







Reflecting on Instruction: Mario 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	<ul style="list-style-type: none"> Mario video games were a favorite of Garrett and several others in the larger group that co-created this story. Both boys love electronic sound effects and lights. 	<p>Add Garrett's and Devin's favorite topics to story:</p> <ul style="list-style-type: none"> Garrett loves Sweden Devin loves the "Triangle of Destiny."
	2. Includes peers in the interaction	Garrett serves as a peer.	Watch for generalization of connecting words to larger group next week.
	3. Creates an atmosphere of play (social and/or symbolic) with modeling and encouragement	<ul style="list-style-type: none"> Plays on words ("Web Browser")--use of pun Using Energy Stick in playful manner (sensorimotor play) Reinforcing rather than redirecting their "overconnecting." 	
	4. Provides a context for activity through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	Story they've been working on in large group as context for using "connecting words."	Enact in separate "stage area."
	5. Includes the use of props and actions and physical enactment	Used "Energy Stick" that makes sound and light when circuit is completed auditorily--makes concept of "staying connected" more concrete.	<p>Expand number of props</p> <ul style="list-style-type: none"> -for objects/characters, other students added to story (e.g. "pillars," "Darth Vader," truck vs. car). -for own favorites (e.g. Triangle of Destiny)

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	<p>6. Adult is flexible and supportive and provides scaffolding between highly directive and participatory role and non-directive encourager and scribe.</p>	<p>Mostly directive stance throughout activity, maintaining control of materials and pace of activity.</p>	<ul style="list-style-type: none"> • <i>Try pre-teaching with D & G, weaving student-created segments or characters to story (less adult-directive)</i> • <i>They can bring their additions to larger group so they will have opportunity for repetition of content.</i>