Assignment 3: Final Reflection

I. Teacher Language: What observations have you made about patterns in the ways you use language? What changes in ways of using language, if any, did you explore in this course and how did those affect conversations?

Since there are no words in the first discussion book, *The Grey Lady and the Strawberry Snatcher*, my questions mainly focused on answering the question: “What do you think is happening in this story?” I wanted to hear how students made sense of the text. While watching the video again, I notice that I mainly relied on three discussion moves in response to students’ answers and observations: 1) Simply respond by saying “hmm” or “ok.” 2) Repeating back the students’ response to the group 3) Asking clarifying questions, to follow up on students’ thinking and to encourage students to back up their thoughts with the text.

These three teacher moves on my part are seen in the transcript from Assignment 2. The most common move that I make is asking clarifying questions as an uptake to a students’ response. For instance, while students are debating what seeing two buses on the same page could mean, I repeatedly ask questions about the bus like “¿Esto es otro bus?” (lines 11, 17, 25). My motivation behind asking these repeating clarifying questions was to get students to further reflect on their ideas and for me to get a better sense of what they are thinking and why. Students would respond to my questions and would sometimes even elaborate on each other’s ideas. Looking at lines 18-24, students TM, AH, JZ, and JT, all engage with each other to respond to these questions. However, looking at the video, I noticed that many of our exchanges at this point were fast paced as students would rapidly jump onto what each other was saying. I think that by asking so many follow up questions so quickly, if I had encouraged this dynamic among my students. If so, that may explain why my students were talking loudly and excitedly responding to my questions. Another question I have is if the quick pace of conversation affected JZ and CF as they were the students who talked to the least in this discussion. At one point, JZ had a question that would lead to further exploration of students’ ideas (lines 28-29), and I felt that I had to step in and invite him into the conversation so that he could ask his question. I wonder if by talking less and taking a more reflective stance on students’ ideas, students wouldn’t have felt the rushed need to answer my questions. Students would have been less dependent on communicating to me their ideas and perhaps would have created a calmer, more reflective environment, in which the other two students who didn’t talk as much would feel more invited to participate.

Looking at my other moves, repeating back student’ observations and saying a small reflective reaction like “hmm”, I notice that students took those moves as an opportunity to ask their own questions. For instance, when I repeat back AH’s observations about the mushrooms in line 80, JT asks her own question “Oh yeah, ¿dónde?” This happens again when I say “Oh” in line 93, as JZ takes that opportunity to ask “Wait, but how can it walk in the water?” Both these questions, allow for the question to extend as students challenge and question each other. Essentially by talking less, I think this allows for the kids to
facilitate the discussion on their own terms, making the whole discussion more authentic and relevant for them.

In leading the second small group discussion, I tried to be more intentional about my question asking and attempted to build off of students’ responses and reactions more. I decided to use student uptakes on broad questions like “What do you all think?” or by just reading the page and showing the illustrations without any questions. I do believe this technique worked better for my small group, as JZ and CF, participated significantly more in the second discussion than in the first. Looking at the video, the pace also felt slower and the kids appeared to building on to each other’s ideas once I stepped out, as they would ask each other questions or expand on their ideas. Leaving these spaces of silence, allowed for the students to take the conversation in the directed they wanted. In the case of reading Zoológico by Anthony Browne, this meant that we spent more time discussing the pictures. By the time we reached the page opening that shows the elephant, I decided to focus my questioning more on the text, in particular how they think about the family. I’d ask questions like “What do you all think about the family?”

Another interesting result that occurred in the second group discussion was that the students proposed the theory that the people visiting the zoo are turning into people. I think that students were allowed to explore this theory because of my open-ended question that valued what they were thinking. To engage them further on their thinking, I asked less “Why is that?” questions and would repeat back to the students their thoughts and observations. This was just as effective, in my opinion, in soliciting student thinking as both the original student and the other students would expand on their ideas as soon as I repeated them.

Lastly, I noticed I got rich student responses when I would repeat specific lines from the text. For instance, when we were discussing the elephant, I re-read the line that states how the elephant is standing with his face facing the wall and ended with a hm. This allowed for the students to propose what was going on. For instance, JT mentioned that perhaps the elephant felt sad by hearing all the mean things the zoo visitors were saying about him. While AH proposed her theory that all the animals were previously humans, so his face was being turned away because he still had a human face that he didn’t want to show.

While leading my third whole group discussion on Alatorcida by Janell Cannon, I again kept in mind how I wanted students’ observations and responses to lead our whole group discussion. I chose the book since it has an interesting plot with a complex lead character whose attitude changes. When I began the discussion, I would read a page, show the pictures, and ask “What do you think is going on here?” However, I quickly noticed that only 5 out of my 20 students would regularly respond to my questions. (4 of those students happened to have been in my small group, AH, JT, TM, and CF- which leads me to wonder if those students are just naturally more participatory or if they were participating more as a result of our small group sessions). As I attempted to encourage other students to participate, I would allow for more wait time, by counting the number of hands raised or by stating “Let’s hear from someone who hasn’t talked yet.” Neither of these moves on my part seemed to encourage student participation, as few students responded by raising their hands. At the end of my first day of reading book, I realized that I only had students turn + talk on one aspect of the text (How would you describe Alatorcida as a character and why?). Perhaps by adding more turn + talks, students would have been more participatory
as they would have had a low-stakes partner exchange in which to practice enunciating their ideas. Lastly, I think it might also be that my students were more used to my cooperating teacher’s method of leading discussions (which are more comprehension-as-outcome, comprehension-as-procedure based). In these discussions, it could appear to students that there are ‘right’ or ‘standard’ answers. I wonder if students’ even at the young age of 2nd grade already understand that their teacher is only looking for a few right answers, so it’s not worth taking the risk to explore their own ideas. Reflecting back on this final whole group discussion, my question now is “How can I use my teacher language to encourage students to participate more, especially the ones that appear quieter? How can I use my language to communicate that I authentically value each students’ comments?”

II-A. Student Sensemaking: How is the focal student making sense of the social context?

Socially, J.T. was an active participant across all three discussions. She would readily jump into all of the discussions (including the whole-group lesson). In the first small group reading, J.T. readily participated in the discussion. She appeared to have shown interest in the text with her body language, as she would lean in to the text and look closely at the pictures. She raised her hand and answered most of the questions I posed or that others posed in the group. She also readily offered her hypotheses and predictions for as to what was going on in the book’s illustrations. One aspect of her participation that I think is important to note is her loudness. I am not sure as to why she spoke so loudly in both small group discussions. Is she loud because she feels as if she’s not being heard? Or is that just the way she talks? Is it a little bit of both? I don’t think it’s possible to definitely answer these questions but by looking closer at what she says, we can attempt to understand the social motivations behind what she says, how she says it, and what she does during the small group discussions.

In the first discussion, it appeared to me that at first, J.T. tended to use other classmate’s ideas, in particular, AH’s, and would expand upon those in the discussion. For instance, after hearing AH’s idea that the green-thumb grocer could have turned into the strawberry snatcher, she added on to it by stating how maybe the grocer’s different colored thumb shows that he has special powers. She would also help her classmates provide evidence to their claims. When one of her peers decided that a girl in the window in one of the illustrations was a young girl and not an old lady, she pointed at the picture and said “Yeah, she must be a girl because she is wearing overalls and little bows, only children wear bows on their heads.” As the conversation moved along, she began to start introducing her own ideas that would sometimes challenge her peers’ thinking.

An interesting moment occurs in the transcript from assignment 2, where she attempts to show a new idea to the group that proposes that the two buses are actually showing how the bus and the old lady move (lines 83-84). I turn the page and ask the question, “Now what is happening?” in an effort to see if by turning the page others pick up on her theory and expand upon it. However, as soon as I turn the page, AH states: “She was in the bushes!” and JT can be heard saying “nevermind” (lines 86-87) I wonder if she took my flipping of the page and asking another question to be dismissive of her thoughts, which is why she stated “nevermind.” Or, another possibility could be that her “nevermind” comment is in reference to AH’s dismissal of her theory and AH pursues a new line of
thought by saying “She was in the bushes!” The “nevermind” may be indicative of how she is not feeling heard by neither her peers nor me in the moment and of how she values the reception of her ideas by both me, as the teacher, and her peers.

In the second discussion, I noticed AH’s possible influence on JT’s thinking. While discussing the page with the elephant in the zoo, I repeat the line that states how the elephant has its face facing the wall. She was the first to respond to my question by stating how she thinks that the elephant feels sad because of all the mean things the zoo-goers are saying about it, like how he smells and how he’s boring. Then, AH mentions, “Oh, I know!, His face is still human, so he’s hiding it and looking at the wall.” I repeat back both of their theories, stating “So, AH you think this elephant was once human and JT, you think this elephant feels sad because of what people are saying.” JT then responds, “Yo pienso que voy a cambiar de opinion, estoy de acuerdo con AH.” JT’s thoughts are closer to what I think is the standard reading of the text-- The animals show their depression due to the deplorable condition of the zoo, but none of the zoo visitors appear to worry about them and appear to derive pleasure from their captivity, leading the reader to question “Who’s really the animal in this situation?” Yet, she’s willing to change her mind, because of what AH proposes. I wonder if JT perceives AH with a higher social status or as “more intelligent” in the group, and as such, decides to go along with what she says.

Another moment in the second discussion that I found worth noting occurred when the students were looking at the page with the orangutan, who appears slumped over and who’s hiding his face. At this point in the conversation, AH has explained that she thinks that the humans are turning into whatever animal they look at, since the two boys act like the monkeys when they look at the monkeys. Looking at the orangutan picture, JT says, “A.H., vez, que cada vez estan viendo solo un animal, pero se estan convirtiendo en otros animales...A.H.” AH is not engaging with JT’s challenge, as she’s fidgeting in her chair and looking at her feet. She also appears to be exchanging glances with the two boys next to her, CF and TM. (I don’t think AH is doing this to be intentionally malevolent, she appears to be more just not paying attention and not realizing that JT is talking). After seeing that JT is not engaging with her, she says: “Maestra, maestra, A.H. dijo...” and she explains to me how AH’s theory is not plausible given her new evidence. So it seems to me that JT also cares about what the teacher has to say and seeks to hear responses from not only her peers but from her teacher as well. It was interesting to see, however, how JT perhaps sees herself a bit more confidently. During the first discussion, when JT disagreed with AH, she said “it could be that or...” and then she stated her opinion. This time, rather than “adding on” to AH said, she directly challenges her, repeatedly calling out her name. I wonder if this is a sign of JT’s increased confidence in her social status (since she has had the freedom to participate as often as she has wanted) or in her thinking (she feels confident in her intellectual ability to make sense of the text and to communicate it to others).

I think that the way I interacted with JT has helped shape her responses. Perhaps, she sees me repeating what students say and attributing students with particular ideas, and applies how I’m trying to get students to make sense of the text together. She could see my actions as a model to use others’ comments to make her own sensemaking. One thing I would change to help JT, would be to reinforce the norms to the other students that we should be actively listening to each other. If someone has something to say, we as listeners should be thinking and exploring that person’s idea, even if we think it is wrong. Another action, I would need to change would be to subtly tell students to listen to each other,
perhaps with a quick glance or a symbol of my hand holding to my ear. If students appear thoroughly disengaged, I could have the student who is talking pause in their thoughts, quickly remind everyone to listen and then have the student reiterate their thought. During math talks, I sometimes ask students to repeat what another student has said, as just a quick exercise in listening during a whole group discussion. It would be interesting to try this talk move during in a literary discussion. Lastly, I could have the students engage in a quick post-discussion reflection where we, as a group, make a note of moments in the discussion where we arrived at new understanding or at a more nuanced understanding of the text by listening and expanding upon each other’s ideas.

II-B. Student sensemaking: How is the focal student making sense of the text?

Overall, while discussing the text in both small group discussions, JT appeared excited to be reading the texts and generally looked like she was enjoying the discussion. She appeared thoroughly engaged in both discussions, as evidenced by her body language. She was often leaning in to the text and observing the pictures carefully. She would smile and laugh with her peers whenever a humorous comment was made. On the whole, I would say JT has a positive, curious affect in regards to exploring the text and to listening to her peers as evidenced by her active, excited participation in both the reading and discussion of the text.

During our first discussion about *The Grey Lady and the Strawberry Snatcher*, JT focused on how the text portrayed movement. She believed that the text was showing how the grey lady was escaping the strawberry snatcher. She would also comment on other minor characters that appeared, perhaps in an effort to see if they’ll have a relationship with the grey lady and strawberry snatcher. Unlike some of her peers, she came away from the story with the understanding that there was only one snatcher and one grey lady in the story. She concluded that the snatcher stayed at the blackberry bush while the grey lady’s family enjoyed the strawberries.

I noticed that JT rarely referenced her own personal experiences in explaining her thinking, preferring to use pictures from the text. When asked why or to further explain her thinking, she would often turn back to previous pages and mention what she saw before. For instance, when discussing the trail of mushrooms the strawberry snatcher leaves behind, she said “Wait, there are rocks! Look! {flips page back}, he leaves rocks whenever he walks!” Here one can see how JT is processing how the story presents movement, she’s beginning to understand that the previous picture showcases where and when the characters were before. One can also see how she uses what she saw in previous pictures to guide her thinking as events unfolded in the text. As such, she didn’t perceive the repeated images of the strawberry snatcher and the buses as multiple snatchers and buses but as the picture showing the motion of characters and objects in the story.

As mentioned before, JT listens to her peers’ contributions and adds on to what they say. This is what developed JT’s main understandings from Zoológico. After TM proposes the theory that the people are turning into animals and that the doorways in each animal exhibit must be important, JT repeatedly connected her observations from the pictures to this idea. For instance, while discussing the scene with the family on its way to the zoo with the car, TM proposes that the humans are turning into animals on their way to the zoo. JT adds on to TM’s theory by saying later on “Yo pienso que se están convirtiendo en animales
porque van al zoológico." So, she’s using what she already knows from the text (that the family is on its way to the zoo) to help support a theory she’s developing in collaboration with a peer. On the next page, she continues to develop this theory by discussing how the humans in the picture are being portrayed with animal features. She joins her peers (AH, CF, and TM) in pointing out the animal features they see in the pictures (otter heads, lizard feet, etc).

In addition to developing her thinking from her peers’ comments, she also heavily relied on making sense from the pictures. She would often point to a particular place in the illustration and use evidence from that to explain her thinking. For example, when looking at the penguin scene, she counted the number of penguins and the number of doors. She tried to make the connection that there was a door for each penguin. (I’m not quite sure as to the importance of making this observation, as she never had the opportunity to fully explain how this relates to her larger understanding of the text. I did notice, however, that she appeared very excited about this observation and it appeared to be of great importance to her.) Although JT appeared to derive most of her understanding of the text from pictures, she would occasionally reference the text in explaining her thinking. While explaining why the elephant had its head turned away from the zoo visitors, she remarked that it probably feels sad since in the text, the boy says, “he smells bad and the elephant is boring.”

Another aspect of JT’s sensemaking to note, is that she makes her thinking explicit by saying repeatedly throughout both discussions, ”Esperate, no entiendo... no lo agarro” This shows to me that she isn’t shy of showing her misunderstanding and uses her not understanding as a means to raise questions about the text to herself and to her peers. She then will ask her peers to further explain their thinking. For instance, in the transcript from the first discussion, she was confused about TM’s comments about the ducks. As such, she states her confusion in line 100 and grapples with TM’s observations in line 107 (“Pero no había patos aquí pero ahora aquí sí.”). While building on to other students’ ideas, she’ll be explicit in her sensemaking, as she attempts to figure out how to integrate their ideas into her own understanding of the text.

It appears to me that JT’s understanding of the story is based upon her own observations of the text and pictures and how she relates to the comments her peers bring. She relied on her classmates’ observations to further and expand her thinking, as evidenced by her active listening and her repeated incorporation of peer ideas’ into her own ideas. She’s not shy in making her thinking explicit and often appears to be “thinking-out-loud” whenever she’s discussing. When she shares, it seems that she is simultaneously conveying her thoughts and working them out. The basis of her comprehension process comes from her talking out her ideas with her peers. What I can for JT, as a literacy teacher, is to first give her these social opportunities to make sense of texts. Her sensemaking is reliant on upon being able to talk through her ideas with others, so she needs these social opportunities to communicate and develop her own ideas. Furthermore, she benefits from hearing others’ ideas as she readily incorporates them into her observations. She also appears to gain enthusiasm for the text from having this opportunity to relate to it with her peers. At the same time, however, I want to build up confidence in JT in her own sensemaking abilities. If JT comes to an understanding about something, I don’t want her to be too easily persuaded by her peers into thinking something else. I want to continue to encourage her to use the text in backing up her thinking. In this way, she can decide to agree with a peer not because of their perceived social or intellectual status, but rather
because the evidence that she has heretofore gathered from the text matches with what her peer is saying. I would do this by continuing to ask questions such as, “What are you thinking? What are your thoughts on this? What makes you think that?” Lastly, in the second discussion, JT was beginning to occasionally use the text and not just the pictures in her sensemaking. In order to continue this development, I will make either repeat back to her and the group particular quotations from the text that I think could lead to fruitful discussion and comprehension. I will also occasionally ask her and the other members in the group to point out what they think were the most important phrases or word in a particular text and to explain why they think so.

III: Exploring aspects of sensemaking and related pedagogy

Throughout my literacy courses, my own personal focus has been on determining what practices can I take away from reading research and theories on literacy that I can readily incorporate into my classroom for next year. As such, I want to incorporate what I already know about developing literacy in students from the previous courses on teaching literacy across content areas, with the newfound understandings that I have gained from this course. From the readings in this course, I think that at the foundation of literacy teaching lies in understanding one’s students and the various identities they have across different academic subjects. Then, in understanding their identities, the teacher can use this knowledge of her students, to help them develop as readers by teaching different reading practices that they can choose from. As the student is developing as a reader in her classroom, students can continue to practice and develop their comprehension abilities through the social context of discussing texts in small groups and whole groups.

I agree with Aukerman and Dyson that teaching literacy through incorporating student identities is essential to helping students develop as readers, especially for students from traditionally marginalized backgrounds. Aukerman highlights the importance of developing and understanding students’ identities by designating ‘Literate Identity’ as one of her Six Developmental Domains of Comprehension ("How Should Readers Develop Across Time? Mapping Change without a Deficit Perspective"). Aukerman states that literate identity is when students value their reading and their relationships with texts so that they develop a desire to read and so that they can see themselves as capable readers (p. 5-6). What I find most important in her definition, is that a teacher should foster a student’s literary identity so that a student finds his or her own intrinsic motivations for reading while at the same time viewing themselves as successful readers.

It will be far less likely for students to see themselves as capable readers, let alone to allow themselves to enjoy and love reading, if a teacher doesn’t allow for the curricular space to integrate student identities in her instruction. Dyson warns of this in her article “Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children’s and Teacher’s Worlds” when she analyzes what happens in a classroom where student identities are not validated or explored in the main classroom curriculum (despite the good intentions of a teacher). She uses the example of Eugenie, 2nd grader, and a piece of this student’s work. The student was asked to draw 8 pictures of important events in Abraham Lincoln’s life and the student decided to focus on depicting the dramas of Lincoln’s personal life, which did not fall under content expectations of the teacher. Dyson argues that without a forum through which Eugenie’s work can be presented to world, her
work would be dismissed and there would be no connection between Eugenie’s worlds and the curricular worlds of the classroom (p. 27). What worries me most, as a teacher, about this case is the fact that the teacher failed to reach the student on two levels 1) the student only came away with her own “unofficial” understanding of Lincoln’s life 2) the collegial and collaborative work she completed will go unrewarded as the teacher could dismiss her work a failure of meeting content expectations.

To avoid this outcome for my future students, I agree with Dyson that the teacher must create an “ongoing cultural forum” in the classroom (p. 32). This would mean giving students the space and the opportunity to discuss their personal connections — that can come from their homes, cultures, friendships, personal interests— with the curriculum being presented in the classroom. From these connections and our responses as teachers to these connections, students help shape their existence and identity not just in our classroom but in the world at large (p. 33). It is important to remember that by creating this cultural forum, the teacher also stands to learn and grow in her identity. Dyson states, “..children offer us the opportunity to open wider the curtains framing our own world view, so that we might see aspects of experience that otherwise would remain invisible to us, so that we might better understand ourselves as situated in a complex world of multiple perspectives” (p.34). I would add to Dyson’s observation that not only does creating this forum expand upon the teacher’s identity, but it also strengthens her ability to reach students and teach them. As she becomes more open-minded and knowledgeable about her students and herself, the teacher becomes more aware of what her students need from the curriculum. It becomes a cycle in which the more a teacher learns from her students, the more she learns about herself as a teacher in their world, the more she can use this knowledge to teach and expand her students’ worldviews and identities.

Furthermore, another essential aspect to literacy teaching is the presentation of the diverse purposes of literacy across subjects (e.g. in Social Studies we may read and analyze different accounts of historical events, in Science we may use articles to gather new information). As such, the teacher needs to provide activities that center around the purposes and teach related comprehension strategies that may help the student to approach literacy in these contexts. This is somewhat related to what Aukerman proposes as the “Comprehension-as-Procedure View” of teaching reading in her article “In Praise of Wiggle Room: Locating Comprehension in Unlikely Places.” Aukerman defines this view as involving “teacher-modeling of ‘good’ comprehension strategies, followed by guided practice where teachers do everything possible to ensure that students get the target strategy and the meaning of the text— ‘right’ (p. 54) However, Aukerman later goes on to say how research shows that these strategies may not transfer these new reading strategies to different context (Aukerman, p. 54). I agree with Aukerman that in addition to the lack of research defending this approach. There is also the problem that this step-by-step approach to reading comprehension reduces reading comprehension to something that can is generic and applicable to all students’ regardless of their identities. Yet, what I propose is not that teachers expect for all students to apply these strategies at the same time for a specific task, but rather to model and showcase these strategies as options that readers choose to follow, in repeated readings of a text in order to gain more information. This proposal falls under what Aukerman would call Textual Dexterity (“How Should Readers Develop Across Time? Mapping Change without a Deficit Perspective”). She states that practices and textual interpretations could offer greater power and access in a context
where practices and interpretations are likely to nurture growth in a students’ holistic comprehension of text (p. 12). As she acknowledges, there are moments in which students may want to access the standard interpretations of text (e.g. the student reading a chemistry textbook on pg. 12). As a multiple-subjects teacher, I am not only teaching students to read literature but I am also teaching them to become readers across different subjects, math, history and science. I need to help students develop strategies to read these texts for diverse purposes. As such, as both a literacy teacher and content teacher, I must ensure that all my students see themselves as capable, confident sensemakers who enjoy the task of understanding and uncovering new tasks. This creates the foundation of their abilities in literacy. At the same time, I should teach and expose them to a range of diverse strategies that would allow them to access the standardized curriculum across all contents.

In addition to teaching these strategies and practices through direct instruction and modeling, I think it is important for students to actively practice the skills in the classroom. In Aukerman’s definition of the “Comprehension-as-Procedure” students must use the target strategy in guided practice to only get at the ‘right’ reading of the text (p. 54). I picture this approach as having students all read the same text and each individually come to the ‘right’ conclusion using the same techniques. Again, I agree with Aukerman that this is not an effective way of teaching literacy as it denies students the opportunity to draw upon their own sensemaking abilities. But, what if, rather than having students engage in practice alone, without any room for error or non-standard interpretations, students practice these reading strategies and practices in small group and whole group discussions. In this way, students and their peers, determine for themselves how to apply the strategy and determine their own meaning from the text using these strategies. For instance, if I’m teaching a history article, I would ask my students: “What is the author’s claim and his supporting evidence for it?” I could have students demonstrate to each other what applying the strategy looks like and they could help each other apply the strategy. In addition, while using the strategy, I would imagine that different students would come up with different ideas for where to find the author’s claim and as such, they could engage in a fruitful discussion where the group of students figure out for themselves the answer to my question. This is related to Aukerman’s Domain of Sociopragmatic Agency, as allowing these group discussion would “invite students to consider previously unexplored purposes for engaging with text” (p.11). Through this discussion with their peers, students would see a diverse way of applying the strategies I taught and a diversity of meaning that can be determined from the text. From seeing this diversity, they would be exposed to new purposes for texts across different contexts and they would have the opportunity to

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1 In my ideal world, I would be teaching students in an environment where we simply explore and uncover texts and their inquiry and exploration is able to negotiate what sense we make from the text. The teaching of these reading practices and strategies would arise organically from these discussions and forums. However, working in a public school means that I must teach to the Common Core Standards and certain topics must be taught at certain times. As such, in order to ensure that all my students are accessing the standards, I will need to model and demonstrate certain reading practices. For instance, a Common Core literacy standard for fourth grade is: “Determine a theme of a story, drama, or poem from details in the text; summarize the text.” In order to ensure that my students can demonstrate mastery of this standard, I will have to teach them what determining a standard theme looks like for a text. I will also need to incorporate opportunities for them to practice this particular skill.
practice using these purposes and to improve their comprehension across different subject areas.

As I prepare for my teaching position in the fall, I want to keep in mind these ideas as I develop my literacy instruction. From the course readings, I have learned how to make the curricular space where students will be allowed to showcase their personal identities and to use them in order to gain meaning and a sense of purpose from reading texts. I now understand that my students will not reach their potential as readers, if I do not first value their identities and what they bring to my classroom everyday. The two additional aspects of literacy that I think are valuable, teaching reading strategies and allowing students to practice these strategies in a group setting, may be rendered completely ineffective if I do not first ensure that all my students see themselves as capable readers and sensemakers in the classroom.

IV: Insights, Questions, Future Plans

While taking this course, I made a lot of connections with what I knew previously about having students discuss academic topics in different subject areas. For instance, in my student teaching placements, I have practiced facilitating math talks. In these math talks, students engage with each other to propose different methods for solving different math problems. I see these math talks as being parallel to what happens in dialogic discussions around literature. In both of these contexts, students engage with each other to make sense of a particular topic. While in math there is ultimately one ‘correct’ answer to a problem, there is no ‘standard’ way of arriving to the answer. So, the discussion is not centered on determining the best way to solve the problem but rather to explore how different people approached and to learn from these diverse approaches. I’ve been practicing through these math talks to hold back on evaluating on student responses and to enforce norms that encourage students to listen to each other. As I continue to plan and conduct dialogic discussions in literacy, I want to keep in mind what I have learned from leading discussions in other content areas, like math.

Another take-away from this course is the idea of student identities. As a multiple-subjects teacher, I’ll see my students identities change depending on the content we are learning. A student who readily participates in math talks and is usually eager to share her strategies, may be a shier, less participatory student in our literacy discussions. This means that next year, while planning my lessons and curriculum, I’ll need to keep in mind my students’ diverse, ever-changing identities and make sure I’m doing my best to reach them.

One question that has arisen for me is how can I incorporate what I have learned next year. I have been told by the school that has hired me, that I will be teaching literacy using Lucy Calkin’s Reader’s and Writer’s Workshop models. In my opinion, what I have learning in this course about dialogic discussions and student identities are not mutually exclusive from the goals Calkin’s proposes for literacy instruction. However, I do think that I will need to be careful to avoid teaching exclusively from a “Comprehension-as-Procedure” approach. I will need to keep in mind that student applications of strategies that I present to them, from this curriculum, will not always be perfect the first moment students practice them and that I need to make sure students are able to apply these strategies on their own terms.
One way in which I can use what I have learned about dialogic discussions to help answer this question, is by using Calkins’ idea of structuring book clubs in the classroom. For Calkins’, book clubs become an opportunity for students to work in small groups and discuss a text from their own choosing. By engaging with each other through “Accountable Talk”, students will arrive at different meanings for a text. Next year, I will structure book clubs keeping in mind what I have learned from readings from all three of the BLIS courses. I will also make sure to remember the lessons I have learned from the experience of leading the three dialogic discussions this quarter. From these readings and practice, I learned that it is not only important to teach students how to listen and talk to each other but to also see how their interactions change as group members change. Therefore, next year, I will make sure that my book clubs are flexible and that group members change throughout the year. Additionally, I learned about the role a teacher plays as facilitator of a discussion. I became aware of the position of power a teacher holds, as students interpret meanings from text. I will need to make sure that when I am teaching students, I demonstrate that they are just as capable as me to make meaning of the text for themselves.

Moreover, this course has inspired me to attempt not only small group discussions but also whole group dialogic discussions. I hope that next year, I have the time to cultivate a community of collaborative sensemaking around read-aloud texts. I understand that it will be tough in the sense that not all my students may reach the standard interpretation after a reading and that they may not all be listening to each other or completely understanding each other. However, I do hope that with practice over time, my students increasingly come away from these discussions with an appreciation for each other’s ideas and with newfound insights into text.

Lastly, one of the aspects I hold most dearly about teaching students in a dual immersion setting, is the appreciation and validation of the culture and experiences we bring to the classroom. A lot of what I have learned in this course, will help me see my students and their many identities and will help me become a more effective, culturally responsive teacher. However, at the same time, I imagine that I will experience pressure from other educators to demonstrate achievement and progress in my students’ academic abilities. This leads me to ask the question—Is it possible for me to teach and adapt my instruction to fit the needs and identities of each individual from my classroom and to have my students improve in their academic abilities without adopting a deficit perspective? Aukerman mentions in her conclusion to her article “How Should Readers Develop Across time?” that her view of reading comprehension does not align neatly with the large-scale measures proposed by assessments we currently use with students as these methods of assessment are inherently deficit-focused (p. 14) I think that constantly avoiding adopting a deficit perspective when discussing student progress has been the hardest aspect of the course to apply to my own teaching. I have already started to practice avoiding the deficit perspective by adopting a growth mindset for my students’ learning abilities and from trying to be more aware of when I am using evaluative language and for what purposes. However, in a school setting, deficit perspectives of students constantly surround my colleagues and me. As I continue with my teaching career next year, I hope to gain more experiences that will help me answer the question of how to apply the various literacy methods I have learned this year while avoiding adopting a deficit perspective, in our current achievement-focused, standards-driven educational environment.
<table>
<thead>
<tr>
<th><strong>Monday May 4, 2015</strong></th>
<th><strong>Tuesday May 5, 2015</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30-9:30</strong>- Class Game Time</td>
<td><strong>8:30-9:30</strong>- Lectura: Read Aloud Non Fiction Text on Hormigas</td>
</tr>
<tr>
<td><strong>9:30-10:00</strong>- Shared Reading on Hormigas: Teacher will model for students how to find main idea of a section in a non-fiction text.</td>
<td><strong>9:30-10:00</strong>- Music</td>
</tr>
<tr>
<td><strong>10:00-10:40</strong>- Escritura: Students will finish publishing their fairy tales from the week before. Students will share out their writing.</td>
<td><strong>10:00-10:40</strong>- Taller de Lectura (Small group guided reading)</td>
</tr>
<tr>
<td><strong>10:40-11:00</strong>- Recess</td>
<td><strong>10:40-11:00</strong>- Recess</td>
</tr>
</tbody>
</table>
| **11:00-11:20**- Math Talk: 32-15  
**11:20-12:25**- Math: Introduction to Measuring, How many feet does this rug measure? | **11:00-11:30**- Ciencias- Write observations about butterflies, create a diagram in student notebook  
| **12:25-1:10**- Lunch | **12:25-1:10**- Lunch |
| **1:10-1:55**- SLD: What did you and your partner do this weekend? | **1:10-1:55**- SLD: Vocabulary for Endangered Animals |
| **1:55-2:10**- Recess | **1:55-2:10**- Recess |
| **2:10-3:00**- Social Studies: Students will compare and contrast the rights in our classroom vs. our rights in the country. Students will understand how rights are protected. | **2:10-3:00**- Social Studies: Students will understand how rights are protected by analyzing a modified version of the preamble of the US Constitution. |
| **3:05**- Clean Up | **3:05**- Clean Up |

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**Wednesday May 6, 2015**

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**Thursday May 7, 2015 (Minimum Day)**
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:15</td>
<td>Lectura: Students will identify the main ideas of a section of a text.</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td>Taller de Lectura (Small group guided reading lessons)</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>Escritura: Introduction to Fictional Narrative (Practice for On-Demand Writing Piece)</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>Recess</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Ciencias: Mealworms Observation followed by Class Discussion of Life Cycle</td>
</tr>
<tr>
<td>11:30-12:25</td>
<td>Math: SWBAT estimate and measure items in the classroom that are about an inch, foot, and yard. Lesson 15-4 envision Math</td>
</tr>
<tr>
<td>12:25-1:10</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-1:55</td>
<td>SLD: Class Brainstorm on what we can do to protect endangered animals</td>
</tr>
<tr>
<td>1:55-2:10</td>
<td>Recess</td>
</tr>
<tr>
<td>2:10-3:00</td>
<td>Art Project: Mother’s Day Card (Recreating Van Gogh’s sunflowers with oil pastels)</td>
</tr>
<tr>
<td>3:05</td>
<td>Clean Up</td>
</tr>
<tr>
<td>8:30-9:15</td>
<td>Lectura: Students will identify the supporting details of the main idea of a section of text.</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td>Taller de Lectura (Small group guided reading lessons)</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>Escritura: Students will outline the introduction, main events and conclusion for their narrative.</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>Recess</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Math: SWBAT compare the lengths of different objects. Investigations 3.2</td>
</tr>
<tr>
<td>11:40-12:20</td>
<td>Library</td>
</tr>
<tr>
<td>12:20-12:25</td>
<td>Clean Up</td>
</tr>
</tbody>
</table>

Friday May 8, 2015

Monday May 11, 2015
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>Math Centers Games</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Lectura: Students fill out graphic organizer for main ideas and details.</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>Escritura: Students will write first draft to their fictional narrative.</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>Recess</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Math: Students will solve a subtraction problem involving measurement with a partner.</td>
</tr>
<tr>
<td>11:20-12:25</td>
<td>Art Project for Mother’s Day</td>
</tr>
<tr>
<td>12:25-1:10</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-1:55</td>
<td>SLD: Students will use direct object pronouns in their writing about endangered animals.</td>
</tr>
<tr>
<td>1:55-2:10</td>
<td>Recess</td>
</tr>
<tr>
<td>2:10-3:00</td>
<td>Homework and Class Meeting</td>
</tr>
<tr>
<td>3:05</td>
<td>Clean Up</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Class Game Time</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Lectura: Students fill out graphic organizer for main ideas and details.</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>Escritura: Students will review the past tense and how to use it in their narrative writing.</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>Recess</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Ciencias: Mealworm Observations and Class Discussion</td>
</tr>
<tr>
<td>11:30-12:25</td>
<td>Math: SWBAT estimate and measure the length of body parts using centimeters</td>
</tr>
<tr>
<td>12:25-1:10</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-1:55</td>
<td>SLD- Tell About your Weekend and Introduction to Imperfect Tense</td>
</tr>
<tr>
<td>1:55-2:10</td>
<td>Recess</td>
</tr>
<tr>
<td>2:10-3:00</td>
<td>Read Aloud and Social Studies: What role do police officers play in our community? Read: Officer Buckle and Gloria</td>
</tr>
<tr>
<td>3:05</td>
<td>Clean Up</td>
</tr>
</tbody>
</table>

**Tuesday May 12, 2015**

**Wednesday May 13, 2015**
**Daily Plan Schedule for IST**  
**May 4th-May 15th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>Dialogic Discussion: Read Aloud, <em>Alatorcida</em></td>
<td>8:30-9:15</td>
<td>Dialogic Discussion: Read Aloud, <em>Alatorcida</em></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Music</td>
<td>9:15-10:00</td>
<td>Taller de Lectura (Small group guided reading lessons)</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>Taller de Lectura (Small group guided reading lessons)</td>
<td>10:00-10:40</td>
<td>Escritura: Practice writing an ending for a narrative (Partner Write Activity).</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>Recess</td>
<td>10:40-11:00</td>
<td>Recess</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Ciencias: Students create their own diagrams to describe the life</td>
<td>11:00-11:30</td>
<td>Math Talk: What is foot?</td>
</tr>
<tr>
<td>12:25-1:10</td>
<td>Lunch</td>
<td>12:25-1:10</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-1:55</td>
<td>SLD- Mini Less on Imperfect vs. Preterite, Read Aloud Short Story as example</td>
<td>1:10-1:55</td>
<td>SLD- Write a short story using your knowledge of Imperfect and Preterite</td>
</tr>
<tr>
<td>1:55-2:10</td>
<td>Recess</td>
<td>1:55-2:10</td>
<td>Recess</td>
</tr>
<tr>
<td>2:10-3:00</td>
<td>ST Math</td>
<td>2:10-3:00</td>
<td>Social Studies: What role do police officers play in our community?</td>
</tr>
<tr>
<td>3:05-</td>
<td>Clean Up</td>
<td>3:05-</td>
<td>Clean Up</td>
</tr>
</tbody>
</table>

**Thursday May 14, 2015 (Minimum Day) | Friday May 15, 2015**
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-11:30</td>
<td>Field Trip to Mountain View Police Station</td>
<td>8:30-9:30</td>
<td>Garden Lesson</td>
</tr>
<tr>
<td>11:30-11:40</td>
<td>Debrief Field Trip</td>
<td>9:30-10:00</td>
<td>Dialogic Discussion: Read Aloud, <em>Alatorcida</em></td>
</tr>
<tr>
<td>11:40-12:20</td>
<td>Library</td>
<td>10:00-10:40</td>
<td>Escritura: Students finish writing narrative. Peer review and edit.</td>
</tr>
<tr>
<td>12:25</td>
<td>Clean Up</td>
<td>10:40-11:00</td>
<td>Recess</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Math Assessment: Footprints on the Rug</td>
<td>11:00-11:40</td>
<td>Math Assessment: Footprints on the Rug</td>
</tr>
<tr>
<td>12:25-1:10</td>
<td>Lunch</td>
<td>12:25-1:10</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-1:55</td>
<td>SLD- Finish writing short story and share out with a partner</td>
<td>1:10-1:55</td>
<td>SLD- Finish writing short story and share out with a partner</td>
</tr>
<tr>
<td>1:55-2:10</td>
<td>Recess</td>
<td>1:55-2:10</td>
<td>Recess</td>
</tr>
<tr>
<td>2:10-3:00</td>
<td>Homework + Class Meeting</td>
<td>2:10-3:00</td>
<td>Homework + Class Meeting</td>
</tr>
<tr>
<td>3:05</td>
<td>Clean Up</td>
<td>3:05</td>
<td>Clean Up</td>
</tr>
</tbody>
</table>
Learning Objective:

Students will plant a butterfly garden in order to understand the role insects play in the plant life cycle.

California Science Standards Addressed:

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
f. Students know flowers and fruits are associated with reproduction in plants.

Background:

We are the midst of our science insect unit and have been studying the life cycles of many different insects. While learning about insects, students have been observing our 5 caterpillars who have now turned into butterflies and our mealworms who will be turning into beetles. In addition to learning about these insects and their life cycles, students have also been learning about how some insects work together, (like bees and ants). Students are also discovering the important role insects play in our world (decomposition, pollination) to understand that many living things depend on the work of insects to survive.

As such, I’ve decided to teach a garden lesson on planting a butterfly garden. In teaching this lesson, students will learn how flowers depend on insects for pollination, while at the same time learning how to create an environment that can help insects like the butterflies we have in our classroom. In addition, I’d like to have students realize that some insects like the monarch butterfly and the bees are declining in population and gardens like the one we plant today can serve to protect those insect populations.

Materials/Prep (OPTIONAL)

- flower seeds
- organic soil
- plant bed (in school garden)
- ‘El jardín de las abejas’- Children’s book by Tere Marichal-Lugo [lesson will be taught in Spanish, so all the readings presented will be in Spanish]
- Shared reading poster on pollination

Lesson Sequence:

<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00</td>
<td><strong>DO NOW:</strong> Have students sit on rug. Explain to them the day’s objective:</td>
</tr>
<tr>
<td></td>
<td>‘Students today we will learn how to plant a butterfly garden in our class garden plot! We</td>
</tr>
</tbody>
</table>
will be learning about the important work that insects, like the butterflies we have in our classroom right now, do for the flowers. We will also review how plants also have a life cycle, just like insects.’

Separate students into two groups. Group 1 will be in garden for 25 min, while Group 2 will be in the classroom for 25 min. Then, groups will switch.

<table>
<thead>
<tr>
<th>0:25</th>
<th><strong>GARDEN ACTIVITIES</strong> (Group 1 will complete these activities while Group 2 is in the classroom, then groups will switch to complete the same activities completed by previous group.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Students will take out previous plants from garden. Discuss how wheat is at its adult stage and now we’ll plant new flowers by beginning with the seed stage of the plant life cycle.</td>
</tr>
<tr>
<td></td>
<td>2) Students put fresh soil into the rows.</td>
</tr>
<tr>
<td></td>
<td>3) Students plant seeds of flowers.</td>
</tr>
<tr>
<td></td>
<td>4) Teacher explains that now many insects can come to the garden: Bees and butterflies will drink from the nectar of the flowers, ladybugs can come and help the garden by eating the aphids.</td>
</tr>
</tbody>
</table>

**Questions to discuss while students are planting:**
In what ways are plant life cycles like insect life cycles?  
Who will come to the flowers? What insects benefit from a flower garden?  
Thinking of species of insects that are endangered, like the honeybee and monarch butterfly, how will our work today help them?

<table>
<thead>
<tr>
<th>0:25</th>
<th><strong>CLASSROOM ACTIVITIES</strong> (Group 2 first, followed by Group 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Mini-lesson on Pollination)</td>
</tr>
<tr>
<td></td>
<td>1) Complete shared reading about pollination. Discuss two new vocabulary words: Nectar and Pollination.</td>
</tr>
</tbody>
</table>

**Questions to discuss while students are listening:**
Why do insects need flowers?  
How do insects help the flowers?  
Why are insects important for both flowers and living beings, like us?  
What would a world without insects look like?

<table>
<thead>
<tr>
<th>00:10</th>
<th><strong>Wrap-Up/ Closing Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Turn + Talk with a partner: Why are insects important for gardens?</td>
</tr>
</tbody>
</table>

**Exit Ticket Questions:**
1) Name 1 new thing you learned today.  
2) Why are insects important?
CFL Reflection: The T-Shirt Factory

For the CFL unit, I decided to teach the first three lessons of the T-Shirt Factory. I decided on this particular unit because my CT mentioned that the students were about to transition from learning two-digit addition with regrouping to two-digit subtraction with regrouping. I figured that the T-Shirt Factory unit would be great for my students, as it would solidify key concepts about place value while at the same time providing an engaging context in which they can continue to apply their addition and subtraction skills.

Advantages to CFL

One advantage that I appreciate from teaching CFL lessons is that it allows for you as a teacher to see the developmental and contextual gaps students may have in their learning. My CT tends to emphasize creative strategies (e.g. decomposing, place value, friendly numbers) for adding and subtracting during our number talks. Yet, during the regular math lesson she tends to emphasize the algorithms. During this time, she does provide the students with manipulatives, however, so that concrete learners can better access the algorithm. So, what I found most interesting about my student work is that the moment paper was put in front of them, the less creative their strategies were. During the third lesson, all of the students used the same place value algorithm, where they “carried over the tens.” From that algorithm, they were able to separate out how many rolls of 10 they had and how many loose ones they had. I think this lack of creativity demonstrates that students are not making connections between the strategies my CT and I discuss during our number talks and the strategies my CT teaches during the lesson. Since the CFL
unit provided students with a free piece of paper, I was able to see exactly what my students thought.

Another moment where I learned of my students’ gaps in learning was in the second lesson, where they had to establish equivalency between tens and ones. They had to find different ways to make the same number (e.g. 47 can be 4 tens, 7 ones, 3 tens, 17 ones, etc). Given that most of my students could add with a regrouping algorithm, I assumed that this lesson would be pretty easy and would serve as a review for most of the students. Nevertheless, after I had taught the mini-lesson and modeled the number 100 with them, about half of the class struggled to establish equivalency among the numbers on the worksheet. Once I saw that my students were struggling with the worksheet, I quickly realized that many of them still needed the concrete manipulatives of linker cubes to count out and re-count all the many different ways to make a number. About 8 out of 20 of my students still relied on the manipulatives, even though most of those students could add two-digit numbers with the traditional regrouping algorithm. From seeing this, I realized that even though most of my students can use the algorithm, they still did not have a super solid foundation on place value. I was glad that this CFL lesson gave them the opportunity to revisit equivalency and place value so that they could further solidify this understanding.

In addition to allowing me to see conceptual gaps and progressions among my students, I love the math congress opportunities CFL offers. The math congresses provide a nice sense of closure to each lesson and give students much needed opportunities to share their work and ideas. Too often, math is taught as a solitary endeavor where each student completes the worksheet on their own and they don’t share their answers with anyone other than the teacher. But, the idea of sharing and collaboration is an integral part of CFL,
which allows for students to teach other and to share with each other key mathematical concepts. The math congress also provides me an opportunity for assessment for learning to see what students learned and what they needed to know. For the first math congress, I made the decision in the moment to first call on students with numbers from 11-99 and then students with numbers from 100 on. I did this because I wanted to make sure that students grasped the idea of tens and ones with 2 digit numbers. Once I saw that many students readily participated and provided correct answers to the chart, I knew that I could advance to the next question that would apply our knowledge of tens to 3 digit numbers. I was surprised to see that many students were able to understand that 15 tens would mean 150. This in the moment observation prompted me to then do a quick error analysis and I wanted to hear student responses if a student placed 40 in the tens column when they meant to represent the number 40. It was interesting to see that there was an audible gasp among the students and that most recognized my error. However, when I asked for students to explain the error, I noticed numerous quizzical looks while other students began to compute the quantity of 40 tens. When a student responded to my error, she mentioned that 40 was 4 tens, but could not figure out what 40 tens would be. Eventually, one student shouted out “It would be 400!” Having seen and heard this reaction from my students, I see now that my students feel confident about place value in the tens and ones and they are now ready to transition to determining equivalency among tens and hundreds as they could recognize my error but not all could explain why it was wrong thoroughly. Without the math congress, I would not have had this opportunity for error analysis and I would not have seen where exactly my students excel and struggle with this skill.

Challenges with CFL
One challenge I had while teaching CFL was monitoring student work and progress on the objective during independent work time. I decided to create assessment card templates for each lesson. However, while circulating the classroom, I felt so overwhelmed by the amount of data I could possibly collect and by helping students in the moment, that I wrote down very little of what I observed. I have decided that in order to avoid this in the future with both CFL and non-CFL lessons, I will need establish the norm that during the first five minutes of partner work time they may not ask me any questions but they may ask their table group partners for help. This will give me a chance to circulate around the room and to observe whole class trends. Then, after the 5 minutes, students may raise their hands to signal to me that they may need my help. Teaching CFL gave me the opportunity to identify this area of growth for myself and has given me a professional goal to work toward.

Another challenge I see with CFL is the amount of time and energy that is needed to teach it. I could only teach 3 lessons because each lesson took up almost an hour of my CT’s math time. As a result, she got behind in her math planning and could not give me any more periods to continue teaching the CFL unit. I appreciate all the advantages CFL provided me and my students but I now realize that if I want to teach these units where I work next year, I would have to make sure I leave enough room in my curricular planning. Given the time it takes, if I decide to teach CFL in the future, I would also make sure to present the units to my grade-level team. I would make the suggestion to incorporate it into our curricular planning since it is great math teaching and so that I am kept on pace with my colleagues.

Moreover, CFL units take a considerable amount of time to prepare and plan. Reading through the CFL teacher guide, adapting the lesson structure for my particular
students and then preparing the materials took hours. I’m nervous that if I were to teach a CFL unit next year that I simply would not have the time to prep for it since I would also have to be prepping for all the other subjects that I teach. Yet, I don’t want the significant amount of prep time to deter me from employing CFL in the future. I think that what I’ll end up doing is that I’ll integrate 1 or 2 CFL units into my math teaching my first year. Then, I would spend the summer between my first and second year reflecting on that experience and preparing more units that could align with my curriculum. I think that by separating the implementation of CFL into smaller chunks that increase yearly, will help me to not become overwhelmed by the planning.

Lastly, another challenge I encountered was that some units require many materials. My unit required a lot of concrete manipulatives (I was lucky that my CT has three big boxes of linker cubes) and required individualized materials for each student for the second lesson. If my school next year doesn’t have manipulatives or can’t provide me with colored papers or markers for the students, then I would need to get creative in finding these materials. This may delay my implementation of CFL in a future teaching context because I would need to either write grants or get donations to pay for the materials. Or, I would need to wait and see if I would have enough money to purchase them or make them out of my pocket.

Overall, I think the CFL unit went smoothly. My students were engaged in all three lessons and loved the context and story behind the unit. It was a nice opportunity for them to review key concepts that they will need as they continue in the addition and subtraction unit this winter. I only wish I could have had more time to continue teaching the unit since I learned so much from the experience just by teaching the first three lessons.
Fall Observation 2 Reflection

October 29, 2014

Reflection on Lesson: “Operaciones de multiplicación”

For this observation, I chose to teach a lesson on multiplication. My students were already familiar with multiplication and the lesson plans came from a prescribed curriculum, so, I had to devise a learning goal that would fit my students’ needs while at the same time fit in with the provided lesson materials. Because of this, I decided to focus on standard CSTP 4.2 Establishing and articulating goals for student learning while drafting the lesson plan. I decided to focus the lesson on math vocabulary terms (factor, product, multiple) that are necessary for students to use and apply when discussing multiplication. After learning the terms, students had to identify factors, products and multiples while performing multiplication operations using a variety of tools (numbers chart, triangular math facts cards, written operations).

Overall, I think the lesson was successful in introducing these vocabulary terms to my students because by I heard students referring to factors and products throughout different parts of the lesson. During the guided practice portion, for example, I introduced sentence starters when I asked questions. For example, I asked, “What are the factors of 24?” and to help students reach my goal, I offered “You can respond by saying ‘Los factores de 24 son...’” After hearing multiple student answers to my question, I noticed that students were saying variations on the sentence starter but were still correctly applying the term “factores.” For instance, when one student mentioned “Un par de factores es...” The fact that students could freely implement the vocabulary terms I was introducing and could
even implement them in their own unique ways, let me know that my students were achieving the language and content objective of identifying factors, products and multiples.

While planning and delivering this lesson, I felt most confident about the learning goal and how I would assess the students' mastery of the goal. Yet, I struggled to directly align all of my learning activities with the goal. For instance, during the guided practice, I had checked for understanding by having students identify factors, products and multiples on the multiplication table, triangle and in a written operation. Once I saw students could successfully do that, I had them turn to their math workbooks. I assumed that my students could readily apply this skill to a new context, where they had to identify the factors of the numbers 2-12 on a new table. After giving out the directions to complete problem 1, I noticed students struggled to get started and gave me blank stares. Once I noticed that the majority of the students were struggling, I told the students that I would give them 1 more minute and then we would review the answers as a class. I asked students to give me the answers for the first few rows, and a few tentative hands raised and provided the correct answers. However, once I continued down the table, more students’ hands raised and students figured out what was being asked of them. Afterwards, the workbook questions called for students to use their knowledge about factor pairs to identify and explain prime and composite numbers. I decided to have students attempt to write their answers first and then have us go over it as a class. I soon realized that many students struggled in writing their answers down and could not apply the concepts of factors in their reasoning about prime and composite numbers. This resulted in a wasted instructional time as students had to review the problems twice: once on their own, with a lot of struggle and twice, with me guiding them to the answers. If I were to teach this lesson again, I would avoid this sense of
wasted time and confusion by first modeling how to complete the workbook table. I would also guide the students in writing the answers, by providing prompts and modeling the writing on the board, since many struggle to organize their thoughts in writing in Spanish. This is an especially important consideration, as about 50% of the class is language learners. From this experience, I have decided that in future lessons I want to personally work on both CSTP 3.2 *Organizing curriculum to support student understanding of subject matter* and 4.3 *Developing and sequencing instructional activities and materials for student learning* so that I can better align my instructional activities to the learning goal.

After this lesson, my students need more practice in applying these terms on their own. A next step for my students would be for me to lead an accountable talk discussion, where I would ask students to define and identify examples of factors, products, multiples, prime and composite numbers through a variety of materials: math facts triangles, numbers chart, multiplication operations. During this discussion, students would respectfully critique each other’s answers and encourage others to correctly explain each term and explain an example that fits the term. This kind of open discussion would also allow for me to see if there were any misconceptions about the terms and I could readily correct them through the discussion. Giving my students the verbal practice of using and applying these terms will prepare my students for future lessons on multiplication where we introduce multi-digit multiplication operations and word problems, as it would give them the linguistic tools they will need to explain their thinking on these kinds of more demanding multiplication tasks. These next steps fulfill CSTP 4.4 *Designing short-term and long-term plans to foster student learning.*
Fall Observation 1 Reflection

September 22, 2014

Reflection on Lesson: “Using Word Parts to Determine Meaning of Word”

For this observation, I chose to teach a CAFE strategy, from the program developed by Gail Boushey and Joan Moser. The strategy is meant to expand students’ vocabularies by asking them to use word parts, such as prefixes, to determine the meaning of a word. I decided to teach this strategy because it will help my students access higher leveled texts by giving them one more tool that will help them learn and understand new vocabulary words they may encounter.

Overall, I think the lesson was successful in introducing or re-introducing the strategy to the groups of children. Given the structure of the class schedule, I only had half of my students at a time. As a result, I taught the lesson twice, each time to a different half of the class. The students were divided according to their reading levels, so the students who read at or above grade level\(^1\) formed the first group and students who were reading below their grade level formed the second group.

There were some times that I had to adjust my lesson plan. With my first group of students, after I had introduced the term prefixes, I had numerous students calling out “Oh we know prefixes! We studied them in 3\(^{rd}\) grade!” I knew that my students were familiar with prefixes because of previous work we had done in social studies. However, prefixes were never explicitly taught at those points. I was surprised to see that about half of the class was already familiar with prefixes and could even define and identify many examples of them. Therefore, I decided to frame the lesson as more of a “review” for these students to

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\(^1\) Levels were determined by DRA assessments.
make sure that they all completely understood the function of prefixes. In re-framing my lesson, I followed Standard 1.6: *Monitoring student learning and adjusting instruction while teaching.* I decided to still perform a think aloud with this group just to re-model for them how to approach words with prefixes. I also wanted to completely dispel the misconception that all words that begin with “un-“ utilize it as a prefix (Ex: understand vs. unbelievable). I followed up with questions and asked student volunteers to find and define other words based on their prefixes. Given that each student volunteer answered correctly and the other students did not have any questions or looks of confusion, I released the students to practice independently.

In contrast, my second group had very different prior-experiences with prefixes and analyzing parts of words. As a result, the lesson was more an “introduction” rather than a review. I introduced the lesson, with the word immortal and the prefix “im.” After my introduction, I was delighted to hear my students offer more examples of “im” words. However, I noticed that my students did not distinguish between words that start with “im” and words that actually use “im” as a prefix. Students called out important and impossible as “im” words, even though important does not actually use the prefix “im.” Rather than launching into a discussion of the misconception, I told students to remember these words and that we would explore them later. I then continued with modeling the strategy through a “Think Aloud” and modeled the misconception using the examples of “understand vs. unpredictable.” Unlike the other group, my students claimed that understand used the prefix “un” even after I had “thought aloud” the reasons why it would not be. They were not able to articulate what understand meant and why the prefix rule does not work in this particular case. Rather than dwelling on the misconception, I decided to go ahead and have
students identify the rest of “un” prefix words in the poem. I figured that it was more important to have students identify and get to know common prefixes first and to figure out the nuances of the strategy through more practice and review. Given the evidence from my students examples of “im” words at the beginning of the lesson and the fact that they could not explain the word understand in light of this strategy, I will make sure to continue to practice this strategy with these students in whole-class settings and in small group strategy sessions. I think that with continued exposure to more prefixes and more vocabulary, students will have more time to comprehend the nuances of the strategy and dispel the misconception. By developing future lessons and finding more curriculum to teach this strategy, I will be following standard 3.3 Organizing curriculum to facilitate student understanding of the subject matter.

Upon reflecting on this lesson, I’d like to create a “prefix”, “suffix” spider web poster. The poster, which would be displayed in the classroom, will allow for students to keep track of the prefixes and suffixes we encounter in our classroom lessons. For example, if we learned the words geography and cartography, we could trap the prefixes “geo-“ and “carto-“ and the suffix “-y.” By placing it on a poster, students have a concrete reminder of the lesson and can use the poster to keep track of the prefixes/suffixes we have encountered. I’ve always thought that the classroom environment should contain resources that students can modify and refer to throughout the day. This idea is supported by standard 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
May 13, 2015  
EDUC 285  

Case Study: Michael¹  

Introduction

Michael is a 2nd grader in my Dual Immersion classroom at Castro elementary. Since he is in this program, he receives instruction in Spanish for 80% of the school day and in English for 20% of the school day. Michael, however, only speaks English at home. After speaking with Michael, I learned that his mother is Filipina and his father was born and raised in California. He was born on 2/15/07 and he is an only child.

Michael stood out to me from the moment I stepped into the classroom for the first time. I noticed that while I was introducing myself and showing pictures of my family to the students sitting on the rug, Michael was the one student who did not ask any questions about my introduction. I noticed that my cooperating teacher was sitting next to him and whispering in his ear. He didn’t seem to pay attention to me and was more fascinated by a piece of bark on the floor than by me. I found his behavior odd, since most 2nd graders are normally excited by having a new adult in the room and readily warm up to my presence. As such, I made an effort to earn his trust and to get to know him as both a student and a child. On my first day, he came up to me before morning recess and handed me a math quiz, which had three multiplication problems. After I completed the quiz and handed it back to him for him to correct, he smiled and told me I got them all right. It was only after this interaction, that we started to have one-on-one conversations.

From this interaction and from seeing him work in math, I saw that Michael excels and loves mathematics. In particular, he has a strong sense of number sense and enjoys decomposing numbers and finding efficient mental strategies in which to make sense of numbers. For instance, he enjoys our math talks and usually can come up with multiple, creative ways of breaking down the numbers and rearranging them in order to solve the problem at hand. He is immensely knowledgeable and curious about the natural world, as well. For instance, during our rocks unit in science, he would readily participate and share

¹ All student names present in this case study are pseudonyms.
the knowledge that he had on the rocks we were studying. He would often bring up facts and ideas that many 2nd graders do not know. He enjoys reading by himself, as well. Specifically, he enjoys non-fiction texts and texts with comical lead characters, such as the *Fly Guy* series.

Michael does face some difficulties\(^2\) in the day-to-day classroom setting. Firstly, he struggles in speaking and writing Spanish. He seems to fully comprehend what the teachers and his peers are saying in Spanish, but he struggles to produce language in Spanish to respond to us. When we are conducting lessons in English, however, he can communicate his ideas more clearly in writing and speaking. (This may be due to the fact that Michael does not speak Spanish at home, so the only opportunity he has to use Spanish is at school). Most of Michael's struggles are social-emotional related. During our time on the rug, he cannot stay in a crossed leg position and will often lay down and get back up multiple times. He also keeps his hands busy by either playing with a sock or playing with an eraser. He struggles to work in groups or to communicate with peers as he'll often not realize the emotional effects of his words and actions on his peers. Additionally, his honesty and his willingness to talk about topics that are not socially acceptable can affect his relationships with his peers. Lastly, he struggles to follow our social classroom norms. For instance, he'll often shout out the answer or make an off-hand comment about what we are studying as he does not seem to realize the importance of raising one’s hand to share with the class.

*Cumulative File Narrative*

While looking over Michael's cumulative file, I first looked at his health history. I didn’t notice any major health issues. He is up to date on his immunizations and he has passed all the auditory and visual screenings he’s had up until now. Based on what I observed in the cumulative file, I don’t have any concerns about his physical health.

I then looked at his academic history. For the most part, the academic records present in his cumulative file are representative of his level of daily academic performance in the classroom. In Kindergarten, he did experience some struggle in adapting to the dual immersion model. Since Michael’s family does not speak Spanish at home, he struggled to

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\(^2\) My thinking on the underlying causes of Michael’s strengths and difficulties is further discussed in the learning profile.
communicate, read and write in Spanish in Kindergarten. However, by the end of Kindergarten, his teacher noted that he was meeting grade level benchmarks in reading and writing. The teacher furthermore noticed that he was excelling in math at the end of the year. Since 1st grade, he has scored the highest level, “Advanced” on the yearly math district assessments. In 1st grade, he did not perform as well as he did in math as he did in reading. At the beginning of first grade, he was reading slightly below grade level. Yet, by the end of 1st grade he was reading at grade level. Additionally, he passed the district English Language Arts assessment and received a score of “Proficient” that year. Overall, it appears as if Michael is meeting a level of proficiency in his reading and writing, despite it being in his second language, Spanish. Additionally, his record demonstrates that he regularly excels in mathematical thinking.

I learned more about Michael as a student in reading over SST notes. It appears that in Kindergarten, his teacher organized an SST in the fall. Throughout that year, he had 3 SST’s overall. (I didn’t see any evidence of SST meetings occurring in 1st grade). During these SST meetings, the notes indicate that Michael’s main strengths are that he is independent, strong at mathematical thinking, curious, and clever. His struggles are mainly in the realm of social cognition and language production. The kindergarten teacher noted that he struggled to speak in Spanish, to demonstrate that he was listening (and show appropriate behavior), to set boundaries and to maintain focus. Throughout that year, the teacher makes note that she implemented the following intervention and bypass strategies for Michael: enlarge his carpet square, seat him close to the teacher, start an individualized behavior chart, and coach him to understand consequences. By the third SST, the teacher makes a note that she is proud that Michael has met grade-level academic proficiency in all subjects and his behavior steadily improved throughout the year, with the implementation of these interventions. However, she still expressed concerns about how he socializes with other students and how he seems to struggle in making and maintaining friendships. The observations the teacher makes in the SST notes agree with many of my current observations of Michael in 2nd grade. It’s interesting to see that my cooperating teacher and I have implemented similar strategies to help him out in the classroom. For example, he’s allowed to sit in the back of the carpet and he can stretch out over multiple carpet squares.
I'm glad to see that he was making progress by the end of kindergarten and that there is evidence that these interventions are working for him.

**Demystification**

Since I've stepped into the classroom, Michael's behavior during lessons and his social interactions with his peers were improving. He was completing his independent work on time and I would watch him play with two other third graders at recess. However, once I took over the classroom for my Independent Student Teaching, I noticed a change in his behavior. He would appear distracted during my lessons as he would find paperclips and play with them while I was teaching. He would also take little pieces of paper and throw them at his table partner who was sitting next to him. As such, I decided to have a demystification conference with Michael to see what was behind this change in behavior. For this conversation, I made sure to open with the strengths that I was noticing. I let him know that he was providing great commentary and questions during our Read Alouds and Math Talks. I then followed the conversation by raising my observations and concerns. I ended it by discussing topics we had previously discussed and topics that I know he enjoys discussing with him.

I started the conversation by mentioning that I appreciate the comments and questions he asks during Read Alouds and Math Talks. I then mentioned that I noticed he likes to move during my lessons on the rug. (I allow for him to do that and he has his own designated spot on the rug.) In response, he nodded his head. I reminded him that he has that space to move and that he can always find a chair to sit in if that's more comfortable to him. He responded by saying “Okay.” I then brought up the fact that I noticed that he was making noises. I mentioned to him that those noises often distract me while I’m teaching and are probably distracting his peers. He didn’t appear to respond to this and continued to look at me. I told him that we could come up with a quiet symbol that I would use that would be his clue that his noises were getting too loud. I asked him if he had any suggestions for a symbol and he shook his head. So, I suggested a hand signal that connotes a stopping motion and he shrugged his shoulders and said “Sure.” Lastly, I brought up the issues of his distractibility in my lessons. I asked him, “I’ve also noticed that you can get easily distracted with the student who sits next to you. What’s going on?” He responded by
saying that he gets bored so he tries to play with that student. I reminded him that when we are bored we don’t play with others as that means that both him and his partner are missing out on learning. I reminded him that often times during lessons he offers great comments and ideas but that if he’s distracted, he won’t be able to share them. In addition, I suggested that he has the choice to move to the front table so that he can move away from his partner and let him know that I might move him during a lesson if I think that’s best for him and his partner. While speaking to him, he nodded and said, “Ok.” I ended the conversation by asking him how things are going at home and by talking about his favorite TV shows and video games. (We’ve talked about these things before). At this point, his whole face changed and he began to excitedly talk to me about how he’s beating the next level in his video game.

Overall, there were many strong aspects of my conversation with Michael. I think it was important to start with my observations of his academic improvements. It set a positive tone to the conversation and made it seem like a conversation rather than a scolding. Likewise, I think that it was important to make that personal connection with Michael by making sure to discuss a topic of interest to him. I noticed that he almost turns into a different person the moment he gets to discuss a topic of personal interest to him. Something that struck me about this conversation was how different it felt to other demystification conversations I’ve had with his peers. Upon mentioning what I noticed, most students appeared interested and would readily communicate their feelings or motivations behind their behavioral decisions. Even while discussing his strengths, Michael appeared to stare blankly at me and would offer short phrases such as “Okay” and “Sure.” Occasionally he would nod in agreement or shrug. It honestly felt like talking to a wall. I left the conversation worried that he would not remember what we discussed. (However, it does appear as if he remembers as he has been responding to our new hand signal, and he stops the noises as soon as he sees my hand).

One thing I wish I had done was to introduce what Michelle Wither’s Expected/Unexpected Behaviors chart. It would have been nice to have that framework to remind him that everyone gets bored at times and it’s completely normal. Yet, there are still certain behaviors that one should follow while in a social setting. Another aspect of that chart that I like is that it doesn’t frame it positive/negative behaviors. I worry about
the social and emotional impact consequences may have on Michael. For instance, in the classroom, he has shown to be quite responsive to our behavior chart. He tends to stop his behaviors if a teacher gives him a “warning” or if he gets moved down to the negative sides of our behavior chart. However, with a misunderstanding teacher, I could see how Michael could become one of those students who habitually reach the “yellow” or “red” stages of a behavior chart. At this time, it appears that Michael seems unfazed by the possible negative perceptions from other peers that his behavior may cause. Yet, I worry that by simply giving Michael negative consequences; he will never learn the effects his behavior can have on the social environment of the classroom. I also worry that it may lead to social ostracization as his peers may start to view him as a “troublemaker” or as an “outsider.” As I continue working with Michael, my goal is to try to help him realize that classroom expectations of behavior are not there to punish him but are there to ensure that everyone (including himself) has a safe space in which to learn. I want him to realize that his behavior is not a negative aspect of himself but that his behaviors appear “unexpected” and can have effects on others’ learning and emotions.

Interviews

Source #1: Elisabete, 1st grade teacher

Since my case study student is not classified and does not receive any services, I was not able to speak with the special education resource specialist. Instead, I decided to speak with his 1st grade teacher to see if and how he has changed as a student from 1st to 2nd grade. I first asked her about Michael’s strengths. She mentioned that Michael was really strong in math, always performing at or above grade level. She also noticed that he seemed to really enjoy math and it was the easiest subject in which to motivate him to complete his work. I notice the same strength this year, as he truly shows a fondness and a strong aptitude for number sense. I then asked her about his areas of improvements. She mentioned even though his Spanish speaking and writing skills and his reading comprehension were not on grade level, she was most concerned about his social development. She noticed right away, in the beginning of 1st grade, that he appeared to make no friends in the class. She noticed that it was hard for him to show empathy and he often pushed away his peers out of frustration. She believes that he wanted to make friends
and his peers would fail to understand his intentions. As such, he would react violently by getting mad and kicking at his friends. As the year progressed, she noticed that these outbursts tended to occur during recess. He seemed to benefit from the structure present in the classroom.

Comparing what she mentions about Michael and what I have noticed, I would seem to agree that it is hard for him to show empathy. He doesn’t seem to filter his thoughts and will often upset classmates by stating a harsh truth. One difference between this year and last year is the aggression she noticed. I haven’t noticed Michael violently reacting against his classmates in the classroom or out at recess. He seems to have 2 3rd graders to hang out with at recess and none of the interactions that I have noticed had any note of violence. I think part of the difference between this year and last year is that there are two adults present in the classroom. This means that while one is teaching, the other can keep an eye on Michael and coach him on his behaviors and shouting out. In addition, my cooperating teacher has done a wonderful job establishing a sense of community and the students understand that Michael needs different structures and rules at times and they do not question this.

**Source #2: Marcela, Vice-Principal**

Earlier in the year, I met with the vice-principal to get access to Michael’s cumulative file. As it turns out, she knows Michael well from SST meetings that were held in kindergarten and from dealing with incidents that arose on the playground in 1st grade. From her, I got a lot of background information on Michael’s upbringing. It seems that before attending kindergarten, he spent the majority of his time with his Filipino grandparents as both of his parents worked full-time. (Michael lives with his mom and dad, both parents are married). She noted that he makes inappropriate humor references, which she attributes to him imitating the cartoons he may watch. She expressed concern at the amount of TV Michael appears to watch alone and unsupervised. Michael’s humor and inappropriateness is something that I have noticed. I do recognize a lot of the cartoon references that he makes and seems to repeat jokes or phrases that he heard on TV. He also does not appear to understand the social appropriateness of the comments he makes and
will refer to human processes (e.g. passing gas, going to bathroom) without realizing the disgust this may cause to other people.

Additionally, the vice-principal explained to me that there was an incident in the beginning of first grade. Michael wanted to play with a classmate so he chased his classmate and tied him up during recess. The boy's parents found out about the incident and demanded for Michael to be physically separated from the boy at all times. The incident reached all the way up to the superintendent. It was decided then that for the rest of 1st grade, Michael would spend his recess time indoors in the library. By the end of the year, they allowed for him to invite a friend to join him in the library. Occasionally, the librarian would take him outside to the playground and individually supervise him.

Hearing about this incident breaks my heart, since it shows a profound misunderstanding of Michael and a lack of sympathy from many members of the school community. While I understand that what Michael did was harmful to the other child, I believe that this is a sign of the emotional coaching Michael needs to manage day-to-day social interactions. It's sad to think that he was given a consequence that further isolated him from the social interaction that he craves rather than the opportunity to be coached and helped to rebuild social relationships with his peers.

Student Work Sample Analysis

Student Work Sample 1 (See Appendix C)

In this student work sample, Michael was asked to identify character traits of characters in the story. In addition to describing characters with an adjective, students had to justify the adjective they chose with information from the text. For instance, was expected to write “The shoemaker was friendly because he makes shoes and clothes for the elves that helped him.” Looking at Michael’s work, you can see the following strengths. Michael demonstrates Higher Order Cognitive Thinking (AKOM framework) by selecting vocabulary that fits with the personality of the character. In addition, he is able to provide justifications for his word choices that make sense and correctly use information from the text. He shows Active Working Memory (AKOM framework) by remembering key textual details from our whole-class read aloud that support his thinking. He also utilizes words that I used in my in-class modeling, further demonstrating his ability to integrate words/
ideas he saw previously in the lesson into his work. Lastly, he shows strong NeuroMotor Functioning (AKOM Framework), in particular fine-motor skills and grapho-motor skills, as he creates a detailed drawing of the shoemaker in his shop.

This sample does demonstrate a few of the struggles Michael can have, however. It shows some of the struggles he faces with Attention (AKOM Framework). While Michael demonstrated strong Mental Energy controls during the lesson, such maintaining an adequate level of focus during the whole group read-aloud and during independent work time (Alertness control), he appeared to struggle with other Attention controls. The assignment asked for students to write adjectives for one character in the story. Michael appeared to have missed this direction and included a description of the elves in the story, in the bottom left hand corner box, rather than a description of the shoemaker. This may have been due to depth/detail of processing, where he didn’t maintain sufficient focus to fully capture the meaning behind the directions. I think his lack of depth/detail of processing may be connected to his satisfaction level. I have seen Michael maintain extremely high levels of intense focus and along attention span, when he’s silently reading a book of his choice or during our science lessons. However with other classroom work that doesn’t interest him, he loses the ability to focus and will often rush to complete the work. In this particular case, he rushed to complete the written work as evidenced by his lack of capitalization (when Michael cares about a topic or a teacher is helping him, he understands why we use capital letters and can use them correctly) I believe he did this so that he could spend as much time as possible on his drawing. His focus on the drawing may demonstrate his struggles in Production control. It may show how he struggles with Self-Monitoring as he may not realize that the teacher as higher expectations for his writing, rather than his drawing. Additionally, I think it shows his struggles tempo control, as he allocated too much of his independent work time to this drawing (Attentional Dysfunction: An Inventory of Traits, p. 138).

Student Work Sample 2 (See Appendix D)

This student work sample contains a series of daily math assignments, where some portions of the work were completed individually, with partners and in a group of 4. In this assignment, Michael showcases his Higher Order Cognitive Thinking in being able to deftly
manipulate numbers based on their place value. For instance, he was able to display the number 166 in both standard form and in breaking it up into tens and ones. He also displays Higher Order Cognitive Thinking by being able to add three digit numbers and by converting the total amount of T-shirts in his group into the dollar amount (each t-shirt was worth $10, so 860 t-shirts are worth $8600).

Michael’s struggles in this particular assignment were mainly with Spatial Ordering and Social Cognition (AKOM). In regards to Spatial Ordering, Michael comprehended how to use a table and could accurately fill in the table on pages 1, 2, 3, and 6 of the assignment. However, when it came to pages 4 and 5, he struggled to create neat, orderly tables and to write neatly, leading me to believe that he may struggle with generating visual products, such as tables. On the other hand, I wonder if Attention, specifically the processing control of satisfaction level is at play here. He may not seem interested in communicating his ideas in an orderly fashion and as such, rushed to complete the table and did not care about its neatness to the outside observer. Lastly, while Michael was completing pg. 6 of the assignment he had to work in a group. In this context, his issues with Social Cognition arose. He had trouble with the social behavior of collaboration, as he did not want to communicate with his partners and began to immediately work on his portions of the project alone. At one point, he even called me to his group to ask if he could work alone. I had to help facilitate the interaction between him and his group members so that Michael could write down the numbers he needed from his group members and so that his group members all arrived at the final calculations together. Furthermore, he had issues with conflict resolution. I remember that one of his group members approached me and said “Michael just keeps yelling at us and wanting to do things his own way, without talking to us.” When Michael disagreed with his group members, he would simply yell his point louder. This demonstrates how Michael needs help with the social behavior of conflict resolution, as I had to come in and coach him through how to compromise with his group members.
**Student Learning Profile**

As previously mentioned in the introduction, Michael has many academic strengths and affinities. His strongest academic subject is math. Specifically, he excels in number sense. He can readily decompose numbers and has an above-grade level understanding of place value. He can easily add 4-5 digit numbers and already has most of his basic multiplication tables memorized. In addition to his strength and affinity for math, Michael enjoys learning about science and is always excited to share his scientific background knowledge whenever there’s a connection to be made throughout the lesson. He prefers to read and write in English and enjoys reading by himself when he is allowed to choose the text. One last affinity that Michael has is gym class. I regularly supervise the class with the P.E. coach and Michael enjoys learning new games and playing them. He enjoys games like Foursquare and knows all the rules to the games. He likes to play games with rules and gets upset when others don’t follow them. Michael’s strong understanding of complex math and science concepts and his ability to recite facts and memorize the nuanced rules of a game, displays Michael’s strong Higher Cognitive Order Thinking and his strong long-term memory. His athletic ability speaks to his Neuromotor Functions as he has developmentally normal gross-motor skills (e.g. he can easily catch balls, enjoys playing Foursquare and Tetherball).

In my opinion, Michael’s main struggles fall under the AKOM realms of Language, Attention and Social Cognition. Looking closer at Michael’s language abilities, he readily comprehends stories presented orally and in writing and can follow both verbal and written directions. When reading aloud and speaking, I do notice that Michael has an odd sort of fluency in his speech. He does not take breaths at periods or commas, when speaking or reading aloud. Looking at the Language-Processing Disability checklist, I can identify that Michael exhibits the following behaviors:

- Does not modulate tone of voice (he speaks loudly and at times, in a monotone voice)
- Uses “stalling” mechanisms (“like”, “umm”)
• His ideas in his writing are not logically organized (he often will omit important details that connect the narrative events in his story) (Smith and Strick, 2010, p. 60-61)

It is important to note that Smith and Strick (2010) mention, “it is normal for children to display a few behaviors on this list” (p. 60). This leads me to believe that although Michael has a few minor struggles with language production, in regards to his speech and writing, he does not have a specific language disorder.

Another hard aspect of life in the classroom for Michael is his issues with attention. Like the student Ned, Diller (2006), writes about, Michael has issues completing classwork on time (p.4-5) Looking closer at the three systems of Attention, Michael has signs of difficulties in all three systems. In regards to Mental Energy, he struggles to most with Alertness. During class, he’ll often appear fidgety and will move around on the rug or in his chair, which is a sign of weak Alertness according to the Overview of Attention Handout (p. 126). Similarly, Michael will often lose focus and attention during a whole-group lesson, if the topic at hand does not interest him. It appears to me that his ability to have strong processing controls hinges on his Satisfaction Level. According to the Overview of Attention Handout, students with weak Satisfaction Level “find it hard to regulate their attention under ordinary conditions of moderate interest. They only concentrate when they find the inputs or experience exciting...These students often feel that school is too boring” (p.129).

During my demystification with Michael, and whenever I approach him about his disinterest, his first response to me is usually “I’m bored, This lesson is boring.” I’ve found that as soon as the topic turns to something he enjoys, for example during our Math Talks, his level of Processing Attention will improve and he’ll exhibit strong evidence for all the five forms (Saliency Determination, Depth and Detail of Processing, Cognitive Activation, Focal Maintenance, and Satisfaction Level) of the Processing system. Furthermore, Michael does show signs of impulsivity. The Overview of Attention handout defines Impulsivity as the combination of poor previewing, imbalanced facilitation and inhibition and improper tempo (p. 123). Michael regularly shouts out his answer or comments to class, forgetting our class norm of raising our hands. He'll also impulsively get up in the middle of lessons to get a drink of water, without realizing that he must ask permission first.
Social Cognition skills are Michael’s third area of difficulty. It is important to note that Michael has not been officially diagnosed with Autism, Asperger’s Syndrome or a Pervasive Developmental Disorder. He doesn’t receive any form of special education services and doesn’t have any official school classification. Based on what I have seen from his behavior in the classroom, I do believe there are parallels with his patterns of behavior and those patterns exhibited by students with AS-HFA. For instance, Michael appears to enjoy interacting with people and we have many interesting conversations about math, science, and his favorite YouTube videos and video games. In the morning lines, he’ll seek me out to say hi and will excitedly tell me new science facts he learns. However, when interacting with his peers, I notice that he is not as successful in engaging in dialogue. It’ll appear that he’ll often talk “at” his peers but he doesn’t seem to regularly exhibit listening behaviors such as eye contact, and appropriate body language to demonstrate that he is in fact listening. As Ozonoff, Dawson, and McPartland (2002) state individuals with AS-HFA have difficulty with social interactions but still may show interest in people and their company (p. 228). His interactions with peers are further complicated as he’ll often shout-out inappropriate comments in the middle of class or speak about taboo topics, such as bodily functions. Additionally, he tends to violate social conventions that are well understood by his peers. For instance, in response to another classmate’s long-winded connection to a story, he’ll shout-out “Chris, no one wants to hear your stories!”

Another connection that I can make with Michael’s behavior and the work of Ozonoff, Dawson and McPartland (2002) is that “People with high-functioning autism or Asperger syndrome often appear not to understand other people’s feelings or points of view” (p. 229). I regularly see this difficulty with Michael when he engages in any form of partner work. When working on a group poster, he’ll develop his idea for how he thinks the poster should look. He’ll immediately begin to work on it, without consulting his partner(s). When his partners respond with anger and frustration, he will not know what to do and will try his best to ignore him and continue to go about his work.

Even though Michael struggles in partner work, I have seen play with other students

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3 This is another parallel to Ozonoff, Dawson and McPartland (2002): “Their behavior while out in public may sometimes be inappropriate or embarrassing when, in addition to failing to use these social niceties, they violate clear social conventions” (p. 229).
at recess. He tends to play with two other boys from the 3rd grade and they imitate scenes and scenarios from a favored video game. When I asked him who his friends were, he responded by saying “Oh, they’re in third grade, Their names are... (pause) ... I can’t remember their names.” As Ozonoff, Dawson and McPartland (2002) mention, students with Social Cognition issues may “develop friendships that revolve around shared interests (such as video games), but rarely play anything else together, and the interaction stops when the activity ends” (p. 229). The fact that Michael cannot remember their names makes me think that the extent of their friendship ends everyday with the recess bell.

As previously mentioned, Michael struggles with Language production, as he sometimes has a monotone voice and a different cadence to his speech. Ozonoff, Dawson and McPartland (2002) make a note that students who have Social Cognition difficulties will speak loudly with an unusual rhythm caused by the individuals taking breaths at irregular places (p.230). It could be that Michael’s Social Cognition difficulties are interrelated with the aforementioned difficulties he has in language production.

The most important connection that I drew from my experience in teaching and working with Michael and the work of Ozonoff, Dawson and McPartland (2002) is that one must always keep in mind the strengths of the individual (p. 231). Michael is an academically strong individual, who has a developmentally advanced understanding of many concepts in math and science. Individually, he’s a playful child, who enjoys games of hide and seek and staring contests. He has a vibrant personality and will make insightful, knowledgeable comments about what he is reading or what he is learning. I truly believe that any educator who works with Michael must accommodate him socially in the classroom. With the help of an understanding classroom community, his incredible strengths can shine through so that his social difficulties do not have the power to define him as an individual in the classroom.
### Strategies

<table>
<thead>
<tr>
<th>AREA OF DIFFICULTY</th>
<th>UNDERLYING NEURO-DEVELOPMENTAL SYSTEMS</th>
<th>STRATEGIES</th>
<th>BYPASS OR INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Struggles to follow directions in class or to follow along with group lessons at desk- will appear to be daydreaming while teacher is talking, will be easily distracted with his pencil box, or will want to talk to his peer next to him rather than listening to teacher or completing independent work</td>
<td>Attention: Mental energy Control, in particular Alertness Processing Control, in particular Satisfaction Level</td>
<td>1) Keep a clear desk for him- remind him to clear his desk and only have out a pencil, eraser and the work out in front of him 2) Move him closer to the teacher so that she can give silent, gentle reminders to have him focus back on class 3) Provide individualized checklists with only 1-3 tasks for him to complete during independent work time 4) Have him sit independently so he is less distracted by</td>
<td>1) Intervention 2) Intervention 3) Intervention 4) Bypass 5) Intervention</td>
</tr>
</tbody>
</table>

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4 I tried to find a technological resource, however, I didn't seem to find any that would be appropriate given Michael’s difficulties.
his peers
5) Review Michelle Withers’ “Coping with Boring Moments poster”, coach him by picking one “unexpected” behavior he displayed in class and discuss ways with him in which his behavior can become more “expected”

| 2: Behavioral norms in the classroom- shoving out (without raising hand) and not staying still | Social Thinking: Social control regulation, Conversational Technique Attention: Production controls, in particular Facilitation and Inhibition | 1) Meet with Michael 2x a week for 5-10 min. during recess to debrief how his behavior was in the classroom (e.g. coach him through how to avoid shouting out in the middle of a read aloud, explain to him the importance of giving others the space to participate) 2) Allow for | 1) Intervention 2) Bypass 3) Intervention |
Michael to sit in the back row on the rug, give him more flexibility to move around (does not have to maintain cross-legged position the entire time). If he’s really struggling to sit still on a particular day, invite him to sit on a chair.

3) Give Michael a squeeze ball, so that he can concentrate his movements on one object while minimizing interruptions for others.

| 3: Working cooperatively in partners and groups (Does not like to compromise while completing group projects, does not appear to listen or collaborate with) | Social Thinking: Collaboration, Conflict Resolution, Political Acumen | 1) Before a partner project or group project, coach Michael and provide him 1 achievable goal for the partner work. (e.g. I will listen to my partner’s ideas and 1) Intervention 2) Bypass 3) Intervention 4) Intervention |
peers while working on group projects, which leads to frustration for everyone involved)

| incorporate them into the project).  
2) At times, allow him to work independently on a project.  
3) Provide models (e.g. students acting out exemplar behavior during partner work)  
4) Provide coping strategies, (What can I do when I feel frustrated with my partner?)  
5) apps for facial recognition (autism) |

**Reflection**

I learned an immense amount from this Case Study process and have already begun to apply what I have learned in the classroom. The most important lesson I've learned is to keep in mind that no student with special needs is alike. Teaching a child with special needs is not as simple as identifying the diagnosis and applying strategies and resources that fit that diagnosis. In order to truly teach a child with special needs, it is an absolute necessity to get to know the child, as both a student as an individual. On the part of the teacher, this means that she must make careful observations of the students’ behavior both inside and outside of the classroom, she must reach out to families to draw connections between the student’s life at home and in the classroom, and she must employ the demystification process in order to avoid making assumption about the child's character or behavior. Once a teacher follows these actions, she’ll be able to try specific strategies that she think might
help the child. She must also not forget to involve the child, in order to provide the child with a sense of empowerment. A teacher can help a child become aware that these accommodations are completely within their rights as a learner and that they are entitled to ask for them in any classroom.

Another takeaway from this Case Study, was how to apply the AKOM framework when dealing with all learners. The framework provides a system in which students’ strengths and areas of improvement are categorized and organized. In using this approach, the teacher has methodical, systematic way of analyzing student learning and behavior. From using this system, the teacher has an effective system for devising and adjusting teaching strategies to help every individual in her classroom.

If I were to do the process all over, I would like to analyze Michael's Language difficulties more in depth. Since Michael is in 2nd grade of the Dual Immersion Program, most of his daily instruction is in his non-native language. I wonder how the effects of Second Language Acquisition play out in his Language development. Since Michael is never asked to produce academic writing in English or to read in English in our classroom, I was not sure of his academic language levels in English. If I had more time, I would love to research the intersection between his struggles in Language production that I outlined here and the struggles of a student who is acquiring a second language to see what that may reveal about Michael as a learner.
Appendix A:

Bibliography

Attentional Dysfunction: An Inventory of Traits, Class Handout, Session 6.


Overview of Attention, Class Handout, Session 6.


Appendix B:

Collecting Information about Resources and Procedures For Students with Special Needs

Castro Elementary Dual Immersion
- About 600 students- ⅔ are in Dual Immersion and ⅓ are in normal program.

Staff for Special Resources

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Part time or Full time?</th>
<th>Languages of Services Provided</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Farhat</td>
<td>Reading Resource Specialist</td>
<td>Full time</td>
<td>English</td>
<td>Coordinates process for IEPs</td>
</tr>
<tr>
<td>Rosa Ibañez</td>
<td>Speech and Language Specialist</td>
<td>Full time</td>
<td>Spanish and English</td>
<td>Coordinates the separate referral process for Speech services, Assesses students to determine whether or not they qualify for services</td>
</tr>
<tr>
<td>Felicidad McAlpine</td>
<td>School Psychologist</td>
<td>Full Time</td>
<td>Spanish and English</td>
<td>Assesses students in both languages</td>
</tr>
</tbody>
</table>

Services available to students with special needs including their SST and IEP process

Referral Process for Speech Students

5 Written in conjunction with Nelly Alcántar.
- Teachers first fill out referral form and submit it directly to Speech specialist. Speech specialist assesses students and determines whether or not they qualify for speech services. If they do not qualify, but the speech specialist believes that they may in the future (for instance, if they're too young to qualify currently), she notifies classroom teacher and classroom teacher can mention that to parents. If students qualify, she provides pull-out speech services. These services can be bilingual and may be small group or individual.

**Referral Process for SST and IEP**

- If teachers suspect a student has a learning disability, they first, must set up a special conference with the principal. This conference is called a “Kid Talk.” During this meeting, the teacher and principal look at student work and the teacher presents his/her academic and socio-emotional concerns about the child. Afterward, teacher and principal brainstorm classroom interventions. At this point, Principal may ask “Do we need to move further?” and may decide to set up an SST meeting. (Note: The principal tends to emphasize classroom interventions, students can be continually referred to “Kid Talk” for multiple years before moving on to next step in referral process.)
- The next step is to have an SST meeting.
- After SST meeting, the psychologist will assess the student in Spanish and English (if student is from Dual Immersion)
- Finally, after assessment, an IEP is drafted and parents, teacher, principal and resource specialist meet to sign it. If a student has an Autism spectrum disorder or if the student has ADD/ADHD, he/she will most likely receive a 504 accommodations plan.
- All services offered to students are pull-out services, either small-group or individual. One issue for teachers who teach Dual Immersion is that resources are all in English. This means that students do not receive reading recovery or math services in Spanish, even though classroom instruction in these subjects is in Spanish.
Tier 2 Intervention Programs at School

- Teachers can refer students to these intervention programs. These programs fall outside of what the official school resource specialists provide and students do not need IEPs to be referred to these programs. Only teachers are in charge of referring students to these programs. To refer students to a particular program, teachers communicate to the parents/families through a form or letter or that she recommends for their child to be enrolled in one of these programs. Once the parent provides approval, the child can be enrolled in the program.

  - **Beyond the Bell**: An after-school program that provides child-care and tutoring.
  - **Reading Partners**: A reading pull-out program where a child is paired with a community volunteer to work on reading skills and strategies one-on-one. Students in Dual Immersion program can be referred to Reading Partners after 3rd grade.
  - **CHAC (Community Health Awareness Council)**: non-profit mental health services agency partnered with the Mountain View School District to provide counseling, therapy, support groups, classes and psycho-educational programs to kids, adults and families.
Dear Ms. Sagastume,

I am writing to express my interest in a bilingual teaching position at San Francisco Unified School District. Currently, I student teach 2nd grade dual immersion as a graduate student in the Stanford Teacher Education Program (STEP). By June, I will graduate with a Master’s degree in Elementary Education and a Multiple Subject credential with Bilingual authorization. Throughout my career as an educator, I have been committed to serving students with high-needs and students who are English and Spanish language learners.

Before coming to STEP, I taught bilingual general science classes as a New York City Teaching Fellow. This experience built the foundation of my teaching practice. As a teacher of mostly first generation immigrants from the Dominican Republic, I quickly discovered that I became a stronger educator when I gained a holistic understanding of my students and of the cultural experiences they brought to my classroom. For instance, I used my knowledge of my students to design an earth science unit based on NGSS that focused on the unique geological formations of Washington Heights. I opened my classroom space beyond my four walls and led my students on field trips and community walks. Through these trips my students experienced first-hand the geological treasures down the block from our school and engaged with scientific content through their knowledge of the community.

As a student teacher at STEP, I have cultivated a stronger commitment to equity in my teaching practice. By working in dual immersion classrooms at Fiesta Gardens International School and Mariano Castro Elementary, I have taught students from various cultural and socio-economic backgrounds. With these students, I maintain an equitable teaching practice by creating academic tasks with multiple entry and exit points. I develop math lessons and units that center on a contextual problem, which can be solved in multiple ways, so that students with a range of developmental abilities can approach the problem at a level of their choice. In addition, I collaborate with my co-teachers to create small group instruction during literacy lessons, where students can receive individualized support. In my current classroom, we supplement reading instruction with leveled guided reading groups where we begin a story together and focus on a specific comprehension skill for 15-20 minutes. We have seen tremendous growth in our students’ reading levels as this approach affords us an opportunity to tailor our lessons to the specific academic needs of students.

I am eager to discuss how my skills and past experience might contribute to SFUSD. I can be reached via email (anams@alumni.stanford.edu) or via phone (262-501-2025), if you would like to schedule an interview. I would also welcome the opportunity to teach a sample lesson at your convenience. Thank you in advance for your consideration.

Best regards,
Lesson Plan: Laws in our Communities

Topic:

The core content of the introductory government lessons will be to answer two questions: Why do we have a government? Why do we have laws in our country? During the lessons, students will answer these questions by analyzing three key concepts.

1) The writers of the Declaration of Independence, before redressing their grievances against the King of Great Britain, outlined the self-evident truths that all men are created equal and are endowed with the unalienable rights of Life, Liberty and the pursuit of Happiness. The Declaration of Independence also mentions “to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”

2) In the preamble to the US Constitution, the role of our Government is further outlined. The goals of the government are to ensure a nation that provides justice and peace, provides a national defense, and ensures freedom and health for its people. The first three words of the preamble “We the People” underscores that the United States is to be ruled by its own people.

3) The idea of rule of law as developed by the World Justice Project. The World Justice Project essentially proposes that Rule of Law is maintained when there is a system of self-government where all are held accountable by the law. There are procedures and frameworks in place that work effectively to protect every person’s basic rights under that government ("What is the rule of law?", 4).

In order to introduce these concepts, this first lesson will mainly focus on the basic human rights every person has and that the government serves the people to protect their rights. While these ideas are mentioned in the Declaration of Independence, the writers of the Declaration were not the first to express this political philosophy. The inspiration for the listing of unalienable rights comes from John Locke’s work Second Treatise Concerning Civil Government. Locke believed in rule of law and a representative government. He also expressed his belief that the government has a moral duty to protect its people and to protect their rights to life, liberty and property (Powell, “John Locke: Natural Rights to Life, Liberty, and Property”). From the influential work of John Locke, and other Enlightenment philosophers, Thomas Jefferson was able to write and declare the three unalienable rights of “Life, Liberty and the Pursuit of Happiness” in the Declaration of Independence.

Connections:
The lesson plan outlined in this assignment is the first lesson of the introduction to our government unit. In this lesson, students will engage in a whole-class discussion that compares and contrasts the rights that students have in the classroom with the rights that were outlined in the Declaration of Independence. The lesson will end by having students reflect on why rights are important and what do structures do we have present in the classroom and in the government to ensure that these rights are protected. In the subsequent lesson, students will continue to explore how rights are protected by engaging in a comparative analysis of our Classroom Norms and a modified version of the Preamble to the US Constitution. After these two lessons, then lessons discussing how laws are protected and enforced would follow.

Since my students are in 2nd grade, I want to make the unit as developmentally appropriate as possible. As such, I want them to consider the fundamental ideas behind the role of government in a society. In order to make these ideas more concrete and directly relevant to their lives, I will be creating activities that have students make connections between the civic content we are learning and their lives in the classroom.

**Lesson Plan:**

**Learning Objective:**
Students will identify what rights they have as students and as people of the United States. Students will explain how laws protect our rights.

**Language Objective:** Students will verbally justify and defend their responses by providing at least one supporting reason (e.g. We have rights because..., I think this because...)

**California History- Social Science Standards Addressed:**

2.3 Students explain governmental institutions and practices in the United States and other countries.

Historical and Social Sciences Analysis Skills

*Chronological and Spatial Thinking*

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

**Materials/Prep (OPTIONAL)**

- Poster version of graphic organizer
- Student version of handout and graphic organizer
- Modified excerpt of *Declaration of Independence*
- Picture of disorderly classroom from *Miss Nelson is Missing*
**Lesson Sequence:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Activities</th>
<th>Purpose/Rationale</th>
</tr>
</thead>
</table>
| 0:05 | **ENGAGE/ DO NOW:**  
Analyze a picture from *Miss Nelson is Missing*  
Turn + Talk: What is going on in this classroom? Do you think the students are following the rules?  
Introduce Lesson: *Today, we are going to be talking about our rights and what we have in our world that protects them. We will be looking and talking about some of things we do in our classroom, like having rules, is connected to some of the things our government does for us. We’re going to look at the Declaration of Independence to help us learn about why we have a government. You know you will be successful today when you name 1 right that you have as a student and 1 right you have in our country and can explain how these rights are protected.* | - I engage students by referring to a popular book they have all read to envision a classroom without rules. I then have a turn + talk and whole class share out to give students an opportunity to share their ideas and hear the ideas of others. I want students to keep the idea of an unlawful classroom and how it can be damaging to the student as we discuss the rights we have as students and as people in this country. I want them to start making the connection that a classroom without rules, is a classroom without rights being protected.  
-I introduce the objective and let students know how they will be successful today. |
| 0:05 | **DIRECT INSTRUCTION**  
(See student handout)  
Whole class reads aloud definition of a right and definition of a law. Teacher goes over examples.  
Right= what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair  
Example: We all have a right to learn in our classrooms. (talk about places where women can’t go to school)  
Law= rules that protect people and their rights  
Example: Rules at Castro (Point to the poster in classroom) | - In order for students to be successful in the class discussions on how our classroom functions and the declaration of independence, I need to make sure students understand these words. I also frontload this vocabulary for my EL students. |
| 0:20 | **GUIDED PRACTICE**  
(see student handout)  
Teacher asks: What are your rights in the classroom? What do you think every student should be able to do in a classroom?  
Students volunteer and share out 3-5 rights. Teacher makes a note of them on poster version of graphic | - The majority of this lesson will be a discussion of our rights in the classroom. I want to frame this as a dialogic discussion, where students analyze how the structure of the classroom protects their rights as a student. The discussion may also lead to students discussing the |
| **CFU (Check for understanding)-Whole class question:** Looking back at your picture (a classroom without laws), do you think students’ rights are being protected? Why or why not? | **Why do we need rights in the classroom? Why do you think we need rules in the classroom?**  
Teacher shares a modified version of an excerpt of the Declaration of Independence and provides background for the primary document. *Teacher says:*  
This is the Declaration of Independence. Before America became a country with laws, the founding fathers (the men who started this country), wrote this document to explain what they think the rights of every person should be. [Show a picture of what the signing of the declaration of independence looked like] Teacher and students read out loud. Teacher may ask the following questions as the discussion plays out:  
**What is the Declaration of Independence saying?**  
According to the authors, what are the rights of people?  
Why do we need rights?  
Why is government important to them?  
Who/what do we have in our country that protects our rights?  
Classroom discussion follows, teacher makes notes using model version of graphic organizer.  
-I provide context for the Dec of Ind. since not all students may be familiar with it. I also will prepare a picture to show the students what the signing of declaration of independence looked like, to give them more context. | **importance of rights and the fact that rights can never be taken away. If the discussion ends up taking a long time, we might only end up discussing our rights in the classroom.**  
Students write down 1 right from the graphic organizer for each column.  
-I use Turn + Talk as a scaffold for EL’s to allow them to verbalize their responses, before writing them down. |
| Independent Practice (see student handout)  
Students make note of 1 right in the classroom and 1 right in the Declaration of Independence.  
Turn + Talk: How are our rights in the classroom protected? How are rights protected in our country?  
Students write down what document protects our rights in classroom vs. government. | **00:10** |
<table>
<thead>
<tr>
<th>Time</th>
<th>Wrap-Up/ Closing Assessment</th>
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<tr>
<td>0:05</td>
<td>Whole class share out: <em>Today we learned about why we have laws and how laws protect our rights. For example, everyone has a right to be safe in our classroom. That is why we have the norm Be safe.</em></td>
</tr>
</tbody>
</table>

**Turn + Talk: Why are rights important?**

Exit Ticket Questions:

- Why are rights important?
- How are our rights protected?
Classroom Materials:

Excerpt from *The Declaration of Independence (1776)* (MODIFIED)

We believe that all people are created equal and are born with rights that can never be taken away.

These rights are Life, Liberty and Happiness.

To protect these rights, people agree to create governments. The power of the government comes from the people.
**Vocabulary:**

**Right:** what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair

**Example:** We all have a right to learn in our classrooms.

**Law:** rules that protect people and their rights

**Example:** Rules at school
Our rights: In the Classroom and in our Country

<table>
<thead>
<tr>
<th>1 right you have in the classroom:</th>
<th>1 right in the Declaration of Independence:</th>
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What protects our rights in the classroom?

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<th>What protects our rights in the classroom?</th>
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What protects our rights in the United States?

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Appendix:

Works Cited

ABA Division for Public Education. Part 1: What is the rule of law? (p. 4-6)
http://www.americanbar.org/content/dam/aba/migrated/publiced/features/Part1DialogueROL.authcheckdam.pdf

The argument of this source is that Rule of Law is a multi-faceted and difficult idea to define. It is, moreover, an ideal to which all governments should aspire to yet it is difficult to implement in reality. By pulling evidence from what political leaders have said and written and from what the World Justice Project has written, the document seeks to propose a working definition for the term Rule of Law.

In order to explain the term Rule of Law, this source mentions the many different ways Rule of Law is seen in our current framework of government. The article mentions that Rule of Law contains the following principles:
- due process
- separation of powers
- social contract
- judicial independence: “everyone has a fair chance to make their case in court and that judges will be impartial” (Pg. 5)
- a law is not a guarantee of justice, society must ensure that laws are justly created
- an open, transparent legal system from which predictable results can be expected
- right to counsel
- protection of certain basic rights

The author quotes important historical documents to support the different principles. For instance, in order to introduce the concept of due process, the author quotes Article 39 of the Magna Carta. This Article explains that freemen can only be imprisoned after the lawful judgment of his peers or by the law of the land. Additionally, the author quotes many different American political leaders from the past and present, such as James Madison, Martin Luther King Jr., and U.S. Court of Appeals Judge Diane Wood, to name a few. All of the people and documents quoted (except the quote from the Magna Carta) come from American political leaders. (As I continue in learning more about Rule of Law, I would be interested in reading historical documents from other countries to see evidence of Rule of Law in the formation of international governments.)

The author ends the pamphlet by citing the work completed by ABA President William Neukom in his establishment of the World Justice Project. The World Justice Projects created a definition of the rule of law in order to measure the actual adherence to the rule of law as seen in countries around the world. The pamphlet proposes by this final working definition of rule of law, as written by the World Justice Project:

“1. A system of self-government in which all persons, including the government, are
accountable under the law
2. A system based on fair, publicized, broadly understood and stable laws
3. A fair, robust, and accessible legal process in which rights and responsibilities
   based in law are evenly enforced
4. Diverse, competent, and independent lawyers and judges” (Pg. 6)

   http://fee.org/freeman/detail/john-locke-natural-rights-to-life-liberty-and-
   property

Since I knew that political theorists influenced the ideals outlined in Declaration of
Independence at the time, I decided to investigate John Locke’s political theories. This article
provided a succinct, yet detailed overview of John Locke’s life and political theories. It also
explains the vast influence Locke’s ideas had on the creation of our government. From this
article I learned that he was one of the first to express the radical view of the time that the
government has a moral obligation to serve the people. Furthermore, his proposal of the three
unalienable rights “life, liberty, and property” provided the inspiration from which Jefferson
wrote the three unalienable rights present in the Declaration of Independence. Lastly, the article
mentioned how Locke advocated for a representative government and a rule of law.

The Declaration of Independence (1776)

US Constitution (Preamble)

Preamble. Retrieved May 12, 2015, from
   http://constitutioncenter.org/constitution/preamble/preamble
Winter Observation 4 Reflection

January 23, 2015

Reflection on Lesson: “Primer Día: La fabrica de camisetas”

I decided to teach a Context for Learning Math Unit, which has students explore and discover critical understandings that will further develop their math knowledge and skills. This was the first lesson in the unit series, where students where introduced to the context (we are helping a family set up a t-shirt factory, so we need to help them with inventory) and then had to apply their knowledge of place value in order to bundle quantities of t-shirts into rolls of tens.

Overall, I’m proud of how the lesson went. One aspect that went really well was student engagement. Throughout the read-aloud, students were actively participating in the story and seemed extremely interested in the math. While I was reading the story, I noticed I had the attention of almost all of the students, as evidenced by their body language and eye contact. It was great to see too that the students easily comprehended the mathematics the story was alluding to; students were eager to go back into the pictures of the story and count the rolls of t-shirts that we saw. When I posed the turn and talk question of: “Can you make any connections to the story and what we are learning in math class?” students eagerly got into pairs to discuss their responses. It was exciting to see that for the whole-group share-out, a student mentioned that the story reminded her of regrouping in addition because if you have more than ten in a one’s place you need to regroup while another student mentioned that the t-chart in the story reminded her of a place-value chart. I was so happy to hear that students were making these connections
between these math concepts and the story and they could employ the academic vocabulary that they were learning in order to express their thoughts.

Another part of the lesson that I think went really well was the math congress at the end of the lesson. I think it went well because it allowed for students to see a summary of what we did in class and it gave them a moment to reflect on how the activity connected with their knowledge of place value. The math congress also provided me an opportunity for assessment for learning to see what students learned and what they needed to know. I made the decision in the moment to first call on students with numbers from 11-99 and then students with numbers from 100 on. I did this because I wanted to make sure that students grasped the idea of tens and ones with 2 digit numbers. Once I saw that many students readily participated and provided correct answers to the chart, I knew that I could advance to the next question that would apply our knowledge of tens to 3 digit numbers. I was surprised to see that many students were able to understand that 15 tens would mean 150. This in the moment observation prompted me to then do a quick error analysis and I wanted to hear student responses if a student placed 40 in the tens column when they meant to represent the number 40. It was interesting to see that there was an audible gasp among the students and that most recognized my error. However, when I asked for students to explain the error, I noticed numerous quizzical looks while other students began to compute the quantity of 40 tens. When a student responded to my error, she mentioned that 40 was 4 tens, but could not figure out what 40 tens would be. Eventually, one student shouted out “It would be 400!” Having seen and heard this reaction from my students, I see now that my students feel confident about place value in the tens and ones
and they are now ready to transition to determining equivalency among tens and hundreds as they could recognize my error but not all could explain why it was wrong thoroughly.

After teaching this lesson, I now have the professional development goal of finding ways to collect student data in a way that is efficient when I’m teaching these kinds of partner-based, group-based work. This goal meets standards 4.5 *Adapting instructional plans and curricular materials to meet the assessed learning needs of all students* and 5.2 *Collecting and analyzing assessment data from a variety of sources to inform instruction.* I have already started making progress toward this goal this lesson by using an assessment card template. However, while teaching the lesson, I felt overwhelmed by the amount of data I could possibly collect and by helping students in the moment, that I wrote down very little of what I observed. In order to avoid this next time, I will establish the norm that during the first five minutes of partner work time they may not ask me any questions. This will give me a chance to circulate around the room and to observe whole class trends. Then, I would let students know that after 5 minutes they may raise their hands to signal to me that they may need my help. I’m also planning on asking my math instructors for any further recommendations on collecting student data in the moment. Despite not taking the best observational notes, I was still able to get a better sense of my students’ levels of understanding about place value and will apply this knowledge to future lessons in the unit. For instance, the next lesson has students focus on equivalency between ones and tens, and I’ve decided I’m going to modify it by having it focus on equivalency between tens and hundreds. I’m excited by what I learned from my students in this lesson and I’m looking forward to learning more about their math skills in future lessons.
Reflexión de una maestra bilingüe

1) Sabemos que muy pocas personas bilingües son equilíngües o personas "bilingües balanceadas". Si reconocemos esta realidad, ¿entonces cuál es la meta de la educación bilingüe? En otras palabras, ¿qué tipo de persona bilingüe queremos cultivar en nuestros estudiantes?

Aunque sea que hay muy pocas personas bilingües que se conocen como "bilingües balanceadas", yo creo que llegar a este punto (o por lo menos lo mas cercano posible) debería ser la meta final para los estudiantes de educación bilingüe. Yo creo que hay tantos beneficios para un estudiante en ser lo mas bilingüe posible. Por ejemplo, poder hablar, escribir y leer en ambos idiomas abrirá puertas para nuestros estudiantes. Con estas habilidades lingüísticas, tendrán aún mas oportunidades para sus carreras. Podrán buscar trabajo y oportunidades no solamente en los Estados Unidos pero si no también en países hispanohablantes. Al mismo tiempo, enseñar en español y tener como meta un bilingüismo balanceado empoderada a nuestros estudiantes y a sus comunidades. Ellos podrán ser los puentes entre los mundos hispanos y los mundos americanos. En saber español e inglés, estudiantes bilingües podrán ayudar a miembros de sus comunidades que solo hablan español a navegar el mundo inglés. Para esos estudiantes que tal vez no vienen de comunidades hispanohablantes, ser lo mas bilingüe posible les habrá puertas a otro mundo cultural. Parte de una solución para eliminar la ignorancia y los prejuicios en nuestra sociedad viene de la idea que las personas se deben exponer a mundos culturalmente diversos. En tener estudiantes bilingües, no solamente estamos enseñando habilidades lingüísticas pero también estamos mostrando un nuevo mundo y una apreciación para una cultura que existe afuera de las normas tradicionales americanas.
2) Parte de aprender un idioma es tener la motivación y las oportunidades de usar el idioma. ¿Cómo creamos la necesidad o motivación para que estudiantes hablen entre ellos mismos en su segundo lenguaje? ¿Esto cambia dependiendo del tipo de programa (por ejemplo educación bilingüe transicional o doble inmersión o programa estructurado en inglés)?

Una manera extrínseca que usaría para motivar a mis estudiantes a usar español sería de establecerlo como un concurso o un juego. Por ejemplo, la maestra a la par de mi salón utiliza “Class Dojo” para dar a los estudiantes puntos para cuando usan el español. Hasta se incluye ella misma en el concurso y los niños gnan puntos cuando ella usa inglés por accidente. Yo puedo imaginar usando un sistema como eso en mi salón en el futuro. Yo entiendo que esto no es una manera intrínseca y que no sería un gran beneficio para mis estudiantes al largo plazo del tiempo. Pero, yo creo que sería una manera de motivar a mis estudiantes a practicar y usar el español en mi salón. Yo pienso que tener a los estudiantes practicando su español, aunque sea por razones extrínsecas, es mejor que tener nada de práctica.

No obstante, yo creo que es importante establecer un uso social para el español para que no pierde su valor o poder cultural. Una manera en que yo daría mas valor cultural al español es que trataría de involucrar la comunidad hispanohablante de mi escuela lo más posible. Invitaría a padres que hablen español al salón para ofrecerse de voluntario y para compartir sus talentos con la clase. También haría conexiones entre mi salón y negocios y caridades hispanohablantes. Por ejemplo, tal vez podría organizar una recaudación de comida para una agencia social y dejar que mis estudiantes se comunican con los organizadores y la gente de la agencia en español. Otra idea que tengo es que mostraría la importancia de saber español en este país. Les podría decir y mostrar a mis estudiantes que mientras mas español saben, mas oportunidades para carreras bilingües tendrán. O les podría mostrar como comunidades en tener negocios y agencias sociales bilingües han
podido mejor ayudar a la gente hispanohablante. En mostrar la relevancia del español en el mundo real, yo espero instilar motivación genuina y intrínseca para que mis estudiantes continúan a seguir practicando su español.

4) Imaginamos que obtuviste una posición de maestra bilingüe para el grado de tu preferencia. ¿Cuáles son los métodos de lectura que piensas que utilizarías en tu salón? ¿Qué tipos de recursos y materiales tendrías que buscar y obtener para que tu enseñanza fuera efectiva?

Yo utilizaría un método ecléctico o mixto como lo que explica Freeman. Como dice Freeman y Freeman “Los métodos eclécticos comúnmente usados para enseñar a leer en español y en inglés combinan algunos elementos de los métodos sintéticos y analíticos, y se centran en varios niveles de análisis y síntesis...” (Pg. 125). Freeman y Freeman explican que aunque este método es muy valoroso para el estudiante, uno como maestra tiene que ser consciente que los métodos que mezcla no reflejan concepciones similares. Entonces, mientras incorporo ideas de varios métodos de lectoescritura siempre voy a querer establecer los conceptos que van a guiar a mi instrucción. Al mismo tiempo voy a querer mantener en mis pensamientos la lista de evaluación para la enseñanza efectiva de la lectura (Pg. 106). Me encanta la idea de desarrollar la lectura en un contexto socio-psicolingüístico que proponen Freeman y Freeman. En mi salón, quiero que mis estudiantes ven la importancia social de la lectura en ambos idiomas.

Para crear mi método ecléctico de lectoescritura, voy a tener que conseguir varios materiales. Yo creo que unos recursos que voy a necesitar son libros que pertenecen directamente a las vidas de mis estudiantes. Así ellos podrán practicar sus habilidades de lectura en contextos que les impacta inmediatamente. También voy a tener que buscar materiales que desarrollan habilidades fundamentales como Words their Way para que los estudiantes podrán practicar reglas y estructuras fonéticas del inglés. Lo único es que
cuando utilizo este tipo de recurso, voy a tener que enfatizar conexiones entre estas habilidades y como estas habilidades nos podrán ayudar con el desarrollo de la lectoescritura.

Francamente, para que mi enseñanza sea lo más efectivo el próximo año, creo que necesito más exposición con métodos sintéticos en español. Con mis cursos de BLIS, me siento suficiente preparada para enseñar estudiantes a comenzar a leer en español. Pero, no he visto cómo métodos sintéticos funcionan en una clase de español y no he visto recursos que enseñan lectoescritura específicamente para estudiantes aprendiendo a leer en español. Afortunadamente, voy a tener la oportunidad de trabajar en un salón de grados más bajos en primaria el próximo mes donde los estudiantes todavía están desarrollando habilidades básicas de escritura y lectura.

5) Hay muchos sistemas para dividir la instrucción en dos idiomas (por ejemplo una maestra diferente para cada uno, alternar por semana, por día o por medio día, tener un idioma fijo para cada materia...) ¿Cuáles experiencias has tenido con distintos sistemas u horarios? Analiza las ventajas y desventajas o explica por qué prefieres uno.

Yo he tenido experiencia con tres sistemas de instrucción bilingüe. En New York City, estaba enseñando en un programa transicional (diseñado para estudiantes inmigrantes recién llegados al país). También enseñaba en un programa “Dual Language” donde una semana enseñábamos en español y la otra en inglés. Éste era un programa 50/50. Aquí, en California, he trabajado con un sistema de 90/10 de doble inmersión donde las maestras enseñan en un idioma a diferentes grupos de estudiantes. Enonces, cada maestra recibe una clase en inglés y una clase en español.

Una gran ventaja que yo veo para el programa transicional es que una como maestra tiene gran oportunidades para practicar conceptos de “translenguaje”. El programa
transicional valoriza inmediatamente el uso de español y deja que los estudiantes desarrollan sus habilidades en ambos idiomas a la misma vez. Pero, una desventaja podría ocurrir si la maestra no es cuidadosa. Uno de los idiomas podría llegar a ser más dominante que el otro en el salón y no dejar que los estudiantes desarrollan habilidades completamente en el otro idioma.

Una ventaja que yo veo para el sistema de 50/50 es que los estudiantes intercambian entre los dos idiomas mientras aprenden conceptos académicos. Esto les da la oportunidad de practicar vocabulario y frases relacionadas con los conceptos del contenido en ambos idiomas. Una desventaja posible podría ser que los estudiantes se confunden entre los dos idiomas. Otra desventaja podría ser que el intercambio semanal de idiomas no les deja aprender en profundidad el contenido académico y se pierden académicamente por razones lingüísticas.

Por último, unas ventajas que he visto con el sistema de doble inmersión de 90/10, es la estructura. Esta estructura que gradualmente introduce más inglés cada año deja que el español llega a ser un idioma que es socialmente y académicamente valorizado en el salón. Al mismo tiempo, el hecho de cambiar maestro(a)s dependiendo del idioma establece una estructura que ayuda a los estudiantes a no confundirse entre los dos idiomas. Una desventaja es que aunque sea que hay una estructura establecida que valoriza el español, los niños llegan a preferir el inglés para comunicarse cuando llegan a grados más avanzados.

Si yo podría crear una escuela bilingüe ideal, yo haría una combinación de los modelos de doble inmersión de 90/10 y 50/50. Yo tendría una escuela de K-12 donde los
estudiantes participen en instrucción bilingüe a través todo su carrera. Para los grados de K-5, yo utilizaría el modelo de 90/10. Así los estudiantes obtendrán una base de habilidades lingüísticas en español. Yo creo que es importante crear esta base por el hecho que el español toma una posición de minoritaria en la sociedad americana. Después, en los grados de 6-12, los estudiantes seguirían el modelo de 50/50 (cambiando de idiomas cada semana) para que podrían seguir desarrollando los dos idiomas al mismo tiempo. Los estudiantes seguirían la educación bilingüe para sus carreras enteras para que lograrían ser los más balanceados posible en ambos idiomas.

6) Pensando en las etapas de escritura, ¿Es beneficioso si tratamos de que nuestros estudiantes estén en la misma etapa de escritura en ambos idiomas (inglés y español)? ¿Es posible hacer esto en una escuela bilingüe o DI? –Clarificación, entiendo que los estudiantes que entran a estas escuelas con un alto nivel en una lengua esto sería muy difícil y no tendría propósito, pero esta pregunta es más dirigida a los estudiantes que entran con un nivel muy bajo en uno o ambos idiomas.

Después de observar como mis estudiantes de 4º grado están desarrollando sus habilidades de lectoescritura en ambos idiomas, yo no creo que es una expectativa realística que todos los estudiantes estén en la misma etapa de los dos lenguajes. Yo creo que para algunos estudiantes, los que son más aptos en sus habilidades de lectura, tal vez lograrán a llegar al mismo nivel de lectura en los grados de cuarto y quinto. Pero, para la mayoría de los estudiantes, esto no se una meta beneficiosa. Estaba leyendo un libro recomendado por mi maestra cooperativa, Biliteracy from the Start: Literacy Squared in Action, y el libro muestra como los estudiantes desarrollan diferentes habilidades lingüísticas a través los dos idiomas. En aprender en dos idiomas, los estudiantes están desarrollando algunas habilidades en español, otras en inglés, y otras en ambos idiomas. Por estas razones, una maestra no so debería de preocupar si hay una diferencia entre los
niveles de lectura de los dos lenguajes, mientras los estudiantes están en grados de primaria. La maestra debería de ayudar a los estudiantes a desarrollar habilidades en ambos idiomas y debería de mostrar y enfatizar transferencias de conceptos lingüísticos (por ejemplo la estructura de cognados: -ión en español es igual a –tion en inglés) entre español e inglés.

7) ¿Cuándo usarías la práctica de translenguaje? (Puedes usar cualquier de las dos definiciones de translenguaje.)

Para mí, tengo la misma definición de translenguaje que la que define Ofelia García. Ella dice que el translenguaje es “la flexibilidad del uso de sus recursos lingüísticos para hacer sentido de sus vidas y sus mundos complejos.” (Pg. 1, Translanguaging: A CUNY-NYSIEB Guide for Educators) Yo estoy de acuerdo con la idea que ella tiene que es importante de no ver los estudiantes bilingües como dos monolingües en uno donde los idiomas se desarrollan en paralelo. Al mismo tiempo, entiendo la idea de los programas de doble inmersión que hay que tener tiempos específicos para cada idioma. Entonces una manera que yo incorporaría las ideas de translenguaje es que yo mostraría conexiones entre los dos idiomas y mostraría técnicas meta cognitivas para que los estudiantes desarrollan una autoconsciencia de sus recursos lingüísticos. Además, yo quisiera incorporar reuniones de reflexión en mi salón donde mis estudiantes y yo platicamos sobre lo que esta pasando en el salón y en nuestras vidas. Durante este tiempo, entonces, dejaría que mis estudiantes hablan en cualquier idioma para que podrán usar todos sus recursos lingüísticos. También utilizaría este tiempo para reflejar sobre las tendencias lingüísticas de mis estudiantes y para que ellos empiezan a analizar cuando usan español y cuando usan en inglés.
8) The book chapter 8 discussed many of the flaws of national and statewide assessments for emergent bilinguals. Luckily, there are many adjustments we can make within our own classrooms to ensure that evaluations and assessments truly reveal the understandings, strengths, and struggles of emergent bilinguals without conflating content and language skills. In a classroom where we might be evaluating both emergent bilingual and native English speakers (a traditional classroom or a dual immersion program), however, is it equitable to use two different systems/standards of assessment? How do we ensure we hold all students to the same high standards while adapting assessment?

En mi opinión, yo creo que una manera de administrar evaluaciones equitativas es de asegurar que los estudiantes tienen acceso al lenguaje del examen. Por ejemplo, cuando yo enseñaba ciencias en Nueva York, yo revisaba los exámenes que iba dar al final de la unidad antes de enseñarla. Durante la enseñanza de la unidad, yo me aseguraba de utilizar las mismas frases y palabras de vocabulario académicas que iban a aparecer en el examen. También me aseguraba que los estudiantes podrían entender y utilizar las palabras académicas para que el lenguaje no hubiera sido un gran obstáculo.

Ahora que probablemente voy a enseñar en un contexto con varias materias académicas y en un contexto de doble inmersión 90/10, yo creo que voy a tener que seguir siendo cuidadosa con el lenguaje de instrucción y evaluación. Si enseño algo en inglés, voy a asegurar que lo evalué en inglés. Una ventaja que voy a tener como maestra de varias materias es que voy a tener oportunidades de evaluar mis estudiantes en varios contextos. Voy a poder asignar “performance assessments” y otros proyectos que me dan la oportunidad de ver como los estudiantes utilizan sus varias habilidades académicas en un contexto específico. También voy a poder hacer observaciones y analizarlas. Esto me ayudaría a diseñar mi instrucción para ayudar estudiantes o grupos pequeños de estudiantes específicos. Finalmente, también usaría evaluaciones oficiales como “DRA assessments”, evaluaciones estandarizadas del distrito y del estado para obtener más datos.
sobre las habilidades académicas de mis estudiantes. Yo creo que lo más importante para una maestra bilingüe es de recordarse que los datos de un examen o un proyecto no representan todo lo que puede hacer un estudiante. Es importante ver el estudiante en su totalidad.
April 15, 2015

Reflection on Lesson: “Introducción: Escribiendo nuestro cuentos de hadas”

After our reading unit on fairy tales and our writing unit on personal narratives, my CT and I decided to center our fictional narrative unit on fairy tales. For this lesson, I introduced the unit and invited students to become the authors of their own fairy tales based on the ones we had read previously in class.

Overall, I’m happy with how the lesson went. One aspect that I think went well was student engagement. When given the opportunities to turn and talk, students readily found their partners and were excited to share what fairy tale they were going to write and what changes they were going to make. Also, I noticed that students were really interested by the idea of writing a fairy tale and easily came up with ideas on how to change the characters and settings of a fairy tale so that they could add their own personal twist. It was really exciting to see how inspired my students were to write. While on the rug, they readily came up with ideas on how to change my fairy tale (for example, students suggested I could change the characters to animals, change the setting from a shoe store to a pizza store).

From this, I knew that students were not struggling as much as I anticipated on coming up with ideas for their story. As such, I decided to use my students’ enthusiasm to inspire the few students who still did not have an idea for their writing through the use of a turn + talk. Before starting to write the story, I had students share with a partner their ideas for a story. After the turn + talk, I called on students to share ideas with the class, to allow for more sharing of ideas. Even the students who struggle to motivate themselves in writing were able to develop an initial writing plan and come up with initial ideas for the characters and setting. For instance, one of my students, C., normally struggles to get
started on writing projects and to finish them one time. However, with this lesson, he seemed immediately inspired and wrote down write away in the graphic organizer who the characters are and what the setting is for his fairy tale.

Another strong aspect of my lesson was the amount of planning that I put in to the lesson plan. Since I was present in the classroom for both the fairy tale unit and the personal narrative unit, I knew exactly what skills my students had mastered in these two units. As such, I could remind students of our previous work and use this knowledge of what they already know to plan this new writing unit. For instance, I knew that students were comfortable with describing the setting and characters of a story because they had previous lessons on character analysis and re-telling summaries of stories. Since we hadn’t done much work with analyzing the plot of the story, I wasn’t sure on what my students’ skills on identifying problems in a story were. As such, I planned a series of questions that could assess student understanding in the amount and noted a few contingency plans in case the lesson didn’t work out as planned.

If I were to teach this lesson again, I would change a few things. First, I would have spent the first day only on character and settings. I would have used the original version of El zapatero y los duendes to refer back to a “master text” example of characters and setting. I would have also changed the graphic organizer that I used. Rather than developing ideas on a table, I would have students draft their ideas through the process of sketching and annotating their sketches. For example, I would have modeled for the students how to sketch the setting and the character. And I would have modeled how I would want certain outer characteristics of the setting and character labeled (similar to a diagram). Then, I would have provided a small text box at the bottom where students could fill in the inner
characteristics of a character. This more in-depth planning of character and setting would have also built upon our earlier reading lessons of character analysis. Not only would this change have allowed for students to slow down and fully develop their ideas but it also would have been an excellent review of reading strategies that students had practiced before.

After teaching this lesson, I now have the professional development goal of CSTP 3.3 Organizing curriculum to facilitate student understanding of the subject matter. As I begin to develop my own units for my IST and for my 4th grade teaching position in the fall, I need to keep in mind student readiness to organize, sequence and enhance the curriculum. I began to meet part of this standard with this lesson by incorporating previous’ student writings of fairy tales in the introduction. I had one student share how she had previously written a version of El zapatero y los duendes and how she changed it to make it her own. In particular, I need to make sure the sequencing of my lessons are paced at an appropriate time, where students do not feel rushed to master the content I teach. I have already started working on this goal. I have decided that instead of spending one day on developing our writing plan, I will extend this lesson in to the following day. I also broke up our introduction lesson into two parts: 1) introduction sentence that sets up the Who? What? When? Where? 2) introduce the characters and the problem. I have already seen improvement in student writing by separating and breaking down my lesson into smaller components. It’s exciting to have implemented what I learned from this lesson immediately into the subsequent lessons of the unit.
a) **LESSON PLANNING TEMPLATE**

*Lesson was adapted from FOSS Kit: Investigation 2: River Rocks. I adapted the lesson for the needs of this assignment, for the language needs of my students, and to fit a 5E lesson plan structure.*

**STANDARD(S):**
Include the Next Generation Science Standard(s) (NGSS) that you are addressing with your lesson planning. ([http://www.nextgenscience.org/search-standards-dci](http://www.nextgenscience.org/search-standards-dci))

<table>
<thead>
<tr>
<th>Practices</th>
<th>Core Ideas</th>
<th>CA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</td>
<td><strong>ESS2.A: Earth Materials and Systems</strong>&lt;br&gt;• Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)</td>
<td>3a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.&lt;br&gt;3b. Students know smaller rocks come from the breakage and weathering of larger rocks.&lt;br&gt;3c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity</td>
</tr>
<tr>
<td>• With guidance, plan and conduct an investigation in collaboration with peers (for K).&lt;br&gt;• Make observations (firsthand or from media) and/or measurements to collect data that can be used.</td>
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</table>

**LANGUAGE:**
Specify the language students will use in this lesson.

<table>
<thead>
<tr>
<th>Scientific and Academic Vocabulary</th>
<th>How would you explain it in everyday language?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screens</td>
<td>Wire mesh with holes that allows us to separate rocks of different sizes</td>
</tr>
<tr>
<td>Pebbles</td>
<td>Rocks that are larger than gravel</td>
</tr>
<tr>
<td>Sand</td>
<td>The smallest rocks in our investigation</td>
</tr>
<tr>
<td>Gravel</td>
<td>Rocks that are smaller than gravel, but not as small as sand</td>
</tr>
<tr>
<td>Earth material</td>
<td>Materials made by the earth, like soil, sand and rocks</td>
</tr>
<tr>
<td>Mixture</td>
<td>A mix of materials</td>
</tr>
</tbody>
</table>
Separate [cognate with Spanish], to take things apart
Big/bigger/ biggest
Small/smaller/ smallest

Comparative adjectives describe sizes. [use rocks as visuals to help students establish the difference between the comparisons, create a chart that draws connections between this language and the rocks we are observing]

**OBJECTIVES:**
- What I intend for students to be able to do today and the evidence of their understanding. Points to consider:
  a. What kind of thinking will kids engage in (i.e. Bloom’s Taxonomy)?
  b. Which idea (i.e. NGSS core ideas) will they be thinking about?
  c. How are students demonstrating this thinking (i.e. Literacies: talking, writing, representing, doing)?
  d. Which NGSS practices, if any, are integrated?

Content Objective: Students will create and execute a procedure to separate a rock mixture to observe its different components (pebbles, gravel, and sand)
Language Objective: Students will use comparative adjectives (small, smaller, smallest/big, bigger, biggest) to compare the pebbles, gravel, and sand.

Students will demonstrate their thinking by talking, mainly through the use of turn and talks. [See lesson plan for particular turn and talk assessment questions and sentence starters to help them communicate their thoughts.] They will also demonstrate their thinking by carrying out the procedure.

NGSS Practices: Planning and Carrying Out Investigations
(See reflection for a more detailed explanation)

**ANTICIPATED LITERACY DEMANDS**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text difficulties?</td>
<td>Science Writing Heuristic?</td>
<td><strong>What are the questions?</strong></td>
</tr>
<tr>
<td>Reading Strategies?</td>
<td>Sentence starters?</td>
<td><strong>What are the norms?</strong></td>
</tr>
<tr>
<td><strong>Scientific Vocabulary?</strong></td>
<td>Thinking routines?</td>
<td>Your talk moves?</td>
</tr>
<tr>
<td><strong>Academic Vocabulary?</strong></td>
<td>Instructional rubrics?</td>
<td>Getting students to talk?</td>
</tr>
</tbody>
</table>

Based on your knowledge of your students, what do you anticipate they will struggle with while (reading, writing, discussing) and how will you respond to this? What might be their literacy strengths and how will you leverage these? Think about these as you write your agenda.

Considering that I teach in a dual immersion setting and that most of my students’ literacy education has been in Spanish, I need to make sure that this lesson (taught in English) is properly scaffolded. In general, my students have less experience with academic vocabulary and English sentence structures than the average 2nd grader. In order to help students, I will create a word bank chart that will have a list of the words that we will use in the investigation. As each word is introduced throughout the lesson, I will explain what the word means.
In addition, I will provide multiple opportunities for turn and talk to give students the ability to practice the academic vocabulary and the sentence structure of comparative adjectives in a low-stakes, low-stress environment. I will provide sentence starters (see detailed lesson plan) to help students communicate their ideas and to use comparative adjectives properly.

**AGENDA:**

<table>
<thead>
<tr>
<th>TIME</th>
<th>STUDENT/TEACHER TASK</th>
<th>ASSESSMENT</th>
<th>NOTES, MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 min</td>
<td>[ENGAGE] Students in pairs at their desks. Students will work in pairs throughout</td>
<td>• circulate and ask question</td>
<td>*Give each group a paper plate and rock mixture cup. *Model for them how to take rock mixture out and how to put it back in.</td>
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<tr>
<td></td>
<td>lesson plan. (no materials handed out yet)</td>
<td>• After about 5 min, have each student group</td>
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<tr>
<td></td>
<td>“Today, I have earth materials that came from a river bed. They are called river</td>
<td>share 1 similarity, 1 difference. Have them</td>
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<tr>
<td></td>
<td>rocks. Our job as geologists today is to find out all that we can about these rocks.”</td>
<td>turn + talk to answer the question: “Is</td>
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<td></td>
<td>[Add words to class word bank]</td>
<td>everything in the cup a rock?” Solicit and</td>
<td></td>
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<tr>
<td></td>
<td>- Model procedure of how to pour out rocks.</td>
<td>record student responses on white board.</td>
<td></td>
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<tr>
<td></td>
<td>- Hand out materials (paper plate and rock mixture cup)</td>
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<td></td>
<td>- Practice having hands free, eyes on me routine/ Model how to clean up</td>
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<td></td>
<td>Pre-activity: (whole class discussion)</td>
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<td></td>
<td>“Now, everybody pour out the rocks onto the paper plate. How are these</td>
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<td></td>
<td>rocks similar to the ones we have seen before? [Some have the same colors, some</td>
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<td></td>
<td>look like the river rocks] How are they different? [They are different sizes,</td>
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<td></td>
<td>different colors] Is everything in the earth material a rock? [make sure students</td>
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<td></td>
<td>remember that sand comes from the ‘rock dust’ (when rocks break down)] After</td>
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<td></td>
<td>about 5 min, have each student group share 1 similarity, 1 difference. Have them</td>
<td></td>
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<tr>
<td></td>
<td>turn + talk to answer the question: “Is everything in the cup a rock?” Solicit and</td>
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<tr>
<td></td>
<td>record student responses on white board.</td>
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<td></td>
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<tr>
<td>5 min</td>
<td>[EXPLORE] In this portion of lesson, students are handed materials and can</td>
<td>• Ask at the end of rug</td>
<td>*Pass out materials:</td>
</tr>
<tr>
<td>(with</td>
<td>perform tasks with materials provided.</td>
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<tr>
<td>large)</td>
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</table>
| 10 min (with the other two mesh screens) | explore the earth material mixture and begin to discover ways to better observe it.  
T: “How can we separate these rocks?” [solicit ideas from students]  
After a while ask “How can I use these screen to separate the rocks?”  
[Model and perform what students suggest I do to separate the rocks.]  
T: Have students return to desks and perform rock mixture separation with three different sizes of screen. Allow for students to explore using the materials and start to think of ideas of how to systematically separate rocks. After 15 min:  
T: Have students return rock mixture to original cup.  
Ask at the end students separating the mixture: “How can we use these screens to separate the rocks?”  
“How would you describe the rocks on top of each screen?” “How would you describe the rocks below each screen?” | demo: “How can we separate our rock mixture?”  
• Ask at the end of separation:  
“How can we use these screens to separate the rocks?”  
“How would you describe the rocks on top of each screen?” “How would you describe the rocks below each screen?” | 4 tubs  
1 cup of rocks  
2 paper plates  
2 hand lenses  
1 spoon  
1 large holed screen mesh  
After 5 min:  
Pass out other screens. |
|---|---|---|---|
| 15 min | [EXPLAIN] During this portion of the lesson, go over the steps that were necessary to separate the earth material mixture in order to better observe the individual components of the mixture.  
T: Call students to rug. “Okay, scientists, I saw many of you come up with a way to separate the rocks into different sizes. This is called a procedure, when scientists follow a list of steps to answer a question. Our question for today is “How can we separate the earth material so that we can observe the different kinds of rocks? What steps or procedure do we need to follow?”  
Have steps out of order on pocket chart, call on students to put them in | “What should be my first step if I want to separate the mixture using the screens? “What screen should I use first?” | *Pocket chart with a list of steps out of order.  
Teacher’s kit of investigation materials to model for students. |
15 min  | [ELABORATE] Students return to their desks and separate the rocks. After they separate the rocks, they discuss in their pairs what they observe about the rocks. T: “Now return to your desks and separate the mixture into the 4 containers you have at your desk. Feel free to use the procedure we discussed on the rug.” While students are working circulate and ask these questions: “Were there any rocks that did not pass through any of the screens?” “What differences do you observe among all the different rocks?”

10 min.  | [EVALUATE] Teacher leads a discussion where we review what we learned about the rocks from separating the earth material mixture. Teacher ensures students use comparative adjectives to compare the rocks. T: “The largest rocks you separated are pebbles. There are two sizes of pebbles in the mixture: large and small. The smallest size is sand. Gravel is larger than sand, but smaller than pebbles.” Turn and talk with your partner: Which earth material is bigger? Which earth material is smaller?” End with turn + talk use sentence starters. The ______ is the biggest rock. The ______ is the smallest rock. The ______ is bigger than the_______. The ______ is smaller than the_________.

*Materials are already at desks.
*Chart paper word bank
*Write sentence starters on board.

**ASSESSMENT:**
Which of the embedded formative assessments in your agenda will give you data about the extent to which each student has mastered your highest priority objective? Additionally, what would full understanding look like on this assessment? In other words, what would a student have to say, do, draw, or write to show full understanding?
I have turn and talks and opportunities for circulation embedded throughout the lesson in order to hear and see what students understand. Also, I will be able to assess student understanding by calling them to the rug and hearing their responses during our class discussions.

To demonstrate full understanding, a student would have to correctly separate the mixture and then correctly label the different rocks. The student would also need to explain why they decided to label each rock and to verbally compare/contrast each rock type.

This lesson follows a previous lesson where they observe the river rocks and use adjectives to describe the differences and similarities of different rocks. It also follows a previous lesson where students observe a sample of granite and hypothesize why the different colors exist. That lesson ends with a story that explains the rocks are made of different minerals, which show up as different colors on a piece of granite. At this point, students understand that there are many different rocks in the world that can look alike and different from each other. The investigation I am teaching extends this knowledge to introduce the idea that even though there are observable differences in different rock types, they’re all kinds of earth material. For this reason, I decide to have students observe the earth material mixture as a “pre-activity.” By asking the questions: “How are these rocks similar to the ones we have seen before? How are they different? Is everything in the earth material mixture a rock?”, I make sure that students draw connections between this lesson and the lessons before it. I also make sure to address the misconception that sand is not composed of the same material as rocks and draw the connection between previous lessons on weathering. By the end of this pre-activity, I hope students realize that weathering can create rocks of different sizes.

At the same time, the lesson introduces the opportunity for performing an investigation, as students will have explore with the experiment materials to find a way to separate the mixture into different components. After separating the mixture into different components, the students will then be able to better observe the rocks to discern their similarities and differences. Students will also come to understand that everything in the mixture, sand, rocks and pebbles are kinds of earth materials and can be designated as rocks.

This lesson also fits in well on our progression of language objectives. With previous lessons, students were introduced to adjectives and practiced using adjectives to describe different rocks. With this investigation, students will be introduced to the concept of comparative adjectives and will be able to apply this linguistic skill to compare and contrast their rocks.

c) **Content Objective:** Students will create and execute a procedure to separate a rock mixture to observe its different components (pebbles, gravel, and sand)
Language Objective: Students will use comparative adjectives (small, smaller, smallest/big, bigger, biggest) to compare the pebbles, gravel, and sand.

The content objective is important because it allows for students to see all the different kinds of rocks present in an earth material mixture. It allows for them to make the connection that sand, gravel, and pebbles are all earth materials and are all kinds of rocks. The content objective will also provide students the opportunity to observe sand, gravel and different sized pebbles so that they can continue to observe the differences in rocks and will not carry the misconception that all rocks are the same and that they all look the same. The objective is also important in the sense that students will also engage in the scientific practice of creating and executing a scientific investigation to answer the question “How can we separate the rocks in order to observe the different components?” (Upon reflection, I realize that I could have chosen a broader question that would have led students on a more inquiry-driven investigation. I discuss this more in my answer in section g.)

I believe the objectives were engaging for the students because they were able to continue to draw connections between their prior experiences with rocks and were continuing to build their schema about the nature and characteristics of rocks. Moreover, it is an inherently engaging objective because students are interacting with the screens and rocks first-hand. Lastly, it is an engaging objective because students are given the opportunity to explore the materials and have a choice as to follow the procedure decided upon by the class or a procedure of their design. They also had the choice to determine the amount of separate components, for instance some students may have separated just the pebbles, sand and gravel while others may have decided to separate and organize the pebbles using more sizes to further differentiate between the separate components. This wide range of choice embedded in the objective and lesson activities and the opportunity to interact with scientific materials makes the content objective engaging.

d) I based the content objective off of the NGSS Practice: Planning and Carrying Out Investigations. At the K-2 level, students should be building on prior experiences and progressing to simple investigations that can provide data to support explanations (Pg. 7)\(^1\)

In particular, I wanted students to engage with these components of the practice:
- With guidance, plan and conduct an investigation in collaboration with peers.
- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. (Pg. 7)

This practice is evident in my lesson by having students build on their prior experiences of rocks and progress to an investigation where they must separate the rocks in order to better observe new rocks. Since they conducted the experiment in partners, they also had the opportunity to collaborate with their peers. In designing and executing a procedure that separated the rock mixture, the students were able to distinguish between the different components of the rock mixture. Based on this separation, they were then able to

make observations about the rocks and to compare their relative sizes to each other. By separating the rock mixture through a procedure of their choice, students could use their observations of the rocks to support their ideas about the nature of rocks. For instance, through the experiment, the student could come to the conclusion that even though pebbles, sand, and gravel look different and have different sizes, they are all kinds of rocks and they are all composed of the same earth material.

e) The lesson activities were based off of a FOSS Kit lesson, which are used in sequence in my cooperating teacher’s classroom. However, I did make adjustments to the original lesson plan to have the lesson better align with Next Generation Science content and practice standards and so that the lesson was more relatable to the scientific ideas and the linguistic skills I wanted students to gain.

I decided to use a 5E lesson plan, since I feel that it encourages students to actively work through scientific content and skills. I posed the question: “How can we separate this earth material mixture in order to better observe the rocks?” after the pre-activity. Rather than providing a series of steps for students to follow to answer the question, I wanted students to discover for themselves how it feels to design and execute a procedure. I wanted students to realize the importance of following specific steps in an orderly fashion, without me telling them. I now realize that I could have asked a better question that would have driven my students to make connections between the observations we made in our pre-activity and the observations we’ll make by the end of the lesson. (This is discussed more in detail in section g).

I decided to simply hand out the screens during the Explore section of the lesson, so that students could decide for themselves how to use the screens. I also explicitly didn’t mention the specific components of the rock mixture at the beginning of the lesson because I wanted students to discover for themselves the different components of sand, gravel and pebbles. In this way, students were less reliant on me to compare the different components as they had to find and compare/contrast the components themselves.

During the Explain portion, I decided to provide an example of a procedure and to go over the components of the earth material that they might find in the mixture. I did this as a means to review the scientific content and skills they were supposed to have obtained through the Explore portion. It also provided me an opportunity to make sure no misconceptions arose during the Explore section.

During the Elaborate section, I had students separate the rock mixture again using either a procedure of their choice or the one we had discussed as a class. After separating the mixture, the students could discuss with their partners the similarities and differences of the components they separated. At this point, I really wanted to emphasize oral discussion about the observations of the rocks, in order to ensure that students were actively engaging in the scientific practice of carrying out an investigation. I was worried that to have students write down specific steps or to write down observations would have detracted from their experience of carefully manipulating science materials. Especially since my students only have English lessons for 30% of the day, because of the Dual Immersion model, I wanted to make sure that their language abilities did not interfere with their ability to plan and execute a scientific procedure.

At the end of the lesson, students practiced observing and comparing the rocks. At this point, I did emphasize language and I wanted students to practice their linguistic
abilities of using comparative objectives so that they could better engage in the process of scientific observation. (After having taught the lesson, I wish I had structured the ending activities of the Elaborate section and the final classroom discussion during the Evaluate portion that would have allowed for students to make specific connections to the broader concepts I wanted to teach. I discuss this further in section g).

f) Unfortunately, I did not have the students complete a worksheet or an exit ticket. I, however, did make careful observations about what the students managed to complete with the materials given to them. I had 10 pairs in the class. 1 pair did not manage to fully separate out their earth materials during the Elaborate section, even though they had managed to do it during the Explore section. It seems like the students struggled to use the procedural steps in order. For instance, they were haphazardly using the screens as opposed to systematically filtering out the materials. Despite not having fully separated the materials, when I asked the students what they noticed about the components of the mixture, they were able to compare and contrast the relative sizes about the rocks. They also made observations about the color to me, telling me that the sand was orange/brown, that the gravel was white, and that the pebbles were a mix of brown/orange/white. 8 out of 10 of the pairs separated the rock mixture into 5 components: sand, small gravel, large gravel, small pebbles, large pebbles. These groups were able to execute the scientific procedure (either from the one we discussed as a class or one they developed on their own) in order to separate the mixture. Upon separating the rocks, I noticed that students were also able to compare/contrast their colors and sizes. They gave similar answers as to the first pair I discuss. Lastly, one pair was able to separate the mixture into 7 components and arranged the sand, gravel and pebbles in their containers by their size, from smallest to largest. When I asked them why they did this, they said that they were able to better observe the gravel and the pebbles when they were separated. Like the other pairs, they were able to compare/contrast the rocks based on their size and color.

g) Teaching the lesson went pretty well. The students were engaged in the activity and thoroughly enjoyed working with the materials and coming up with their own ways of separating the earth mixture. The students were able to manage the many materials the activity required them to use and did not get overwhelmed by the task. Another strength in the lesson was the linguistic scaffolds I provide for the students. Since my students only receive 30% of their daily instruction in English, I provided word banks and sentence starters with the key vocabulary words (earth material, mixture, sand, gravel, pebbles). I also focused on comparative adjectives so that they expand their linguistic ability of describing rocks with adjectives to now comparing/contrasting them to each other.

Reflecting now and looking over again at the NGSS, I do wish I had planned the lesson quite differently. Normally, when I teach a science lesson, I keep in mind the essential questions of the unit and make sure to harken back to it by the end of each daily lesson. However, my cooperating teacher uses FOSS kits to guide her curriculum and generally just follows their prescribed lessons. This led me to focus too much on the FOSS provided lesson plan and did not push me to make connections to the broader concepts I wanted students to walk away with. If I could re-do the lesson, here are the following amendments I would make:
1) After the pre-activity, summarize what students have learned so far (and this might change to incorporate student input after the pre-activity): “So, we know that rocks can look different from each other from our river rocks lessons and from when we observed the granite. At the same time, we know that rocks can break down, since we created rock dust from rubbing two rocks together.”

2) Then, introduce the investigation with a scenario and with some leading questions that I will want students to think about as they perform their investigations. The scenario would be: “You are geologists and you bring back a sample of earth material that you found in a river. It is your job to figure out what the rocks in the earth material are. Then, you must observe the rocks to answer these questions: “Is everything in the earth material a rock?” “What do you notice about the different kinds of rocks you find? Why do you think these differences/similarities exist?” I think that by reframing the investigation as a scenario and by asking these questions, students will not just focus on the task of separating materials. Rather, they will use that process to drive their inquiry and to further build upon their knowledge of rocks.

3) After students re-separate their rocks in the Elaborate section, I would have them fill out a “Field Journal.” The field journal would contain boxes, a space to give a label for each box and lines. In each box, students could draw the different kinds of components they found and in the lines they could describe them. For instance, in one box, students would draw the container with the sand that they separated from the mixture. Then, in the lines adjacent to the box, they could write down some brief bullet points about what they notice about the sand. They would draw and write down their observations for each of the individual components of the mixture that they found. If students only found 3 components (sand, gravel, pebbles), they would draw/write about those. If students found more components (sand, gravel, large pebbles, small pebbles), then they would write about those. After writing/drawing their observations of the separate components, I would then have students use the label space above each box to label the name of each component.

4) The last component I would change about this lesson would be the nature of the final discussion. Rather than having the discussion center on the comparisons of the rocks based on color and size, I would have the discussion center around the main questions I asked at the beginning of the inquiry investigation: “Is everything in the earth material mixture a rock?” “What do you notice about the different kinds of rocks you find? Why do you think these differences/similarities exist?” I would want students to debate why we can argue that sand is a rock (it is just rocks broken down into smaller pieces). I would also want them to use their observations of the similarities and differences between the components to drive them to ask why these components of the mixture have similar qualities and why some of the components have different qualities. From this discussion, I would want students to come away with the broader understanding that rocks can weather down into sand, that not all rocks look the same and that rocks do not have to be large and heavy. I would also hope that students start to ask the questions: “How can we categorize rocks then? What distinguishes rocks from each other? Is it size? Materials it’s composed of?” While we may not find the answer to these questions at the 2nd grade level, (since rock types are determined by their formations), they may start to
realize that rocks are hard to distinguish by sight and that a more specific, detailed identification process is needed in order to learn more about their nature.

h) If I were to teach the subsequent lesson to this lesson, I would lead a scientific discussion based on observations of many different kinds of rocks. I would bring in pictures of rocks in our world, such as concrete, rock formations, boulders, as well as different kinds of rock samples (light-weight rocks, such as pumice or scoria, granite, sand, pebbles, gravel). Students would perform a gallery walk where they make detailed observations about each of the different rock samples presented. The format where they take notes would be similar to the field journals that I describe in the section above. Then, I would return the class to the rug and lead a scientific discussion that addresses these questions: “What is a rock? What are different kinds of rocks in our world? How are the rocks in our world the same/different? Why are they the same/different? (Reference the observations in your field journals) Do rocks change? How do the observations in our field journals support the idea that a rock can change?” As students respond to the questions, I would take notes on a chart paper to show them the big ideas we came up with. By having this discussion, I think that I would review the main key points that may have been lost with the students working through such engaging, hands-on activities. For instance, my students observed the differences in the rocks in this lesson, but they didn’t really get to answer why these differences exist and how we can connect this new piece of knowledge to our previous lessons on rocks. This gallery walk and whole-group discussion would provide a nice synthesis that connects all of the experiences we had with rocks in the classroom to build a general knowledge and understanding about the nature of rocks in our world.
1.6 million teachers will retire in the next 10 years, notes US Secretary of Education, Arne Duncan in Our Future, Our Teachers, the Obama Administration’s Plan for Teacher Education Reform and Improvement. In order to fill these teaching vacancies, a debate has emerged among education reformers as to what kind of teacher programs will produce the most effective teachers. Some argue that alternative certification programs are the best solution for training future educators, as they are capable of attracting top-tier applicants by providing subsidized teacher education and a salaried teaching position. In these programs, candidates are expected to teach full-time while simultaneously completing a master's degree and certification program.

I first entered teaching through the alternative certification program of New York City Teaching Fellows. Having only received 5 weeks of intensive summer training, my first year of teaching was filled with failure and experimentation. This came a high cost to my students and their learning, as they had no other choice but to be taught by an inexperienced teacher who had minimal knowledge about lesson planning and classroom management. It was only toward the end of that first year, with the support and guidance from more experienced colleagues and by applying what I was learning in my graduate schoolwork, that I became an effective teacher.

As a fellow, I attended Relay Graduate School of Education, which prides itself on teaching practical instructional strategies that “have the greatest impact on student learning.” Their approach taught me the basics of teaching: how to structure my lessons, how to assess student learning and how to manage student behavior. After completing Relay’s program last June, I still felt unprepared in my professional training. Given Relay’s practical approach to teaching, I received very little training on current educational research and foundational pedagogical theories on child learning and development. I recognized this gap in my own professional training and realized I did not have the skills necessary to reach my full potential as an educator. Rather than continuing to teach, I decided to pursue a traditional master's degree in education at the Stanford Teacher Education Program.

At STEP, the clinical experience of teaching in a classroom was just as valued as the pedagogical theory and research presented in our coursework. Student teaching gave me the privilege of being mentored and supervised by educators with over 15 years of experience. I had the incredible opportunity to learn from professors who are at the forefront of educational innovation across every subject matter from teaching math, to child development, to language policies and practices. From what I learned in my coursework, I formulated and developed teaching practices that were grounded in relevant pedagogical theories and the latest educational research. Most importantly, I gained a stronger commitment to promote educational equity for all students. In addition to
learning how to implement best teaching practices for diverse student populations, I was encouraged to reflect on the role I play as a teacher in my students’ lives. My experience at STEP made me become aware of the ways in which I might inadvertently perpetuate inequity in my classroom and challenged me to devise creative strategies to transform my classroom and school into an equitable space for all students.

There is evidence that alternative certification programs have produced strong teachers who are committed to combat educational inequity and remain in the profession. However, in retrospect, my first year was a disservice to my students. Many of my past mistakes would have been avoided if I had pursued a rigorous master’s program prior to stepping foot alone in a classroom.

Alternative certification programs are appealing to aspiring teachers because they offer a direct entrance into the teaching profession, with the opportunity to earn a full salary and receive heavily subsidized professional training. Yet this is not the best way to serve our nation’s most underprivileged students. The Obama administration needs to recognize and replicate that ways in which our current teacher education programs are currently successfully preparing teachers for the day-to-day realities of teaching. Additionally, they should attract promising teacher candidates to the profession by promoting financial aid programs to enroll them in the best education graduate programs rather than encouraging programs that promise immediate entry to the classroom. Traditional programs give aspiring teachers the opportunity to gain both clinical experience and knowledge of educational practices before they begin their career. If we truly want to close the achievement gaps of our students, we need to ensure that every teacher is prepared to be effective from the very first day of their teaching career.
NAME
ADDRESS

EDUCATION

STANFORD UNIVERSITY, Stanford, CA
Master of Arts in Education, Expected June 2015
California Teaching Credential: Multiple Subjects, Bilingual Authorization
Extensive Coursework in: balanced literacy, conceptual mathematics, language policies and practice, inquiry-based science, culturally responsive teaching, child development, yearlong curriculum planning and pacing

RELAY GRADUATE SCHOOL OF EDUCATION, New York, NY
Master of Arts in Teaching
New York Certification: Chemistry (Grades 5-9)
Master’s Portfolio: https://portfolio.relay.edu/anams@alumni.stanford.edu

STANFORD UNIVERSITY, Stanford, CA
Bachelor of Arts in French with Honors, Minor in Comparative Literature
Honors Thesis Title: “Identity Crisis: The Evolution of the Poetic Voice in Arthur Rimbaud’s Une Saison en enfer”

STANFORD-IN-PARIS STUDY ABROAD PROGRAM, Paris, France

TEACHING EXPERIENCE

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT, Mountain View, CA

2nd Grade Dual Immersion Co-teacher at Castro Elementary
• Co-plan with 16-year veteran teacher and 2nd grade planning team during grade level meetings and PDs
• Plan and execute a mathematics Context for Learning unit on place value, addition, and subtraction
• Lead science lessons and demonstrations based on California state science standards and NGSS practices
• Design and teach lessons in reading and writing (Guided Reading, Reader’s and Writer’s Workshops)
• Assess student learning to meet the diverse linguistic and academic needs of emergent bilingual students, adapt future instruction based on data collected
• Will complete a two-week whole class takeover in May

SAN MATEO- FOSTER CITY SCHOOL DISTRICT, San Mateo, CA

4th Grade Dual Immersion Co-teacher at Fiesta Gardens International School
• Collaborated alongside 17-year veteran teacher and 4th grade planning team during grade level meetings and by attending district-wide PD’s to implement uniform instruction across the grade
• Led Reader’s and Writer’s Workshops using CAFE model, which emphasizes Comprehension, Accuracy, Fluency and Expanding Vocabulary; conferenced with small group and individual students to further support them
• Designed phonics lessons based on Words their Way in order to meet individual student’s needs
• Created and adapted context-based math tasks, with multiple entry and exit points, that invited students to apply their own individual knowledge of math to solve a given problem
• Administered running record DRA assessments in both English and Spanish to collect beginning of year data
SUNNYVALE SCHOOL DISTRICT, Sunnyvale, CA

3rd Grade Student Teacher at Bishop Elementary

- Planned and executed small group and whole class lessons on phonics, math and writing; performed science demonstrations
- Collaborated with grade-level team to coordinate instruction and assessments
- Co-choreographed and taught 3rd grade performance for end of summer school recital
- Administered running records and STAR assessments and analyzed student achievement data

NEW YORK CITY DEPT OF EDUCATION, Manhattan, NY

Bilingual Science Teacher at MS 322 (NYC Teaching Fellow)

- Planned and executed instruction based on NGSS, New York state science standards and Common Core standards for 6th, 7th, and 8th grade transitional bilingual and dual language classes
- Created standards-aligned, performance based assessments to collect student data on content mastery
- Analyzed student data in order to adapt instruction to meet students’ academic needs
- Adapted and translated resources for bilingual students and confirmed that school was in compliance with city-wide and state-wide ELL policies by participating in ELL Curriculum Planning Team
- Incorporated STEM and Common Core literacy objectives into daily lessons
- Collaborated with other science teachers to develop a coherent and school-wide science curriculum
- Tutored bilingual students after school in math and English language arts, as part of a school-wide academic initiative

READING PARTNERS, Manhattan, NY

Site Coordinator at PS 188 (Position funded by Americorps)

- Administered literacy assessments to students and analyzed student performance data
- Managed a force of 125 volunteer tutors by training and coaching them in program curriculum
- Coordinated communication between parents, teachers, and principals about students’ performance
- Managed 75 1st through 5th grade students and tutored ELL students and students with special needs
- Created supplemental ELL materials and curriculum for Reading Partners

STANFORD RESIDENTIAL EDUCATION, Stanford, CA

Academic Theme Associate at La Maison Française

- Taught and managed French Conversation and French Cinema evening courses
- Organized cultural events for the residence to promote awareness of French language and culture

STANFORD PROJECT WRITE, Stanford, CA

Program Coordinator

- Managed a weekly creative writing program that invited Stanford students and professors to teach engaging lessons on a range of topics to high school students from East Palo Alto, CA

ADDITIONAL INFORMATION

Awards: Stanford Undergraduate Research and Advising Major Grant Recipient (June 2010)
Languages: Fluent in Spanish and French; Conversational in Italian
Skills: Blended Learning Technology (NYC iLearn, ST Math), Data Tracking Platforms (Salesforce, Excel), CPR Certified
Interests: Writing, Dance, Cooking, Gardening, and Yoga
1. **Teaching Philosophy Statement**

I believe it is the role of the teacher to foster a cooperative learning environment that empowers the individual to improve academically and become an active participant in the classroom community. In order to create and nurture this kind of environment, the teacher needs to have multiple objectives. The teacher should, first, adapt her content and instruction to the needs of her students. She should also foster strong, positive student-teacher relationships so that the student can feel safe and comfortable. The teacher can also use these relationships to re-enforce high behavioral and academic expectations. Lastly, she should create a sense of community of in her classroom where students feel as if they are an integral, indispensable part of it.

My ideal 4th grade classroom is student-centered. When an outside observer comes in to my classroom, I would want them to not realize at first where the teacher is. I would want them to see students at their groups (or individually, if that pertains to the task) working diligently, asking each other questions, and helping each other out. When the observer finally sees the teacher, they would see her having a discussion with a student or a group of students, as she guides them to discover a new concept or to engage in a moment of reflection of a concept learned.

Ideally, the day would begin with a brief morning meeting where students and the teacher discuss any pressing issues or share any important announcements. The ideas for morning meetings were inspired by Cohen’s (2001) second core concept “Problem Solving”
and fourth core-concept “Safe, Responsive Environments” (p. 18-21). I chose to use Cohen’s ideas on Socio-Emotional Learning as a basis for a morning meeting because I believe that two main facets of community building stem from teaching and practicing effective problem solving and from creating a safe environment where students feel supported and loved. Once a week, these meetings would be extended to about 45-50 min. During these extended meetings, the teacher can lead drama activities, games, or social-emotional discussions and role-plays. The meeting’s main purpose would be to allow for the classroom community to check in with each individual student and to build community through games and discussions. After morning meetings, students would be sent to their leveled reading groups where they would visit different centers about reading strategies, *Words their Way*¹ and writing. In the afternoons, students would be re-arranged into their heterogeneous math groups. As often as possible, the arts, social studies and science would be integrated into our daily math and English curriculum so that students can make stronger personal and interdisciplinary connections to the skills we are learning throughout the day.

Over the past two years of my teaching career and these first few months of STEP, multiple educational theorists have shaped my approach to teaching. When I first started teaching, I was handed *Teach Like a Champion* and was taught to use those techniques in the classroom. While, I don’t agree with most of those techniques, I have adapted those

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¹ *Words their Way* is a method of phonics instruction that I have learned in BLIS and that I would like to apply in my classroom. (Bear, D. R. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, N.J: Merrill.)
techniques to fit my teaching style and my students. My adaptations of his techniques have formed a foundation for my instructional style.\textsuperscript{2}

In a nice contrast, Dewey, Glasser, Belvel & Jordan and Ladson-Billings have also influenced me. My classroom vision overall resonates with Dewey’s idea “When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely and harmonious” (p. 29). I want for each of my students to feel empowered to become the best selves they can be while at the same time, allowing them to mold and shape their learning and their community in the way that they see best. Additionally, Belvel and Jordan and Glasser’s ideas around classroom management have shaped my approach to creating and maintaining appropriate classroom behavior. Their ideas on facilitating student discussions and on having students recognize their own intrinsic motivations for academic success and for maintaining a positive classroom environment are central to my approach to student behavior. Lastly, I will reach students through Ladson-Billings ideas of cultural responsive teaching in order to ensure that I am using different avenues to reach students and nurture positive relationships in our classroom.\textsuperscript{3}

2. Building Community

I believe that an effective, equitable classroom community requires open communication between the students and teacher so that trust can be developed and the

\textsuperscript{2} My adaptations of Lemov’s techniques will be discussed in my “Classroom Rules and Procedures” section.

\textsuperscript{3} My ideas for Culturally Responsive Teaching are further developed in the “Building Community” section.
needs of individual students can be met. I wholeheartedly agree with Belvel and Jordan’s (2003) idea that the foundation for a classroom is built upon the individual relationships between students and teachers (p. 36). As Belvel and Jordan state, “teachers can...develop students who are citizens in a community of learners” (p. 37). By maintaining a calm, assertive, positive and caring presence, a teacher models what it means to be an effective community member (Belvel and Jordan, p. 37). At the same time, a teacher’s presence can open up avenues of communication between her and students. Through communication and presence, a teacher can begin to build a sense of trust between her and her students and can better cater to the needs of the individual students. Without open communication in a positive, nurturing environment, students can feel stunted, silenced or uncared for, which can create a hostile learning experience. By building a sense of community that relies on communication and trust, I can create a safe space where students feel free to share about themselves, their experiences at home, and their discomforts (both personal and academic).

Belvel and Jordan also briefly touch upon valuing diversity (p. 37). It is important for an educator to keep a culturally responsive learning community as well. We not only want our students to be upstanding citizens of the classroom but also citizens of the world who can challenge the status quo to make the world a better place for themselves and others.

In order to expand my students’ sense of community outside of the classroom, I want to use my treat my students’ home cultures as assets and not deficiencies. I can help to validate individual’s home experiences and to share other cultures with my students by incorporating diverse cultures seamlessly into my curriculum. I can definitely picture in my
future classroom a similar instance that Ladson-Billings (1994) describes in Ms. Lewis’ classroom, where a normally shy Vietnamese girl shares her experience with the Vietnam War and her knowledge of origami during lessons on the books Charlie Pippin and Sadako and the Thousand Paper Planes (p. 110). I can use literature in my classroom as a means to expose my students to other cultures while at the same time having students who share those cultures present to the class. Lastly, it is important to have “Teachers and students engage in a collective struggle against the status quo” (Ladson-Billings, p. 118). Teachers need to use their classroom as a model for what an effective, equitable community can look like and can challenge students to contrast their classroom with the “real-world” and community outside of the school. Students can develop a critical lens to which to look at the world and discuss ways in which the community can be changed for the better.

As I observed how my both my summer and fall CT’s established community in the first few days of school, I was immediately struck by how teacher-directed my CTs’ classroom were. My summer CT briefly discussed the three norms of the Sunnyvale district, had a few student volunteers share out what they meant and then moved on to the English lesson. In my fall CT’s classroom students are in rows and classroom discussions are usually comments made in response to teacher’s ideas and not to other students. When my fall CT introduced the norms for the year, she lectured on the three school norms: “Make good decisions. Solve your problems. Show respect.” She provided examples of what these norms could look like in actions, occasionally asking for student input. While both introductions to the norms that I saw were helpful to students-- students know to ask each other for help and to attempt to solve problems on their own-- I believe the introductions
would have been more effective if students were given the opportunity to share with each other what each of the norms looks like to them.

I do like, however, how my fall CT shows flexibility with her classroom routines. For example, she allowed for students to determine what silent reading time will look like. She solicited feedback and advice from the students. Students shared what works for them and presented ideas to his/her peers. The class arrived at a consensus as to how the silent reading routine can work best for everybody. This was great to see because it allowed for the students to create their reading actions and space on their own terms. They took control of their silent reading time, which in turn drives them to follow the routine. Unfortunately, I have not seen this approach to routines outside of this reading time. For the rest of the school day, norms and procedures seem to be established by the teacher and not by the students.

Drawing upon what I have learned in STEP so far, my experiences at both summer and fall placements and my previous years teaching middle school, I have a clear picture of what I want my future 4th grade classroom to look like. Students will always be placed in groups, (ideally of 4). These groups will be flexible and either the teacher or student will change them depending on the content and particular task at hand. In order to invite my students to the classroom community, I will incorporate a circle time routine in the daily schedule.4

I will also use my attention-getters and transitions as a means to build community. I will make sure to use a variety of each so that students will not get bored with me just using one. At the same time, I will keep these attention-getters and transitions fun and

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4 An integral part of my community building will come from these morning meetings which I detailed in my “Teaching Philosophy” section.
interesting to add an element of joy. By encouraging students to make some noise or to move their bodies during a transition, I am creating a positive classroom environment where fun is always welcomed and encouraged. Additionally, I will be transparent in my actions. I will say, “I need you to return to your seats silently because I don’t want us to waste any time.”

Like my fall CT, I will be flexible with my classroom routines. I will pre-establish some routines (i.e. a drink of water) and while others may be established by the class as a whole (silent reading time routine). I will always keep in mind student input when a routine is not working and invite the class to troubleshoot the problem and help the class come up with a better routine, if necessary.

Lastly, I will make a conscious effort to incorporate community members and parents into the classroom. To accomplish this, I plan on introducing myself by phone (or in person, if there is a Parent-Teacher night) with each parent in my classroom. By starting off with an introduction, I ensure that my first parent interaction is always positive and encouraging. It also encourages parents to maintain a line of communication with me and I can let them know how I can be available to them. For instance, I prefer to communicate via text or email, so I can encourage parents to reach me through those avenues. I also want to bring the outside community to my classroom. I hope to bring in role models and community leaders that reflect my students’ backgrounds to talk about themselves and discuss their own experiences. If the space allows, I would like to take my students on field trips into their community to further connect our classroom community with the outside world.

3. Creating a Working Space in Your Classroom
When I was working at an elementary school in NYC, running a literacy program, I had a student remark to me “I love this classroom. It looks like the inside of a rainbow!” Ever since, I’ve kept that comment in mind when designing my classroom. I find that brightness, color, and comfort are the characteristics of a classroom environment that will lend themselves to building a safe emotional and physical space for my students.

I hope to have three main spaces in my future classroom, library and reading center, student work centers, and a small group space. The library and reading center will hold the practical purpose of being our location for “circle-times”, for reading instruction and the place where classroom books are stored. Classroom books will be on bookshelves that will be three feet tall to ensure that all books are easy to reach for my students. Books would be placed in bins, categorized by genre, so that students can better select books according to their interest. This will also facilitate the book organization since students will know where to place the books. If the space allows, I would like to have a few bean bags or throw pillows where students can recline and sit during their independent reading times. These elements would also add a sense of color and coziness that would help to make reading enjoyable for my students. I want the library to be a sacred place, where students are encouraged to relax and enjoy reading.

In the center of the classroom, I will have student desks arranged in 5 groups of 4 and one group of 5. These desks would all be angled such that every student in the group would have a clear view of the whiteboard. I will leave enough space around each group to ensure that students can easily move across from one side of the room to the other. This will not only be important in terms of safety during an emergency but will allow me to incorporate physical movement into my lessons. It will ensure that my students can safely
move in the space. On each desk, I will have baskets containing the following supplies: glue, scissors, post-it notes and highlighters. On top of one of my counters in the classroom, at a place where all students can reach, I will have a cup of sharpened and a cup of unsharpened pencils. Students will be able to take a pencil if they need it and return unsharpened pencils that a student volunteer or I can sharpen at a later time. Markers, crayons, math manipulatives, calculators and science materials will be stored in my cabinets. Depending on the lessons of the day, I will take out materials necessary for the lesson and place them on each group’s desks or place them on a counter from which students can take what they need.

In addition, I want to incorporate a small group center. This part of the classroom will contain a U-shaped table with a point in the middle where the teacher can sit. I will use this to call on specific groups of students so that they can receive targeted instruction. It will also serve as an additional workspace for students who choose to work there.

Besides having these three main spaces in my classrooms, I want to ensure that my classroom is colorful and decorated. I want the walls to contain posters of our daily routines, content charts and motivational/inspiring words. I will display student work so that students can feel proud of the work they are accomplishing in my class. Ultimately, I want the classroom physical environment to reflect the sense of comfort, joy and pride I want my students to experience everyday while I’m teaching them.

4. Classroom Rules & Procedures:

The ultimate end goal of my classroom environment is to foster student learning through building relationships between the teacher and student and between students and their peers. In order to create this environment, where learning from each other is put at
the forefront, student conduct must mirror our learning objectives. This could mean that students might be encouraged to get loud, collaborate with others and showcase their uniqueness while at other times students will be expected to maintain silence and work alone. I agree with Wong and Wong (1998) that a well-ordered environment and positive academic expectations will result in an effective classroom (p. 10). However, I disagree with the means Wong and Wong propose to achieve an effective environment. Wong and Wong believe that a classroom should be teacher directed where she proposes the rules and enforces the rules through the use of public consequences (which may be positive or negative). In order to establish an effective learning environment, I would actually encourage my students to establish the environment and academic expectations on their own terms. This would foster an innate sense of student responsibility for both conduct and learning.

In order to establish a controlled, yet student-centered learning environment, I would follow Glasser’s suggestion for lead teaching. According to Glasser, a lead teacher recognizes the internal motivations within students for learning and actively promotes them through academic and social discussions (Charles & Senter, 2005, p. 81). Following Glasser’s suggestions for lead teaching, I would collaborate with my students to arrive at a shared set of norms for our classroom. Instead of calling these norms “rules”, we would call it our “Code of Collaboration.” I’ve used this activity over the past two years and I think it’s the most effective way for my classroom to establish norms. I would begin the activity by asking students three sets of questions: “What do you want your classroom to look like? Sound like? Feel like?” Students would write words or phrases to describe their ideal classroom on sticky notes (1 idea per note). Then, in small groups, students would organize
the words and create categories. If time allows, I even invite students to begin to write sentences for our code using the categories and words from their group. At the end, I combine the most salient thoughts and words to create our shared code of collaboration.

The purpose of this activity is to establish my authority as a “lead teacher” who encourages student collaboration in the classroom and to remind the students and me that we created our classroom norms together and we all agreed upon them as a group.

In addition to creating a code of collaboration, I will set up routines that encourage and foster collaboration and respect. I will greet students every morning by saying hello and giving a hug, fist bump or handshake. Then, students will go directly to their assigned seat and begin to work on a “Do Now” independently and quietly. By having students work independently during this time, I have time to perform my own morning procedures: meet with parents (if there are any at the door), take attendance, meet with students personally. After the Do Now, I will allow for quick student discussion (whole group, pair-based, or within small groups) depending on the task. By wrapping up the Do Now with a student discussion, I’m continuing to help promote a sense of the classroom as a whole even though students first solved the problem independently.

For routines, such as turning in homework or completing work in groups, I will have students take on the roles of managers. I like the roles of managers because it fosters within students a sense of personal responsibility. It allows for students to keep each other accountable so that I am not the sole locus of accountability in the classroom. At the beginning of the year, I would have students apply for what managerial role they would like. I would then create student groups based on what roles they applied for, their

5 This is my adaptation of Doug Lemov’s (2010) Threshold technique (p.197-199).
academic abilities and their social skills. Every couple of months, I would open up the application process again and have students apply to keep their job or apply for a new job. The managers would be as follows: Content Manager (in charge of listening to directions or reading task cards and fielding questions before students ask teachers), Materials Manager (in charge of collecting and distributing supplies for the group), Work Manager (in charge of collecting homework or finished products from group members and turning in to the teacher) and Peacekeeper (in charge of resolving conflicts among group members and maintaining others accountable for behavior). Having taught before, I have seen my managers devolve into chaos or bickering. So, I have developed a group rubric that I laminate and tape to each desk. As students are engaging in student work, I walk around with a whiteboard marker and grade their collaboration on a scale of 1-4 based on four traits. If students are not working together I can rate them as a 1 or 2 on certain strands of the rubric and simply mention “When I come back in 5 minutes, I would like to see you all return to a 4 on this strand.” This gives students an opportunity to resolve the group conflict on their own. When I come back to check on the group, we can reflect on if and how we solved the problem and how to best avoid it in the future.

In addition to the manager group roles and routines, I will have small classroom routines. Students will be allowed to get sharpened pencils and water as they please. If I see that students take advantage of this privilege, I will have conversations with students individually or as a group and we’ll talk about why the problem exists and how we could solve it as a group. To go to the bathroom, students will show me crossed fingers. I like this routine because it doesn’t waste my teaching time and prevents students from raising their
hands and only asking to go to the bathroom. In response to the crossed fingers, I can give a quick nod or tell them to wait a few minutes until there’s a more convenient time.

Having taught before, I realize that no matter how thoughtful I am in my planning of rules and procedures, I will still not have 100% appropriate conduct from my students at all times. In my previous graduate school program, I was only taught techniques developed by Doug Lemov and Lee Canter. Specifically, as teachers, we were encouraged to adhere to Lemov’s (2010) techniques of “Do It Again” and 100% (p. 167, p. 191). These two techniques would reinforce the behavioral expectations for all my students by asking students to repeat a procedure until it is perfect and until every single student completed it correctly. In addition, we were told to use a strict hierarchy of consequences, like Canter proposes, to encourage students to follow our classroom rules and procedures (Charles & Senter, 2005, p. 43-44). After my first year, I realized that a strict hierarchy of consequences was pointless for the majority of my students. Students would continue to break the rules or not follow classroom procedures, even after having sat through after-school detention multiple times. Instead of helping me establish authority, my hierarchy of consequences diminished it and even created animosity between some of my students and me.

My second year of teaching, I decided to change how I approached discipline and infractions of shared classroom norms. Instead of holding detention, I would make a note on my clipboard of the few students who were struggling to follow the class norms. I would follow up with those students during or after class, depending on time, and have a conversation. I would usually start the conversation with “Why are we in school? Did our actions today help us learn? What can I do, what can you do so that you can learn in my
classroom?” I realize now that my approach to teaching and classroom management is very similar to what Glasser proposes. Like Glasser, “my students usually suggest[ed] a punishment, even though they [knew] punishment was not effective. If asked further, they [would] agree that behavior problems are best solved by looking for ways to remedy whatever is causing the rule to be broken” (Charles & Senter, 2005, p. 84).

Not only does this approach avoid punishment and negative feelings in the student-teacher relationship, but it also helps the teacher foster an understanding and caring relationship between her and a student. From my previous experience, the repeat offenders of our classroom norms were my students who had the most difficult home-lives. Glasser’s approach not only helps the student realize what behavior is appropriate in the classroom but also opens the way for the teacher to begin to build a relationship. Even if at the beginning the conversations don’t appear to be productive for the student and teacher, the conversations at least establish an open, trusting and positive avenue for communication. The teacher can continue to use this connection to build her relationship with the difficult student and not only help the student academically, but socially, as well.

5. Reflections

It felt like a privilege to have this project as a means to reflect on my past teaching practices and to incorporate new theories on teaching and classroom management. During my two years of teaching in New York City, I reflected daily on my practice and lessons. However, I never reflected on my practice in light of what educational theorists and experienced practitioners had to say about teaching.

Overall, I feel confident on my current teaching philosophy, management plans and routines and procedures. Many of the practices I have outlined in this paper are techniques
and strategies I have used with many students from the ages of 12-14. I anticipate that most of these techniques would work with younger students in the upper grades of elementary because of what I have observed from my CT’s this summer and fall. My fall CT often refers to the norm “Solve your own problem” which has demonstrated for me the high level of ownership 4th graders can take up in a classroom. As such, I expect that it’ll be easy to adapt my approaches to classroom community, procedures, routines and discipline to younger students from the ages of 9-10. So far in my teaching career, my approach to classroom leadership and management has not been perfect but it has been successful in helping me create a positive and safe classroom environment. At the same time, it has allowed for me to build a sense of trust between my students and me.

One of my fears that I have about my plan is that I will not follow it. Having been trained to use direct language and strict hierarchy of consequences, I’m afraid I’ll resort to an old pattern of using intimidation and consequences to have students follow my classroom rules and procedures. This, for me, is much easier and less time consuming, so I can see myself falling into this trap when the stresses of time and teaching get to me. I know that I will actively have to remind myself to approach student misbehavior and learning with an open mind and ear to hearing the students’ perspective and experience. I need to make sure I don’t sacrifice students’ motivations and ideas for the sense of an orderly, calm classroom.

Additionally, I need to be careful as to how I implement these strategies. It’s one thing to plan out and decide what I want my classroom to be; it’s another to implement it successfully. I’m worried that in the heat of the moment, I’ll lose my composition (as I have done before) and allow for my emotions to get involved, in an ineffective and non-
constructive way, into my teaching. I need to remind myself that when I am re-directing student behavior, it is not necessarily a personal offense to me, but rather a sign for me and the student to have a conversation as to what is not working for them and my teaching. This is why I built in opportunities for reflection to occur throughout my teaching—during morning meetings, after a lesson, during discipline. I want these moments of reflection to not only help the students but to also help me guide and instruct my teaching.

My next steps for this behavior plan would be to modify it to my particular school (wherever I am hired), research the community and students I will teach so that I can incorporate community assets into my behavior plan and to review it before I step into the classroom next fall. Having taught before, I know, very well, that no matter how much I plan, I cannot ensure perfection on the execution. Rather than becoming frustrated though, I have come to accept the imperfections and potential shortcomings of my teaching. After all, my students and I are only humans and all we can do is our best to learn everyday. As long as my students leave my classroom feeling more empowered, more empathetic, and more excited to learn about themselves and their world, I will feel satisfied with the work I have done as a classroom teacher.


Writers Workshop
Unidad de Mitos, fábulas y leyendas: Agregando diálogo en nuestros cuentos

**Background Information**

**Grade Level:** 4th Grade

**Standards Addressed:**
Writing Standard for 4th Grade (California Common Core)

*Text Types and Purposes*

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations

**Why is this lesson important to this group of students at this time?**

Students are in the middle of their *Mitos, fábulas y leyendas* unit in their Spanish language arts. For this unit, my CT wants students to hear fables, myths and legends and to develop a definition for each of these genres. Then, based on their definitions, students can differentiate between the kinds of stories. In addition to analyzing and appreciating stories from this genre, students are also invited to write their own myth, fable or legend of their choosing. By the end of the unit, students are expected to publish a myth, fable or legend that they wrote.

Each week, the class focuses on new genre. For instance, the first week students learned about fables. The teacher began the first day by reading a fable and as a class they come up with observations about a fable. The second day, students began to start defining what a fable is and read another fable. At the same time, they began to brainstorm ideas for potential fables they could write. By the end of the week, students are expected to have a rough draft of a story of their own that fits in with the genre they studied for that week.

As of this point, students have read various myths and fables and each student has at written at least one rough draft of a fable and a myth. After reading over what some children have written so far, I notice that students struggle in incorporating dialogue to move their stories along or for the purpose of adding dimensions to their characters. I wanted to give students this lesson on dialogue as they can use incorporate revisions about dialogue in the previous stories they have written. I can keep it in mind for the stories they’ll continue to write as they learn about legends and folk talks in the upcoming weeks.

**Additional Information:** The students are part of a dual immersion program, which means that students receive instruction in Language Arts and Social Studies in English in the morning and receive math, science and Spanish Language Arts in Spanish in the afternoon. This lesson will be a Spanish Language Arts lesson. I usually don’t get to see or participate in Spanish lessons, since they are taught in the afternoons.
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Most of the writings students complete are done in down time during class or at home as homework. It is tough for my CT to fit in Spanish writing time as she has to cover science, math and Spanish reading in the 3 hours and a half that she has her Spanish.

Who are the Students? I have 24 students in my Spanish class; about 50% are EL’s. All of my EL’s speak Spanish or a mixture of Spanish and English at home. About half of the students are at 3rd or 4th grade reading levels according to the latest round of DRA running records. Looking over the writing they had done for homework, I see a wide range of writing abilities. Some students, especially those who are Spanish learners, struggle with Spanish conventions and grammar. Some students, (this includes a group of English learners and Spanish learners), struggle with organization and clarity. Another group (which also includes a mix of EL’s and SL’s) struggles in expressing their ideas and write short stories with out much detail.

Date: 11/17/14
Writers Workshop
Unidad de Mitos, fábulas y leyendas: Agregando diálogo en nuestros cuentos

4th Grade Spanish at Fiesta Gardens Elementary School

Teaching Point: Inserting dialogue into stories to further action and develop characters

Outcome: Writers will incorporate dialogue when it is appropriate in their stories to promote action and/or further develop characters.

Los escritores podrán incorporar diálogo cuando sea apropiado en sus historias para promover acción y/o para desarrollar personajes.

Method of Teaching:
I will be using a mentor text (the fable of the mouse and the lion) to highlight how voices are used to show character traits and to further the plot. Then, I will use an adapted text without dialogue during the active teaching to have students practice editing dialogue into a text.

Resources and materials:
Lion and Mouse fable. Chart paper with guided practice text. (See final pages for materials)

Connect:
“Escritores, he visto que están aprendiendo de fabulas, mitos, leyendas y cuentos. La semana pasada, tuve la oportunidad de leer algunos de sus historias y escuchar algunas otras. Estoy asombrada de la creatividad que ustedes muestran en su escritura. Hoy les quiero enseñar como pueden utilizar diálogo en sus historia para enriquecer los eventos en sus historias y las voces originales de sus personajes.”

Teach:
“He notado que muchos de ustedes ya están incorporando diálogo en sus historias. Entonces para ustedes esta lección les ayudara a revisar sus historias para ver si su diálogo esta ayudando a mover los eventos de la historia y/o a desarrollar sus personajes. Para otros, que tal vez no han utilizado diálogo en sus historias, esta lección les ayudará a decidir cuando y como incluir diálogo en sus historias.”

“Ahorita, les voy a leer una de mis fábulas favoritas que quizás ya han escuchado. Es la fábula de el león y el ratón. Al final de leer la historia, voy a analizar como el uso de diálogo ayuda a la historia.”

[Leer historia]

“Me encanta el diálogo al principio de esta historia donde empezamos a conocer el león. Cuando leo el diálogo de él, puedo imaginar el león hablando. Me doy cuenta que el león es un personaje arrogante que no piensa que un ratoncito le podrá ayudar. Por ejemplo, el se ríe cuando el ratón dice que tal vez le podrá ayudar y le llama el ratón un ser diminuto. Con el diálogo del ratón puedo ver que es un personaje que no es
Writers Workshop
Unidad de Mitos, fábulas y leyendas: Agregando diálogo en nuestros cuentos

tímido. Con el diálogo del ratón puedo ver que no es tímido porque le pide al león que le deja ir y le ofrece su ayuda. Por mostrar su valentía, el león lo deja ir.” [Muestra poster con estas líneas de diálogo]

Active Engagement

“Ahora les voy a presentar una parte de un mito que se trata de madre cielo y su hija nochecita. El mito explica cómo se prepara la noche para salir. Esta versión no tiene diálogo. [Muestra la versión en el papel grande y léalo a los estudiantes.] Con su compañero(a) a la par quiero que discuten las siguientes preguntas: “¿Qué piensan de la historia sin diálogo?” “Si tu fueras el autor o la autora donde incorporarías diálogo y cómo lo harías?”

[Turn + Talk discussions]

“¿Quién quiere compartir algo que dijo tu compañero(a) acerca de la historia? ¿Tienen algunas ideas posibles para el diálogo? ¿Cómo ayuda el diálogo a desarrollar el personaje o los eventos de la historia? ¿Por qué decidieron en agregar ese diálogo?”

Link:

“Ahora ustedes tendrán la oportunidad de incorporar diálogo en sus historias. Tienen la opción de revisar una historia que ya escribieron. Con esa historia podrán cambiar el diálogo para mejorar representar el personaje o los eventos de la historia. También podrán agregar diálogo en sus historias. Otra opción es que pueden escribir un nuevo mito o una nueva fábula que utilice el diálogo. Al final de nuestro tiempo, voy a invitar a algunos de ustedes a compartir lo que han escrito y como decidieron incorporar diálogo.” [Muestra poster con las opciones]

Wrap-Up:

Regresa estudiantes a la alfombra.

“¿Cómo incorporaron elementos de diálogo en sus historias? ¿Por qué decidieron escribir diálogo en esos momentos?”

Estudiantes tendrán la oportunidad de responder a esta pregunta y compartir su escritura.

Materiales:

Fábula el león y el ratón (Teach)
Después de un largo día de caza, un león se echó a descansar debajo de un árbol. Cuando se estaba quedando dormido, unos ratones se atrevieron a salir de su madriguera y se pusieron a jugar a su alrededor. De pronto, el más travieso tuvo la ocurrencia de esconderse entre la melena del león, con tan mala suerte que lo despertó. Muy malhumorado por ver su siesta interrumpida, el león atrapó al ratón entre sus garras y dijo dando un rugido:
- ¿Cómo te atreves a perturbar mi sueño, insignificante ratón? ¡Voy a comerte para que aprendáis la lección!-

El ratón, que estaba tan asustado que no podía moverse, le dijo temblando:
- Por favor no me mates, león. Yo no quería molestarte. Si me dejas te estaré eternamente agradecido. Déjame marchar, porque puede ser que algún día me necesites –
- ¡Ja, ja, ja! – se rió el león mirándole - Un ser tan diminuto como tú, ¿de qué forma va a ayudarme? ¡No me hagas reír!.

Pero el ratón insistió una y otra vez, hasta que el león, conmovido por su tamaño y su valentía, le dejó marchar.

Unos días después, mientras el ratón paseaba por el bosque, oyó unos terribles rugidos que hacían temblar las hojas de los árboles.

Rápidamente corrió hacia lugar de donde provenía el sonido, y se encontró allí al león, que había quedado atrapado en una robusta red. El ratón, decidido a pagar su deuda, le dijo:
- No te preocupes, yo te salvaré.

Y el león, sin pensarlo le contestó:
- Pero cómo, si eres tan pequeño para tanto esfuerzo.

El ratón empezó entonces a roer la cuerda de la red donde estaba atrapado el león, y el león pudo salvarse. El ratón le dijo:
- Días atrás, te burlaste de mí pensando que nada podría hacer por ti en agradecimiento. Ahora es bueno que sepan que los pequeños ratones somos agradecidos y cumplidos.

El león no tuvo palabras para agradecer al pequeño ratón. Desde este día, los dos fueron amigos para siempre.

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**Mito de nochecita (Adaptado sin diálogo para Active Involvement)**

**Nochecita por Yuyi Morales**

Había una vez que existía Madre Cielo y su hija, Nochecita. Al final del largo día, Madre Cielo llena la tina con estrellas fugaces y llama a nochecita para bañarse.
Writers Workshop
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Nochecita contesta desde lo lejos y dice que no puede venir. Se esconde y grita que su mamá la tiene que encontrar. Madre Cielo piensa para un momento y busca dentro de la cueva del conejo. Cuando mira detrás el monte encuentra a nochecita.
4th Grade Year Round Plan
My Voice and the Voices of Others :: Mi voz y las voces de otros
A Bilingual Integration of Literacy and Social Studies

Context: This year round plan was designed with a California-based 4th grade dual immersion classroom setting in mind. However, portions of it could be adapted for other upper grades. Since it integrates writing and social studies unit plans, portions of each unit may be taught sequentially or concurrently. Depending on the school’s particular language immersion model, some lessons/activities may be taught exclusively in English or Spanish. However, whenever possible, I would encourage translanguaging practices that allow for students to interchange between languages so that they can develop a broader ability to express themselves bilingually and are allowed to use all their linguistic resources at a time.

Big Idea: We can better express ourselves genuinely, creatively, and respectfully when we understand our own voice and the voices of others. When we hear others’ perspectives with an open mind and heart, we help to build and foster a sense of empathy within ourselves. By fostering empathy, we help to establish a critical lens through which we can view and approach current and historical events in our world.

Essential Questions:
The ultimate goal of this year round plan is to foster a sense of empathy within my students so that they are empowered to express themselves and approach and understand others with an open mind. The following essential questions were developed with this overarching goal in mind:
1) Who am I? How have my experiences shaped who I am?
2) Why are some voices heard louder than others?
3) Why is it important to listen to other’s perspectives and opinions?
4) How can we apply what we know about voices to our life (both in and out of the classroom)?

Units and Monthly Overview
Unit 1: Finding My Voice :: *Descubriendo mi voz*
Unit 2: Hearing Voices from the Past and Present :: *Escuchando voces del pasado y de hoy en día*
Unit 3: Writing from Diverse Perspectives :: *Escribiendo en perspectivas diversas*

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<td>Introduction to Accountable Talk</td>
<td>Writers Workshop on Personal Narrative</td>
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<td>Reflection on our Language Skills</td>
<td>Critical Analysis of Spanish Colonization</td>
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Unit 1: Finding My Voice :: *Descubriendo mi voz*
**Unit Goal:** Students will come to understand who they are and realize that their experiences and perspectives directly affect how they view and interact with the world.

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<th>Sub-Units</th>
<th>Guiding Questions</th>
<th>Classroom Lessons and Activities</th>
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<tbody>
<tr>
<td>Introduction to Accountable Talk</td>
<td>-How can I express my ideas respectfully?</td>
<td>Modeling of accountable talk, Overview of Accountable Talk Sentence Starters, Role-playing/ scenario enactments to practice accountable talk, Whole-Class Discussions are led and sentence frames for accountable talk are encouraged and practiced</td>
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<td>(Ongoing throughout unit)</td>
<td>-How can I make my voice heard in the classroom?</td>
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<td>-What are some sentence starters, keywords, and phrases that will help me better express my opinion and myself?</td>
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<tr>
<td>Reflection on our Language Skills</td>
<td>-How does our language use change? When do we use Spanish? When do we use English? A mix of both? Why? -Do you prefer one language to the other? Why? -Why is it important to be bilingual?</td>
<td>1) Language survey- Administer a survey that asks students when/how they use English and Spanish, what contexts do they use each language in and what preferences in language they have when reading, speaking, listening and writing 2) Share-out of whole class data on language preferences- showcase through visuals and graphs a compilation of this data and have students see where they stand in relation to the class 3) Discussion of when, why and how we use our bilingual skills- whole class discussion based on our linguistic experiences and the whole-class and individual findings of the language survey 4) Student reflection piece on if they think one language best reflects who they are (can be written in English, Spanish, or a mix)</td>
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<td>(Two Weeks)</td>
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- How can I express my ideas respectfully? 
- How can I make my voice heard in the classroom? 
- What are some sentence starters, keywords, and phrases that will help me better express my opinion and myself?
| Writers Workshops (One month) | -What is a personal narrative? How do we write a personal narrative? Why do we write them? | 1) Draw out life graphic organizers (heart diagrams, house diagrams, self-portraits, brainstorm topics)  
2) Pick out a series of memorable events and free-write on a selection  
3) Share memorable events with other students  
4) Pick a memorable personal event from which to write a personal narrative  
5) Publish and share your personal narrative and listen to other’s personal narratives |

**Performance Assessment:** Write and publish your own 4-8 paragraph personal narrative in the language of your choice that describes one particular memorable event that has shaped who you are today.

**Other Assessments:** -Teacher observations of Accountable Talk discussions  
-Student language surveys  
-Student language written reflection piece  
-Writers Notebooks  
-Individual Student Conferences

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**Unit 2: Hearing Voices from the Past and Present :: Escuchando voces del pasado y de hoy en día**

*Unit Goal:* Students will hear and empathize with historical voices of California and will be moved to speak about voices that may have been silenced before.

**Sub-units** | **Guiding Questions** | **Classroom Activities**
---|---|---

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| Continuation of Accountable Talk Norms (Ongoing throughout unit) | - How do we listen to each other?  
- What is active listening?  
- How do we respectfully and appropriately respond to others? | Modeling of accountable talk interactions, Overview of Accountable Talk Sentence Starters, Role-playing/ scenario enactments to practice accountable talk with other students, Whole-Class Discussions are led and sentence frames for accountable talk are encouraged and practiced |
| --- | --- | --- |
| Four Regions of California and Native American Tribes (Six Weeks) | - What are the similarities and differences between the four regions of California?  
- How is life currently different and similar across the regions?  
- How would a region’s physical characteristics and natural resources affect a native American tribe? | 1) Four Regions Jigsaw Article Activity and Expert Presentations  
2) Native American Tribes Overview Jigsaw Article Activity and Expert Presentations  
3) Students write Informational Essay on how a region affected a particular native American tribe’s lifestyle in California |
| Critical Analysis of Spanish Colonization (Two months) | What were some Spanish perspectives on the colonization of America? What were some native perspectives on the colonization of America?  
- What was the effect of the Spanish on California?  
- How did the building missions affect the lives of California native tribes? | 1) Inquiry investigation where class decides what is the difference between primary vs. secondary accounts of a historical event.  
2) *Encounter* Read Aloud and Discussion: Students discuss the following questions after read aloud:  
What is the Spanish perspective in this story? What are the Native American perspectives present in this story?  
3) *Pedro’s Journal* Read Aloud and Discussion  
Students discuss the following questions after read aloud:  
What is the Spanish perspective in this story? What are the Native American perspectives present in this story?  
4) Field Trip to Mission Dolores in SF.  
5) Mission Project: Choose one mission to |
| **The Voices of California**  
(One month) | - Who were important figures in California?  
- Who were important women and minority figures who helped shape California’s history?  
- How did other groups arrive in California and how did they shape the history of our state? (Asian-American immigration, Gold-Rush, Railroads, Mexican Rancheros, Manifest Destiny) | 1) Case Studies on Important figures in California history  
2) Create timelines of how other groups came to California and has led to how California looks like today. Each group of students is assigned a different group. Students act out the story of the group as a creative play.  
3) Create your own primary document that retells a historical event from a fresh, original perspective (Include 1-2 paragraphs explaining why you chose this voice and why you think it's an important perspective to share)  
4) Student Journals- students keep track on their opinions on the relations between diverse groups in California and how it affected history. Students pretend to view California from a different perspective and write from that perspective.  
5) Settler’s Conference: There is a land dispute and different groups have claimed |
### Current Events
(Two weeks at end of the unit, or lessons will be interspersed throughout depending on what current events are relevant to students)

- How do we hear current events with an open and empathetic mind?
- How do we make sure all perspectives are fairly told in the media and justly recorded in history?
- How do we discuss these events in an appropriate and respectful manner?

Will change depending on current events but may include the following topics:
1) National Hispanic and National African American months (Why do we celebrate these months? How can we celebrate them throughout the year as opposed to just one month?)
2) Case Study of Ferguson and current race relations in America (How can we talk about these issues in a respectful manner?)
3) Important figures who have shaped our history (Cesar Chavez, Martin Luther King, Rosa Parks, Sonia Sotomayor)
4) Obama’s Executive Order on Immigration

### Performance Assessment:
- Settler’s Conference: There is a land dispute and different groups have claimed it. How do we resolve this conflict in a manner that is most fair and just?
  Students will be grouped into different groups that represent each of the stakeholder’s in the dispute. Students will come up with arguments as a group that lay claim to the land and why their group should have it. Then, students will debate their positions in a settler’s conference and will have to enact the position of their assigned group.

- Create your own primary document that retells a historical event from a fresh, original perspective (for ex: like a letter, a government decree) In addition to creating the document, also include 1-2 paragraphs explaining why you chose this voice and why you think it’s an important perspective to share.

### Other Assessments:
- Teacher observations of Accountable Talk discussions
- Student History Journals
- Informational Essay on how a region affected a particular native American tribe in
California
-Mission Project: Describe the history of a mission and how it affected the lives of those who were already living in the region.
-Present a case study on an Important Figure from Californian History
-If time allows: Current Event presentations. Pick a current event to share with the class and share the perspectives present in the event.

Unit 3: Writing from Diverse Perspectives :: Escribiendo en perspectivas diversas
Unit Goal: Students will apply their knowledge of empathy and diverse perspective in writing a fictional narrative.

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<th>Sub-units</th>
<th>Guiding Questions</th>
<th>Classroom Activities</th>
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| Continuation of Accountable Talk Norms   | -How do we use texts and resources to support our opinions and/or the opinions of others?  
(Ongoing throughout unit)                 | Modeling of accountable talk interactions, Overview of Accountable Talk Sentence Starters, Role-playing/ scenario enactments to practice accountable talk with other students, Whole-Class Discussions are led and sentence frames for accountable talk are encouraged and practiced.  
-At this point students will be encouraged and expected to challenge themselves and each other by asking “How? Why do you say that?” |
| Diverse Perspectives in Literature       | -How do different characters recall the same event? When are their perspectives similar and different?  
(Two Weeks)                                | 1) *Voices in the Park* (Anthony Browne) read aloud, discussion and analysis  
How does the author recall the same event in a different manner through each different character? |
<table>
<thead>
<tr>
<th>First Person Point of View vs. Third Person Point of View (Two weeks)</th>
<th>2) After reading a text re-write a portion of the story and tell it through the lens of a different narrator (can be a different character in the story or can be an added perspective)</th>
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<tr>
<td>- What is first person point of view narration? What is third person point of view narration? - Why do you think an author employs a particular point of view narration?</td>
<td>1) Inquiry investigation where students come to define for themselves first person vs. third person point of view based on mentor texts and textual excerpts 2) Class definition poster of first point of view and third person point of view 3) Students read a selection of texts and identify which is first person point of view and which is third person point of view. 4) Quiz on First Person point of view vs. Third Person Point of View</td>
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<tr>
<td>Writers Workshop (Six weeks)</td>
<td>Series of Workshop Lessons: 1) Brainstorm activities that develop potential characters and plots 2) Read aloud of mentor texts to gather ideas for writing 3) How do we develop a coherent sequence of events that reveals the unique perspective(s) of our character(s) 4) How do we add descriptive detail in our stories to further develop the unique perspectives present in our narrative 5) How do we add dialogue to reveal a character’s perspective</td>
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<td>- How will you use different narrative styles and choices in your fictional narrative? - Why did you decide on that point of view?</td>
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6) How do we edit/revise our story to best reveal the perspectives we want to write

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<th>Performance Assessment:</th>
<th>Fictional Narrative that employs either First Person Point of View narration or Third Person Point of View Narration. The narrative can be anywhere from 4-8 paragraphs in length and must contain a sequence of events, a plot and complex characters.</th>
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| Other Assessments:      | - Teacher observations of Accountable Talk discussions  
                          - Re-written student stories from a different perspective than first presented  
                          - Narrative Points of View Quiz  
                          - Writers Notebooks  
                          - Individual Student Conferences |