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Week 1 Dropbox Discussion

*Re-done on Thursday, 5/21/2020, following the article [Large Group Time From Jace's Viewpoint](#)

Note: For my responses to questions 2 and 3, I tried to include examples of how I provide opportunity for shared control in my classroom, and how I would like to do so in the future. Please let me know how I can change these to answer more accurately.

1. Consider the examples of shared control that are illustrated in this example. Summarize your reaction to them in one or two sentences.

My reaction to this perspective of large group time from Jace's point of view is that when a child is able to express his or her interests during opportunity for shared control, he or she is motivated to extend this activity into other parts of the daily routine. Jace shows interest in large body movements during each of the activities illustrated in this example (Ex: pounding his fists on the floor, shaking his head like a giant, lifting legs high during marching). Jace was given opportunity to express his interest in how a giant would move throughout the different activities during large group time, and extended his interest in being giants when going outside. Going outside is a great time for Jace to get those large-body movements out!

2. What do you currently do to share control with children?

In my current classroom, I attempt to gauge the interests of my individual children and tailor my large group activities to meet their interests and share control. We do music and movement activities every morning before greeting time begins, which includes the opportunity for each student to show us a movement before they sit down (the "beginning" part of the large group time). Many times, opportunities for shared control come from movement activities that come from observed interests of the children during work time (Ex: if cars are a current interest during work time, we will do a large group time where children can express how they would move if they were a car or other vehicle). We transition from large group to other points of our daily routine by choosing a transitional activity that allows each child to contribute in his or her own way. A "follow the leader" style movement called "Quick, quick, do a trick!" is one such transitional activity, where one student will choose a movement to demonstrate for the class and the rest of the students follow. Once the student has done his or her movement for the class, he or she may move in that fashion to the next activity in our daily routine.

3. What ideas for sharing control with children during large-group time would you would like to try?

I would like to incorporate more outdoor time with my students and see how they might attempt to use natural materials in their opportunities for shared control. For example, I might have students sit in a circle and provide a stump from the playground. Before going inside, each child would have the opportunity to show us one way they could use it (ex: to stand on, to jump on, to roll, to bang on, etc.)

Be sure to check back later to view feedback from your instructor.