**POP-IN: P**eer **O**bservation **P**artnership

**Open, flexible, and non-threatening opportunity to learn by seeing, trying, reflecting, and improving**

Peer Observer: \_\_\_\_\_\_\_\_**Chris**\_\_\_\_\_\_\_\_\_ Peer Observed: \_\_\_\_\_\_\_\_**Robin** \_\_\_\_\_\_ Date: \_\_\_\_\_**November 8**\_\_\_\_\_\_

| I observed… | I want to try… | I noticed/Have you considered…? |
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| **Arrival/Bell Ringer*** **Students put homework in bin**
* **Students copied sentence with errors and edited.**
* **After 5 min, students called up to make corrections.**

**Lesson Hook*** **Students discussed the following question: When do you sometimes feel like a small child again?**

**Lesson** * **Teacher gave the example of figurative language: “played them like a fiddle” and led discussion considering the richness and impact of the image.**
* **Students sorted cards containing new figures of speech and ranked them according to level of richness and impact. Teacher called on groups to defend their rankings.**

**Learning Activity*** **Students moved into small groups to read the short story “Eleven.”**
* **Graphic organizer required students to record 5 examples of figurative language in the story and explain how each contributed to the richness and impact of the story.**
* **Students turned classwork into bin and picked up a homework slip.**
 | **Your classroom routines** * **homework bins**
* **bell-ringer**
* **homework slips**

**Your students knew the routines very well, so the class kept a great pace!****Your sorting activity*** **small groups**
* **ranking**
* **defending answers**

**I was so impressed by the level of critical thinking of your students!** | **I noticed…*** **that some students-especially Lane, Jovan and Clarence-were off-task (on phones, heads down, finished early)**

**Have you considered…?*** **Offering more challenging assignments to students who seem bored?**
* **Grouping students according to needed skills to provide scaffolds to access challenging text.**
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