some students at board working on DGP sentence

They seemed really organized and easily move into DGP in their daybooks

9:05: “Good morning everyone. Does everyone have their folder?” K teases Gabe for changing sentence on the board

Nice banter here. Love the rapport you have with your students

on Thursday march 24 2011 Arizona defeated Duke and made it to the elite eight

Good job addressing questions with DGP

9:06: Students talking about 5k from the weekend; K asks them to help Chandler what corrections need to be made—punctuation and capitalization

Good job getting started with this as a class since they were having trouble.

Asks students to help pass out papers—grades and work

Be careful with allowing students to pass out each other’s grades, assignments. Seems like these students are okay with it, but some may not like anyone else to see their grade; Lots of comments from students about the grades they are listed

9:12: Students asking K questions, following up on work that he has recorded, reminds them that report cards are coming out soon

Good job dealing w/ student questions, helping them figure out what work they are missing

9:14: Students have been assigned a word to define; K reminds them to use dictionary, textbooks, etc. to help them define the words; Mrs. Davis helping students w/ definitions

9:17: One student shows K a t-shirt w/ his family’s coat of arms on it; K shares w/ class

Cool!

K moves to get students to share their definitions; students talking in side convos as you begin to set up definitions; Mrs. Davis “shh-ing” in back

Are you okay with Mrs. Davis’s role in these moments, quieting students?

9:19: K has LCD on and is typing up words as students share; students getting hung up w/ assonance versus alliterations


You and Mrs. Davis trying to help students figure it out; asking questions “what is an example?”

“Don’t necessarily copy down exactly what I write down b/c I will change the wording.”

So what are they supposed to write down? Also, font might need to be blown up more for visibility

9:25: Students continue getting up and reading their definition out loud; K records on screen; K asks for examples, students help out

I like that students are responsible for getting definitions, and the discussion after each seems to help them think about them more, come up with examples, etc. Good job pushing them to expand on their definitions, like if they use the word to define the word (narrator/narrate, etc.)

Good job talking through “Ballad of Ricky Bobby” 

9:36: K transitions students to classworks lab

Also, nice job tying in ideas about nature, time of year, etc. w/ haiku