




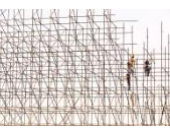


Reflecting on Instruction: Batman and Catwoman Story

Six Essential Components		Examples of 6 essentials observed in video of activity	Reflection notes to adjust Instruction
	1. Builds on student's strengths and interest, opportunity for choice-making	<p>Story was built on mutual interest of Charlie and Tylor in Batman characters.</p> <ul style="list-style-type: none"> • Incorporated Fenix's interest and skills in iPad navigation. • Also used Charlie's skills in playing songs on keyboard and his favorite singer, Luke Bryan 	
	2. Includes peers in the interaction	<p>The story had been previously started by Charlie and Tylor, and two others, each in individual sessions. I had shared the added parts as the students came, and the collaboration had been "asynchronous." This is the first time I included peers working together</p>	<p><i>Although the three are in the same room, if one of my goals is to increase Fenix's comfort level with Charlie, I should seat them next to each other! Tylor and Fenix should change places!</i></p>
	3. Creates an atmosphere of play (social and/or symbolic) with modeling and encouragement	<p>The theme itself is playful--who ever heard of Batman falling in love with his enemy, Catwoman! Enactment and props add to atmosphere of play.</p> <p>Playback of story segments using Voices on Mac Computer (Charlie calls it "google") makes it more fun, especially when we change voices.</p>	

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	4. Provides a context for activity through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	The story is a predictable context, and Charlie memorizes it all; he can always complete cloze statements by filling in the blank, and sometimes adds an entire sentence when prompted to review written language	
	5. Includes the use of props and actions and physical enactment	<p>Props are impromptu and ad lib. (Tylor comments on using spider hat with ears to represent Batman-- "Usually the ears go up on Batman").</p> <p>Use of wedding ring, keyboard and enactment of a wedding added to the meaning and playful atmosphere.</p>	<p><i>Collect or build more concrete props.</i></p> <p><i>Spend some sessions just building costumes and prompts</i></p>
	6. Adult is flexible and supportive and provides scaffolding between highly directive and participatory role and non-directive encourager and scribe.	<ul style="list-style-type: none"> • I was responsive to almost everything that Charlie said (e.g. correcting me when I chose the wrong Luke Bryan song), as well as Fenix. • Though it was quite a stretch, I was able to tactually connect Charlie to Fenix so he knew what Fenix was doing with iPad. • It was hard to pace the story so that Tylor kept up with the other two; I may have lost his engagement a few times. • Success in connecting Fenix and Charlie by giving them a role to play that was collaborative--Fenix plays music on iPad while 	<p><i>Give Tylor more of a leadership role, in addition to his role as Batman. He could be "prop man" who distributes costumes and props as needed, or "stage director" who prompts or models lines for peers.</i></p>

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		<p>Charlie accompanies on keyboard. This gave Fenix a chance to see some of Charlie's skills and competence.</p> <ul style="list-style-type: none"> • I scaffolded between scribe/narrator and my role as Catwoman. • All students moved fluidly between writing area, keyboard and stage area. 	