

Natalie Belka  
ELED 4440  
June 7, 13

### **Final Exam Part 1**

#### **PART 1: Lesson Evaluation**

Observer: Natalie Belka

Teacher: Ms. Clark

Date: June 7, 13

School: \_\_\_\_\_

Grade: 6<sup>th</sup> Grade

Class/Topic: Volcanoes

ESL Level: Beginning

Lesson: Volcanoes

Total Points Possible: 112

Total Points Earned: 78

Percentage Score: 70%

#### **Lesson Preparation**

1. *Clearly defined objectives:* 3-She had the objectives displayed visually on the board she stated them, but the students only read them silently and all the students in the class are ESL. They need to also be stating the objectives verbally as well.
2. *Clearly define Language Objective:* 3 The language objectives were read in a list format which was great, but students didn't audibly say them aloud. There were a lot of vocabulary words that seemed overwhelming.
3. *Content Concepts:* 4 Yes, I thought the content was age appropriate for the students in the classroom. They had previously had a unit on minerals and went to the natural history museum as well, so this flowed wonderfully.
4. *Supplementary materials:* 3 She did use some supplementary materials. I loved the overhead transparency of the Volcano and the parts as well as the graphic organizer to put down the things they had already known about volcanoes. She could have used more, especially in linking it to more concrete examples and likened it to their lives. Maybe pictures of volcano's in real life, in places they are from, and allow students to use manipulatives collaboratively to have an experience with the principals taught.
5. *Adaptation of content:* 3 I like the layout of the step by step process of the daily protocol she had up on the board as well as the graphic organizer, book, and journal to assess knowledge.
6. *Meaningful activities* 2 I think Ms. Clarke definitely brought a variety of instructional activities into her lesson, but they didn't enrich the lesson or

- the content as much as it could have. With the books falling on the floor it was a good depiction of how pressure causes things to move and break, but there was no correlation made to Volcanoes. Same with the baking soda eruption volcano activity, although it's a great attention getter, it doesn't teach how a volcano erupts .
7. *Concepts explicitly linked* 2 The concepts were somewhat linked to background experiences when talking about where Volcanoes have taken place in the world in relation to where the children were from, but other than that everything was presented as new information.
  8. *Links explicitly made:* 0 There were no links made to the past learning that they had received. They had been taught about rocks and had been to a natural history museum. Those two things alone would have been a powerful resource to extend the children's understanding and helping them to bridge the GAP.
  9. *Key Vocabulary:* 3 The Key vocabulary was introduced at the beginning. Throughout the lesson the parts of the vocabulary were revisited when they were labeling their volcanoes graphic organizer and the best one was when she reviewed and checked their understanding for the magma chamber, this great technique could be done repeatedly with more vocab words.
  10. *Speech:* 3 She did good with presenting her information, but it was hard to determine if the students were following along and allowing the words to sink in.
  11. *Clear explanation:* 3 She did great at helping the students know what to expect at the beginning of the day with the Agenda, but then as far as asking questions to direct them to different conclusions of the concepts that were taught were kindof hard to follow. Especially with the sequencing worksheet. IT felt rushed and unclear as to what they were to do.
  12. *A variety of techniques:* 4 She did well with switching up the mode of instruction, which keeps the students engaged. She started with reading on the board, then to a visual demonstration, then to a discussion, next to the overhead, then an experiment, then back to the overhead, then to their desks, sequencing exercise, etc...
  13. *Learning Strategies:* 4 She did great with different learning strategies she had visuals of objectives, did a demonstration with book, provided a few graphic organizers, led them in a discussion to express what they knew about volcanoes, got them reading and discussing literature, wrote in journals the volcano and it's parts.
  14. *Scaffolding techniques:* 2 There wasn't a lot of building upon the feedback from the student. There were a few times where the students participated in

- the discussion on what they knew, but not about the new concepts learned. There weren't any think alouds and not a lot of student discovery.
15. *Questions that promote higher order teaching skills: 2* There were few high order teaching questions. She asked, how a volcano erupts, but there was no explanation beforehand so it was a more threatening question. They tied heat and warmth to a possible solution, but I think there are misconceptions about what happens...I actually am confused as well. One question where she asked when the last time they use vinegar was completely irrelevant, she may have been using it as a distraction question so they would expect the volcano to erupt, but she still could have directed a more applicable question.
  16. *Interaction: 2* There was mostly teacher talk during this lesson. There was a classroom discussion on what they knew prior to the class, and some students asked questions along the way, but there wasn't a lot of emphasis or any expounding on those questions.
  17. *Grouping Configurations: 3* I didn't see her use groups to strengthen language discovery, but they were in three groupings of 3 tables so that was good for feedback from peers.
  18. *Wait time: 2* Wait time was provided for the questions that she had planned for, but those answers weren't expounded upon. Then student led questions that were brought up could have been great teaching moments, but they were lost with the lack of wait time.
  19. *Clarify key concepts in L1: 1* The only thing I really saw was reference to their countries when they were talking about where volcanoes have happened around the world, but other than that nothing.
  20. *Hands-on materials and/or manipulatives: 3* She has some students participate in performing the science experiment again, but the lesson lacked "we do" and "you do" opportunities for students to extend their knowledge.
  21. *Apply content and language knowledge: 3* Students were able to utilize the vocabulary as they drew that parts of the volcano and labeled the parts and were writing how a volcano erupted.
  22. *Language Skills: 3* All the language skills were used, but not always in the most effective way. They used a lot of listening, but it could be more effective if they had more of an opportunity to have scaffolded instruction from their peers, they wrote and read some, but they could have had more opportunity to speak and discuss.
  23. *Concept Objective: 3* It was evident that she was headed to where her objectives were at, and her outline was wonderful. The capturing and process of developing the objectives are a little questionable in my mind.
  24. *Language Objectives: 4* They did fabulous at the review when they were orally answering questions and naming the parts of the volcano.

25. *Students engagement*: NA I wasn't able to really see the engagement and focus of all students during the lesson and how they interacted with her.
26. *Pacing*: NA Not sure how long it was nor how much time she spent on each area of instruction.
27. *Review of Key vocabulary*: 4 She was able to review the vocab words through the Volcano diagram as well as the vocabulary words that were discussed in the text at the end to recap.
28. *Review of key content concepts*: 4 This was great as she revisited the parts of the volcano and asked questions about the volcano which the students were able to answer.
29. *Feedback*: 2 Students responded with feedback at the end of the lesson and the things shared were effective, but as far as the teacher feedback, there wasn't a lot of it, but rather more directional communication when teaching her students.
30. *Assessment of Student Comprehension and learning*: 4 Students were able to gather objectives of what a volcano is and how it erupts and the feedback given by the students at the end showed an understanding of what was taught.

### **Final Exam Part 2**

1.

A. I absolutely disagree with the statement and concept that native and on-level students will be bored as the teacher teaches all the students using the SIOP model. To begin the primary purpose of SIOP is to differentiate to meet the needs of ALL learners. SIOP allows teachers to become more creative in the types of instruction and the modes of presenting material, so students of all levels and learning styles can be taught throughout according to their needs. This benefits all learners. Another misconception that is often developed is, when teaching ELLs we must talk slow and with a minimal vocabulary. Actually it is very important that the opposite takes place. Students need to be exposed to theorist Cummin's BICS (Basic Interpersonal Communication Skills) as well as CALP (Cognitive Academic Language Proficiency). The social and interpersonal language is important for ELLs, but CALP is even more essential. When higher academic language is used and integrated into learning core concepts, is more beneficial for ELLs than the study of actual English.

B. Teachers with few ELLs in their classroom can effectively provide lessons that meet all students needs when following the SIOP model. SIOP helps teachers to be prepared to help guide and support lower level learners as wells a have higher level activities planned so if students are exceeding the average on a specific concept they too can be stretched. This can be done in Teir 1. Teir 2, and Teir 3. One way teacher may accommodate may be with leveled reading books, students can be taught the same lesson and read the same book, but the ability level on the book can vary to meet the needs of the students.

2.

What did the first President of the United States do to impact America? Do you think the first President of the United States served the country in a way that helped all Americans in his time? Why? Do you feel that the Author was a fan of our first President? Why or Why not? These questions listed are all examples of higher order questions because they require the students to think internally and to analyze what they personally think and feel. There are many different types of questions. There are engaging questions, open-style questions, and assessment style questions, but, but the purpose of our questions should be to help students think deeply. It is important to use all three types of questioning especially with ELs because it gives a variety for the students to participate on their comfort level. As a teacher you always want to allow the student to feel successful rather than threatened and by using different modes of questioning, this can be done.

3.

Definitely approach B is the most appropriate for English learners. Any learner does well when they have a chance to experience the content that they are learning through interaction and hands on experience. When students get the opportunity to explore personally the content, they think deeply and discover far more than they would when they are continuously being talked at. As far as ELL students are concerned there are many theories and evidence that support complete submersion into the content and curriculum as a support to their learning. One theory in particular is Bonnie Norton's Sociocultural perspective in an educational setting, She discusses that even though students may have qualities of a "Good lang. Learner" their language acquisition may not be successful if they are not able to gain access to social relationships in situations where they are perceived as valued partners in communication. Approach B allows for interaction among teacher and peers and they work together to discover and to develop an appropriate nutrition plan. This allows the ELL students to feel valued as part of a social group and learning is more effective because the students not only collaborate one with another, but they must back up their findings with evidence.

4.

There are many pieces of evidence that tell a teacher whether or not his/her students are engaged. Some good feedback cues could be; eye contact, restlessness, the response to questions and content, their alertness, horseplay, etc... Siop teaches that differentiation not only meets the needs of all the students in the classroom, but also results in student engagement. The different modes of instruction provide students with change and the ability to regroup and be more attentive as the teacher is switching different teaching strategies throughout the day, such as a think pair share. When a teacher senses that his/her students are off task it is a great indicator that it is time to switch up instruction, maybe the students need to get up and move, they may need time to discuss what was taught, or a clue to a lack of understanding. To make learning understandable for ELLs the teacher needs to create opportunities for students to talk about the lesson's concepts and provides them with hands on activities that capture student's attention. For ELL students it is essential to stay

engaged because engagement is linked to a deepening of knowledge and learning. Students who are engaged produce a deeper level of competence. Engagement leads to progression, we need to bridge the GAP with our ELLs and this is achieved through engagement.

5.

The content concept that I would be teaching is the letter A. In each of the three groups I would be teaching the key concepts and attribute for A. This is essential because Eric Jensen a brain-based learning expert stated the more rapidly we teach the content, presenting tons of content per minute, the little will be attained. So he said to focus on the key concepts again and again and the students will remember.

The three grouping configurations would be whole group, small group, and partners. During the whole group instruction we would discuss the attributes of A. We would listen to examples of words that begin with the letter A and identify the sound. Then we would draw on the smart board what letter A looks like as a capital letter. I would teach them the chant "*slant down slant down, across, A*" and repeatedly do it. In the small group I would have them shake and drop the letter A on the table orient it correctly then have them chant A says /a/ doing it repeatedly as a group. Then together go through a book and identify where all the As are located. In the partnership grouping we would work on writing the letter A, saying the chant learning in whole group then switching papers with their partners to check and assess.

I would organize groups in mixed ability groups, not having ELs in the same group. That way I would be able to have the non-ELs scaffold the learning of our EL students. Not only will that strengthen the EL students, but the monitoring of student learning would be delegated to the peers as they self and peer assess along the way. As a teacher I would facilitate their learning and model when necessary.