

SUPERVISION FEEDBACK FORM
SPED 430/ 439

Name: Jessica Williams

Placement: Mt. Caesar School (Ann Beaudry-Torrey

Observation Date: 4/15/09

Observation #4

Summary of Observation:

Jessica conducted a lesson about contractions and compound words with a group of six students in the first grade. The students were seated at a round table facing the white board. Jess worked to gain their attention, stating eyes on me and then proceeded to move quickly around the table changing her place and restating the phrase three times. When students attended to her, she introduced the concept of compound words asking students for examples. She worked with the students to generate lists, one at a time, of contractions and compound words. She then put up a set of sentences, read each to the students, and asked them to locate either contractions or compound words and tell the two words. After two sentences, Jess asked the students if anyone knew the directions to the game of memory, listened to student input, and recapped the directions. Jess paired students, distributed cards for them to shuffle and directed them to set up the cards to play one of the two versions of the game of memory, matching the two words that comprise either contractions or compound words with the single one. In the midst of the game there were a number of interruptions requiring Jess to partner students differently, set a student up for different work, and orient a newcomer to what was going on.

Highlights:

Jess, it was exciting to see you let yourself be animated and who you are; conveying an upbeat approach to gaining student attention and focusing them on you. Your playful approach is the energy needed to maintain students' engagement in a lesson. You were incredibly conscious of the way you worded questions and stopped yourself midstream to pose open-ended questions or give clear directives to the students.

Your lesson contained a set of activities that targeted its focus, identifying contractions and compound words in sentences and using two versions of the game of memory to examine the two words that comprise either contractions or compound words. The sentences you used were solid models of effective and interesting information in complex structures. As you proceeded through the lesson, you eventually asked the students, *What are the two words in the contraction or the compound word?* This gave the two concepts you were teaching meaning. It was nice to see you use it as a frame for the remainder of the session.

During the session, you demonstrated flexibility and quick thinking to maintain a flow of activity. When there was an interruption, you helped set the student up for *Picturing Writing* while facilitating the set up and start of play of memory games, done in partners. When three students were removed from the group to go with the special educator, you regrouped students in a fluid motion, directing them to move from one space to the next to work on a game. When a student entered the lesson late, you sat with

her to explain concepts and be her partner in the game. You epitomized a *go with the flow* approach to teaching and did not miss a beat.

Additional Thoughts and Recommendations:

Jess, while you eventually got to the focus of the lesson through your question *What two words make up the contraction or compound word?*, it is important to focus on the two different ways that two words are combined to be one – this is the *what to teach*. Next, it is important to understand the *why to teach*, giving yourself and the students purpose for learning the concepts – both support thinking about the meaning of words they see in print, how to read and understand those words, and how to connect, particularly contractions, with their own language.

Next, it is important to treat each concept separately and systematically; defining, illustrating, working with related words. The progression of the lesson is thus important to consider. Your question is important to thread through each stage. As you look at each stage, consider how to actively involve the students in the process.

I-do it :

Define and introduce the concept of compound words – sometimes we put two words together to make one word and change the meaning of the single words butter + fly = butterfly (show pictures to consider how silly if we were to think literally and also offer examples such as snowball where the word is logical). As you introduce the concept and want to keep students engaged, think about ways to give them jobs. Put pictures of two words that get combined and the corresponding compound word, explaining through the definition what they are seeing. Make sure you write the list of words down in ways that you can preserve them.

(separately) Define and introduce the concept of contractions, looking at how the combining of two words also involves dropping some letter(s) and using an apostrophe. Start with is, are, not, etc.; addressing one at a time so you can discuss the shorthand and more conversational/ informal quality of contractions. You might do something with students bringing cards containing the two words in a contraction or vice versa.

We-do it

Read a story or poem containing the concept (Peggy Parish's *Amelia Bedelia* stories often have compound words that are misunderstood or Jan Brett's *Berlioz the Bear* or look through Shel Silverstein, Jack Prelutsky, etc.). If you have a poem, you could engage the students in a quick choral reading to help them locate the targeted words. You could also use your sentences – give the students the opportunity to circle or underline.

You-do it

Your memory game is a nice opportunity to look and read compound words or contractions (think about each group practicing the same concept so that before you switch you bring closure by asking each student to give a sentence containing... or offer an example of a silly or logical compound word).