

Keith Observation 4/6/11

Notes

Response

Initial bell rings, students filing in, K greeting students.

Bell rings, K reminds students to get out their daybooks and begin their DGP, asks for a teacher for the day

You were a little lower on your energy this morning, but good job getting class started, dealing with students needing pencils, etc.

Shared poem about R&J

Goes over DGP 9:07, asks for prepositional phrases to be identified first, tells students to "weed out prep phrases first to more easily see subject"

Nice trick to help them. I want to learn DGP better...will you help me :)

"how do you know it is transitive?" covers direct object

9:09 K passes out handout while students copy DGP

Student asks about video camera; K asks them to ask later and moves on to instructions for "Blame Game"

Maybe tell them the day before if you know this is happening

Students flip to character charts to help them fill out handout, some side convo going on

Good suggestion and cool that they are using these; I would not continue talking if others are talking while I am. The side convo wasn't horrible, but it's a small moment where you can remind students of how things work when you or others are talking

K moves around and checks on students' progress

Good!

9:17 Students have finished their blame game part and K now gives instructions for pie chart groups will make and how to provide evidence for the percentages they assign

I like the concreteness of this activity as a way for them to ponder their reactions to the crux of the conflict of the play

9:23 K walking around to groups, helps them talk through their agreements/disagreements and complete second half of sheet before moving to pie charts

Students move to pie charts. One student asked Keith about Apothecary and he praises her for this new idea/person to blame

K gives students an ice-cream container top to outline circle, students using various colors to create pie charts

One group arguing a bit more than others (b/c of two students who struggle to bend); K helping them think through it

One student taking his time getting back to his group, playing with tin can and other group

9:44 one student doing all work for a group, others in group talking to K about concert, a few other groups only one person in group creating charts

9:50 K announces for students to clean up when finished and to continue working on puzzle on handout when finished

9:55 K announces that groups need to finish what they are working on, begin moving desks back. Students finding places to post their pie charts. Students getting their book bags, putting desks back together

I like the conversations I hear..."I can agree with giving Tybalt _____ percent." Going to steal this idea

Good job circulating, just be sure you keep an eye on movement as well; several students moving over and bleeding into other groups when they haven't gotten started on their chart. Might need another day to work on these :)

Good job making suggestions for more than one student in group to do the work

Good to remind students of work to do; what about big guy floating around to diff groups and talking? You see him, and say something to him about getting back to group

Funny both you and Mrs. D say "get my desks back." One thing to think is how to have some whole class closure in a 55 min class, something that you can do, say, students can do to sort of "amen" the work for that day. Even if work isn't finished, call them back together, ask a question, get them to reflect in daybooks, or something else