

**SUPERVISION FEEDBACK FORM**  
**SPED 430/ 439**

**Name:** Patricia DaSilva

**Observation Date:** 4/27/09

**Placement:** South Meadow School (Maria Gendron)

**Observation #4**

**Summary of Observation:**

Patricia co-taught the lesson with Ms. Gendron, taking the lead role as she worked with three students to remember where they had left off prior to vacation, what had happened or what they knew thus far. She had students begin to read while Ms. Gendron primarily offered help with challenging words and Patricia had students pause to make predictions, review events, or consider character traits of Gilly Hopkins. At the end of the chapter was a letter from Gilly to her estranged mother. The group read the letter, discussed it a bit, and then Patricia reviewed the elements of the letter and asked students to begin to write one.

**Highlights:**

Patricia, you posed questions and made statements without giving away any information as you recapped what students had read prior to vacation. While you were cautious about withholding hints or occurrences, you and the students figured out what they knew and a logical place to begin reading. You handled that *fishing expedition* well, working through questions, refreshing memories, and guiding students' thinking while keeping away from telling what is about to happen in case they hadn't read a section. It was nice to see you find stopping points while the students read to ask questions about character traits, motives, and actions – these were solid open-ended questions. Also, as you asked questions, you let you come out more – in one instance you asked, *can you blame her?* (reference to Gilly wanting to connect with her mom) and then followed up with an open-ended question. For the most part, you and Ms. Gendron fed off each other in a co-teaching approach.\*\* You seemed to have ways to time your questions and build off of her contributions to work in concert and at other times pre-empted her to get students thinking about the characters.

**Additional Thoughts and Recommendations:**

Given that there were three students in the room, you might consider another strategy for reading the section you assigned aloud. *Popcorn* is effective, but changing it up helps to keep students involved. You might consider asking the students to take the part of Gilly, Mr. Randolph, and narrator.

\*\* Patricia, you and Maria did seem to work together, though there were a few times where you were both almost vying for control over the situation. At first, it seems as if Maria jumps in more quickly to give unknown words or provide hints for figuring them out; but further on into the reading you did some of this. At times, you talked about the unfolding story and at others she did. When co-teaching, it is helpful to clarify roles so you each have parts and rely on the other to fill in for designated tasks.

While the letter writing task was derived from the book, think about how you might have made more connections to the purpose it served Gilly at that point in time. Think about what you are teaching with regard to character development and traits and connecting actions and intentions. Consider using the frame below to help students either think about what might be included in a letter Gilly would write or to examine the one in the book as the basis to prepare them for writing one.

<b>Somebody</b>	<b>Wants</b>	<b>But</b>	<b>So...</b>

Here are some other thoughts for tying in the letter writing:

- Given that you have discussed aspects of Gilly's character, you might consider the letter writing as a form of prediction. In other words, before reading the letter Gilly wrote to her mom, have the students compose one they might write if they were her. Suggest that in the letter, they share intentions, current feelings, and tone to represent their understanding of who she is. Then, read their letters and compare with what is in the book.
- Another possibility would be to predict how the mom might answer, using the format you presented and the letter in the book.

If you stay with writing the letter after you have read hers, then it is important to give the students more direction based on their analysis of the purpose of the letter, the audience/ recipient, and content. You might ask the students to think about something they want, obstacles to obtaining it, feelings they have, and how they might share their desires and frustrations with a parent/ caregiver. In this way, you pull a bit of the theme from the book into the task and make it more connected with what is read.