

Reading Assignment

Large-Group Time from Jace's Viewpoint



Large-Group Time from Jace's Viewpoint

Returning to the account of Sam and Beth's large-group time, let us observe the experiences of one child, Jace.

Jace joins the singing game in progress at the end of the “tap your feet” verse. He has just gotten his feet going when Anna changes the verse to “tap your nose.” He keeps his feet tapping for a few beats then switches to tapping his nose with three fingers on each hand while looking at his friend Bryant.

“What if a giant tapped his nose!” he says to Bryant, as Peter talks to Savannah about changing the verse to “pounding the floor.” When Peter's verse begins, **Jace** leans over and pounds the floor with both fists. At the end of this verse, he and Bryant continue their conversation about giants:

“A giant could pound through the floor.”

“And he wouldn't get hurt.”

“Yeah, he has special powers.”

For the “clap your knees” verse **Jace** pounds his knees, then shakes his head “like a giant” from side-to-side during the last verse.

Jace is still shaking his head as Beth encourages the group to try the marching movement for the new song. When other children begin to march, **Jace** gets up and marches after Bryant. “We're giants, aren't we Bryant,” he says. They lift their legs as high as they can as they weave in and out among the other marchers.

“Look, I can go really high,” **Jace** tells Beth after she describes the second movement. “Go high.” He stands on his toes and stretches toward the ceiling. Beth nods and smiles in acknowledgement and then asks the children to go “down.”

Large-Group Time from Jace's Viewpoint (continued)

Jace falls to the floor on his hands and crouches with his arms wrapped around his knees. For “halfway up” he watches Bryant then assumes a standing crouch. When Beth begins to sing, **Jace** falls to the floor on his hands again, crawls over to Beth, sits down, and leans comfortably against her, singing along from time to time.

When it is time to sing and move, **Jace** jumps up and marches with Bryant, reaches up, falls to the floor, then stands in a crouch. He sings some of the words and goes back to marching until Sam puts on the “boing-boing” music.

“This is the funny jumping music!” **Jace** says, as he jumps up and down. “Let’s do it again,” he says when the music stops. Beth suggests that they “boing boing” to their cubbies to get here coats for outside time.

Jace is the first to reach the cubbies. As soon as he gets his coat on, he resumes jumping until the music stops. “Bryant,” he says on the way out the door, “Let’s be giants, okay?”

Large-Group Time from Jace's Viewpoint (continued)

Directions for completing your assignment:

Type your responses to each of these questions into a Word document and upload it into the Week 1 Dropbox. **This assignment is worth 10 points and is due on Thursday.**

1. Consider the examples of shared control that are illustrated in this example. Summarize your reaction to them in one or two sentences.
2. What do you currently do to share control with children?
3. Have you thought of some ideas for sharing control with children during large-group time that you would like to try?

