**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…? |
| --- | --- | --- |
| **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.** |