

Read Large-Group Time from Jace's Viewpoint (found in the Week 1 Reading Assignments). 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.**

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

**In this scenario the directions given are broad but concrete. This is a creativity springboard and gives children both a robust source to begin their thinking and a wide variety of acceptable responses.**

- What do you currently do to share control with children?

**I prompt children to contribute ideas once I have explained and modeled 2-3 options for an activity. For example, when playing rhythm sticks, I ask for suggestions on whether to tap loud or soft, and what shape we should make when we freeze our sticks at the end of the verse. I model holding the sticks in a few different forms or locations before asking the children for their suggestions to ensure they understand and to help scaffold for some children who struggle to think on the spot.**

**I also pull names out of a hat for a few of the children to choose which songs we will sing on the days that we use the songbook. We use a mini songbook of 4-6 selected songs, so that the children are not overwhelmed when it is their turn to choose and wait time for the other children is minimized.**

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

**I would like to incorporate more activities where the students are each in charge of their own movement choices, such as Jace's example of being a giant if he wants to. During many of our games I give instructions to match the leader (whether that is a student or the teacher) and do not allow students to privately explore their own ideas without being redirected to try what everyone else is doing.**