

1. Beth had a beginning where the children copy what she is doing but then she takes their choices into consideration like tap your nose, pound your hands, clap your knees, and shake your head. She takes cues from the children and becomes a partner for their ideas. Jace was not stopped from being a giant and he followed all the ideas while being a giant and Beth smiled and acknowledged him, when he stretched up high and he was the first to reach the cubbies. She had smooth transitions from one song to the other to the cubbies. There was a beginning, middle and end.
2. What I do currently to share control with children is, I just give simple instructions and demonstrate once and then take ideas and cues from the children. Then we all follow what a child has suggested. for example, if I am going dancing in the air for joining in I would show them and then ask how else can we move. If two or three children suggest different ways then I would say okay first let's do it Ayzel's way then we will do it Ahmad's way and then Irfan's way. If a child needs to be brought back to the activity or does not want to do something then he or she can be brought back and for this the teachers need to be prepared by asking those children who are not confident to participate by asking them how they would like to move. As a teacher one has to be a partner to make it more interesting.
3. It is very important to take cues from children keep them engaged otherwise they lose interest because they are in a standing or sitting position after joining in. It is important to keep them interested. I personally would like to ask them about their previous day, what they had for breakfast and how they are feeling and then start with the message board, introduction, recap and activity. I would love to build a bond with the children to make them feel safe and secure for them to be open to sharing their ideas or feeling. In case if a child gets upset that he or she didn't get a turn one day then I write their name on the board so the next day the child gets a turn and doesn't feel left out because giving each a turn in one day would stretch time and the wait time could cause other issues of children moving around and losing interest. So, the best thing to do is keep all the children engaged and give them an opportunity to participate. Also, not to discourage any child from saying what they want and bring them back. If a child is not participating encourage them to be a part of the LGT, simply starting from calling them to open up the curtain for the message board. A teacher's transitions must be as smooth as possible from beginning to the middle and then end. The other teachers should be aware of what the plan is for everything to go smoothly. The teacher must have a good rapport with each other and the children.