Fieldwork Experience

Hamida Abdalla EDDN 635 Fall 2024

Observations:

Observation #1

Ms.V and Mrs.T
1st Grade
Writing Lesson

- Informative/explanatory text
- Standard: 1W2
- Waggle and i-Ready

Observation #2

Ms.B and Ms.S
2nd Grade

ELA Lesson

- Text Features and Authors Purpose
- Standards: 2R6 and 2R2
- i-Ready

Observation #3

Ms.C
7th Grade
Math Lesson

- Proportional relationships
- IXL

Observation #4

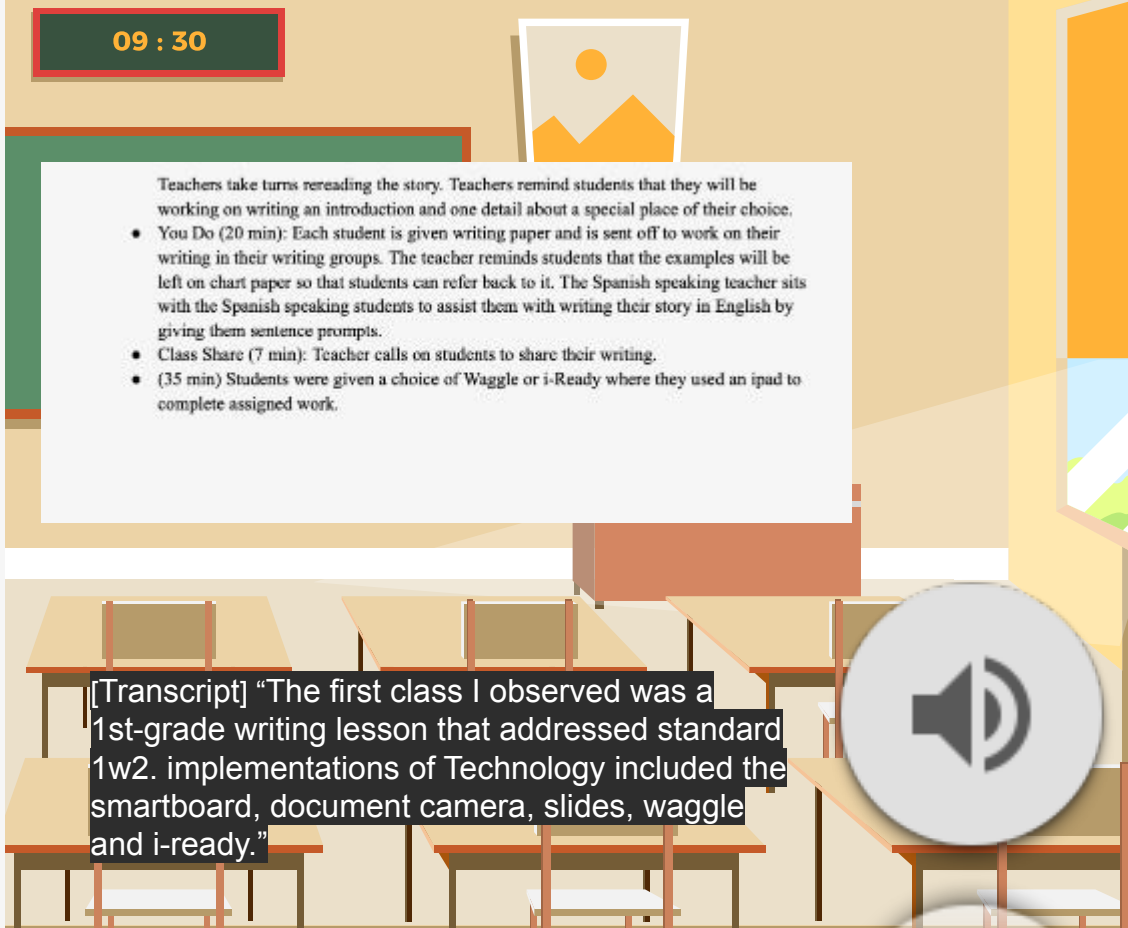
Ms.V
3rd Grade
Math Lesson

- Multiplication Math Stories
- Standards: 3.OA.C.7 and 3.OA.A.3
- Prodigy

Observation #1:

1st Grade
10/21/24
Ms.V and Mrs.T
Writing Lesson

- ICT Classroom (Two teachers- general ed and special ed one speaks Spanish)
- One-to-one paraprofessional
- 24 Students, 8 ELL Spanish speaking students, 3 who speak Spanish only.
- The classroom desks are arranged into 6 colored tables each with 4-5 students.
  - Students are arranged in groups with varying levels.
  - Students store their materials inside their desk
  - There is a Smartboard in the front center of the room and a rug used as the meeting area that had flexible seating (couch, bean bags, rocking chair).
- The room has chart paper, labels, a sound wall, and student work. The resources are presented in both English and Spanish.
- Teacher speaks English, if needed, the teacher reiterates what is said in Spanish for the ELLs.
- Lesson: The teacher displayed a Google Slides presentation on the Smartboard, which included the learning target and success criteria,
  - Standard: 1W2 (Read in English by the teacher)
  - Learning Target: How can we write a story with details that introduces a special place? (Read by teacher)
- Introduction (5 min): Teacher tells students that a special place is somewhere they like going that makes them feel happy. Teacher asks students to name a place special to them. Students respond by saying school, home, park etc. Teacher explains to students that when they write they need to give details as to why that place is special to them.
- I Do (15 min): Students meet at the meeting area. Teacher tells students that the library is a special place to her. She uses a document camera to present a writing piece in both English and Spanish on why the library is a special place. She uses the smartboard to highlight her introduction sentence and underline her detail (there are lots of books to choose from). Teacher tells students that today they are working on an introduction sentence and one detail.
- We Do (12 min): The class picks the park as their special place. They used the teacher's example to create an introductory sentence writing "Did you know that the park is a special place?". Students think-pair-share about one reason they think the park is a special place. Student responses: You get to play on the swings, you can go down the slide, there are monkey bars. Teacher combines these responses to create the first detail writing "The park has lots of fun things. You can swing, slide, and play on the monkey bars." Both teachers write the story down simultaneously in English and Spanish.



[Transcript] "The first class I observed was a 1st-grade writing lesson that addressed standard 1w2. implementations of Technology included the smartboard, document camera, slides, waggle and i-ready."

Observation #2:

2nd Grade
11/12/24
Ms.B and Ms.S
ELA Lesson

- ICT Classroom (Two teachers- general ed and special ed)
- One Spanish speaking classroom paraprofessional
- 22 Students, 5 ELL Spanish speaking students, 2 students are classified as having autism
- The classroom desks are arranged into three parts.
  - Students are arranged based on their levels.
  - There are 8 desks in front on the smartboard arranged in a U- Shape (below benchmark students) and two groups behind them, each containing 7 desks arranged together (students who meet standards at one group and above benchmark students in the other)
  - Students store their materials inside their desk
  - The smartboard is located in the front of the classroom. Although there is no rug, students in the back who can not see are free to come to the front and sit so they can see the Smartboard.
- The room has chart paper, a sound wall, and student work. Everything in the class is presented in English.
- Teacher speaks English, if needed, the paraprofessional translates to the ELLs.
- Lesson: The teacher displayed a Google Slides presentation on the Smartboard, which included the essential question, success criteria, and a template for a stop-and-jot activity.
  - Standard: 2R6 and 2R2 (Read by the teacher)
  - Essential Question: How can nonfiction readers use the illustrations and text features to tell the point of view/purpose of a text? (Read by a student)
- Connection (5 min): Teacher refers to chart paper to remind students what authors purpose means and the three reason authors write something (Persuade, Inform, and Entertain). Then the teacher refers to the chart paper which includes a list of text features such as bold words, headings, photos, and diagrams. Teacher tells students that sometimes authors add text features to inform us more about a topic. Teacher tells the class that today they will understand the author's purpose by identifying examples of how illustrations and text features describe more about a nonfiction topic.
- I Do (15 min): Teacher presents read aloud of *Why Is The Statue of Liberty Green* By Martha Rustad found on Youtube. After reading the first two pages, the teacher pauses to point out the text box found on the second page. She rereads it and asks herself "What does the author want to inform me more about?". She says the author uses a text box to inform me that the Statue of Liberty is located in Liberty Island.
  - The teacher uses a document camera to present her notebook and complete the stop and jot. In the stop and jot she creates a T chart where she writes the text feature on the left side and what is being informed on the right side.
  - Teacher continues to play the read aloud. After the next two pages, the teacher pauses the video to point out the underlined word "Ferry" and reads the definition found on the bottom of the page. Teacher tells students that the author uses underlined words to inform us that a ferry is a boat that takes people across a waterway. Teacher adds on to stop and jot.
- We Do (15 min): The teacher plays the next four pages of the book on the read aloud. She pauses to ask students to think-pair-share about what text features they notice and what the author is trying to inform us readers. Students point out that there are different colored words, underlined words, subtitles, and text boxes. Teacher adds examples to stop and jot notebook.
- You Do (25 min): Students are sent off to work in their reading groups using the nonfiction books in their assigned colored bins to complete their stop and jot on text features and what they are informing us more about. One student read a book in Spanish and completed the stop and jot in Spanish as well. Students read for 15 minutes then stop and jot for 10 minutes.
- Class Share (5 min): One student from each group shares their stop and jots with the class.
- i-Ready (40 min): Students were each given an iPad where they completed assigned lessons on i-Ready.
- Students participate in a five minute brain break.

[Transcript] "The second class I observed was a 2nd-grade ELA lesson that addressed standards 2R6 and 2R2. implementations of Technology included the smartboard, document camera, slides, and i-ready."

Observation #3:

7th Grade
11/25/24
Ms.C
Math Lesson

- Dual Language Class taught by one teacher who speaks Chinese.
- The entire class includes Chinese speaking students.
- There are 24 Students in the class.
- The school uses the Translational Bilingual Educational Program which allows students with the same native language to continue to learn content areas such as math in their native language.
- The lesson was taught completely in Chinese.
- The classroom is arranged in 6 tables each with 4 chairs.
- The room is used for other math classes so the resources throughout the room are presented in English. The students keep their materials in their school bags which they carry to each class.
- The students were working on proportional relationships.
- Students were given laptops to complete assigned IXL lessons. The teacher stated that she uses IXL's language support to select Chinese translations for students.

[Transcript]: The third class I observed was a 7th-grade math lesson. Implementations of Technology included the smartboard and IXL.

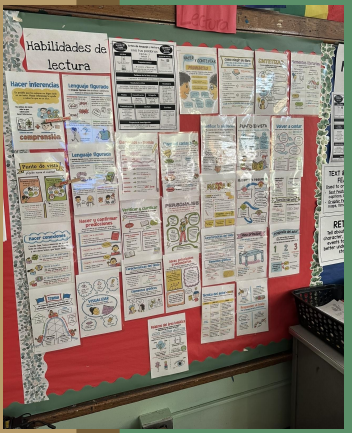
Observation #4:

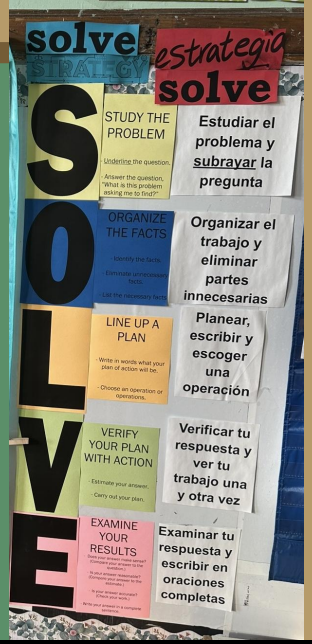
3rd Grade
12/2/24
Ms.V
Math Lesson

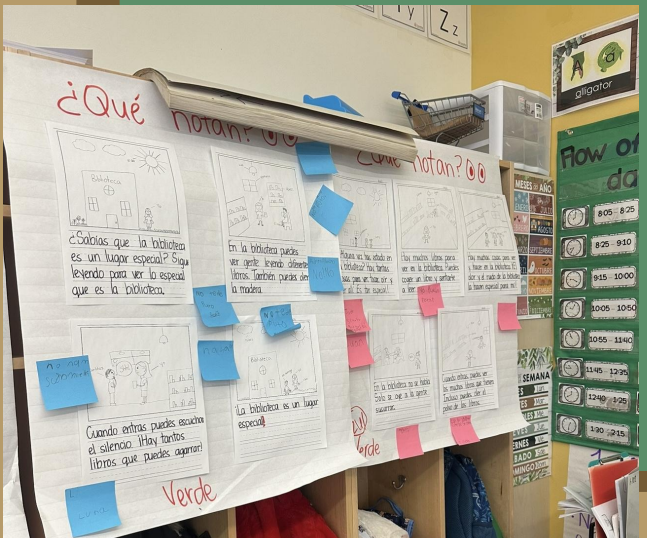
- Bilingual Classroom
- 15 Students, 2 are Spanish only speaking students, 9 students speak both English and Spanish (11 girls and 4 boys)
- Teacher speaks Spanish
- Four tables, each having 4 desks meaning that one group has an extra empty desk
  - Students are arranged in groups with varying levels.
  - Students store their materials inside their desk
  - Classroom is on the smaller side. There is no rug area but there is a table in the back for guided reading. There is a Smartboard in the front center of the room.
- The room is labeled with signs, chart paper, and materials both in English and Spanish.
- There are math workbooks that are translated completely in Spanish. Students have a choice between the English version or the Spanish version. Both contain the same exact questions.
- Teacher speaks English and often follows everything with Spanish translations.
- Solve & Share (15 min)
  - The teacher read the two standards 3.OA.C.7 and 3.OA.A.3, which were displayed on the Smartboard
  - Student was called on to read the success criteria which stated "I can write and solve math stories for multiplication equations."
  - The teacher asked students to take out their math workbooks and turn to page 267.
  - Collectively the class completed the "Solve & Share" which reads: Write and solve a multiplication story about 4x5. Choose one of the phrases below to use in your multiplication story. Phrases: 4 equal groups of 5, 4 rows of 5, 4 rows and 5 columns".
  - Teacher first told students to identify the equation. Students agreed that the equation was 4x5+?
  - Teacher gave an example of a story stating "Ms.V has 4 rows of apples. Each row has 5 columns. How many apples does Ms.V have in all?" read the problem and asked students to turn and talk to share their story for the equation.
  - Teacher asked students to turn and talk with their partners to give another multiplication story.
  - Teacher noticed that many students were presenting her with additional stories so she wrote a fill in the blank on the board which read "_____ has 4 rows of _____. Each row has 5 columns. How many _____ does _____ have in all?" Students were told to draw arrays to help them solve.
  - The teacher called on students to share their multiplication stories. When presented with the fill in the blank support, students performed better. Students agreed that the new equation is 4x5=20.
  - The teacher asked a higher order thinking question "Why is the answer to your classmate's story the same as the answer to your story?" A student responded with "My answer is the same as my classmate's answer because we are all solving the same equation."
  - Teacher explained further saying that regardless of the multiplication story, the numbers in our equation stay the same which means our arrays should look very similar so when we solve our answers will all be the same.
- Lesson (55min)
  - (3 min) Teacher said "Stories can be written to describe multiplication facts. You can draw pictures and use objects to represent joining equal groups."
  - Teacher assessed prior knowledge by asking students to remind her of the strategies they use to solve multiplication equations. Student answers: Equal groups, an array, and bar diagrams
  - Teacher said "We can use these strategies to help us solve our multiplication stories."
  - (12 min) I Do: Teacher presented the equation 3x6. Teacher presented the multiplication story "Randy has 3 packs of 6 buttons. How many buttons does he have?" on the smartboard. Students watched as the teacher drew an array using circles that consisted of 3 rows with 6 columns. Then, the teacher wrote that Randy has 18 buttons. Teacher showed how she created a multiplication story out of the equation and then solved it.
  - (20 min) We Do: 3x10 Teacher called on students to pick a name and an object. Students' responses: Grace/candy. Teacher asked students to turn and talk to their partners about how they can use 'Grace and candy" to come up with an equation. Class agreed on "Grace has 3 bags of candy each containing 10 candies. How many candies does she have?" Teacher called on students to walk her through the steps. Students chose equal groups creating 3 U-shaped bags each with 10 rectangles. Teacher asked students to name this strategy. Students responded with 'equal groups'. Together the class completed another similar problem.
  - (20 min) You Do: Students completed the independent practice in the workbook. During this time the teacher circulated the room, providing one-to-one assistance with students who needed support. Students who were done earlier were partnered with students to assist them.
- (10 min) Teacher called on students to come up to the board and show the class their work.
- Students participated in a 5 minute brain break found on Youtube.
- Students spend 30 minutes on Prodigy.

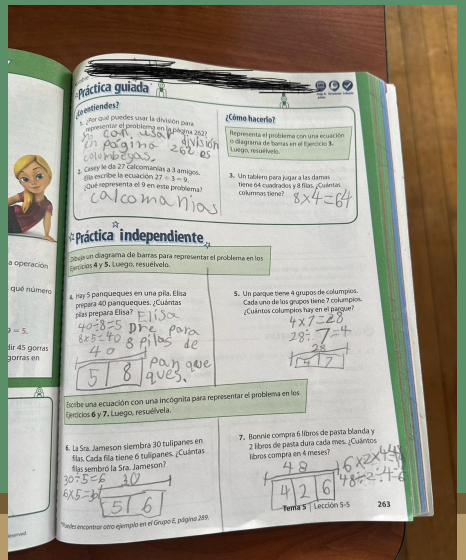
[Transcript]: The Fourth class I observed was a 3rd-grade math lesson that addressed standards 3.oa.c.7 and 3.oa.a.3. implementations of Technology included the smartboard, youtube, and prodigy.

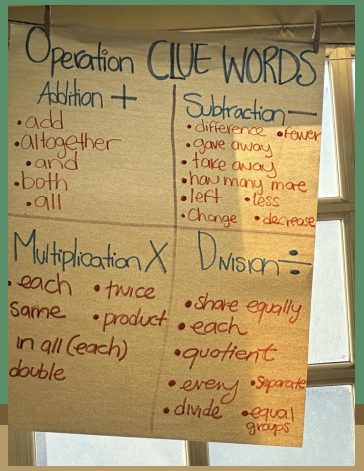
Photos taken throughout my experience:

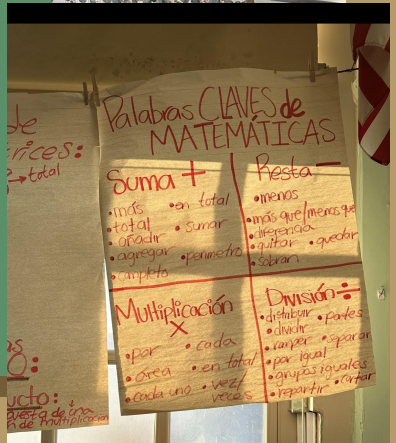












Interview Notes:

Interview with ICT Teacher
Interviewee: Ms.V
Questions & Key Takeaways from Responses:

- **Could you share your experience in creating a curriculum that incorporates technology to assist ELLs? Which tools or platforms have you found most successful in addressing their language and academic needs?**
  - i-Ready is used to differentiate instruction for ELLs
  - It provides targeted practice for math and reading
  - i-Ready offers content in multiple languages, students are encouraged to explore material in their native language when needed
  - Smart Boards are utilized to create interactive lessons
  - Google Slides are used to present lessons on the Smartboard
  - Displaying the slides on the board ensures students can continuously refer back to the board where they find materials such as the learning target and success criteria
  - Youtube is utilized for read-alouds and brain breaks
- **How does assistive technology help ELLs, and how have you used these tools in your teaching?**
  - Smartboards create multisensory experiences
  - Document camera is used to display visual examples such as teacher/ student work
  - i-Ready has a built-in text-to-speech feature for students who need additional support
  - Waggle provides personalized practice, gives feedback, and allows students to work at their desired pace
- **How do you incorporate students' native languages in your lessons while also focusing on their English language development?**
  - Students native language is used as a bridge to support their English language development
  - Students are able to ask questions in their native language
  - Students are encouraged to comfortably switch between languages as needed
  - Opportunities for peer support
- **How do you use technology to communicate with the parents of your ELLs?**
  - Remind, which has translation features, is used to communicate with parents
  - Notices sent home are translated
  - When calling a parent, an interpreter is present

Interview with IT Specialist
Interviewee: Ms.R
Questions & Key Takeaways from Responses:

- **How do you support teachers in integrating technology into their lessons to support ELLs?**
  - Ensure that every student has a login for i-Ready and Waggle that they can access at home as well
  - Help teachers analyze student data
  - Assist teachers with any login, connection, and Smartboard issues
- **How do you ensure that technology is stable and secure in the classroom?**
  - Scheduled checks on Smartboards and document camera to make sure everything works properly
  - Reliable Wi-Fi to ensure students can get of resources such as i-Ready and Waggle
  - Strong passwords for students to ensure no one else can access their accounts
  - iPads are updated and regularly charged in charts
  - Follow New York State regulations to protect student information and data
  - Certain websites are blocked to ensure students cannot access non educational resources

[Transcript]: I interviewed with an ICT teacher where she discussed her take on incorporating technology to assist ELL students. I also interviewed with a IT specialist where she discussed how she supports teachers in integrating technology and how she ensures that technology is stable and secure throughout the school.

IXL

i-Ready

Technology

Waggle™

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ELA and Math Grades K – 8

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Interview Notes:

- Interactive lessons that engage ELLs visually, auditorily, and kinesthetically
- Videos of read-alouds to reinforce language acquisition
- Document camera was used to display the teacher's modeled work, workbook pages, and student work
- Devices such as tablets and iPads were provided for students to access educational resources
- Software platforms such as i-Ready, Waggle, IXL, and Prodigy were accessible to students on their devices
- Individualized lessons to practice language skills at their own pace
- Utilized for communication purposes

Integration of Technology:

- Interactive lessons that engage ELLs visually, auditorily, and kinesthetically
- Videos of read-alouds to reinforce language acquisition
- Document camera was used to display the teacher's modeled work, workbook pages, and student work
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- Utilized for communication purposes

Teacher and Students Roles:

- **Teacher:**
  - **Collaborate with staff to created by slides**
  - **Assign suitable lessons for their students**
  - **Use the recorded data to assign students lessons based on their proficiency levels**
- **Students:**
  - **Become more responsible for their learning**
  - **Work at their own pace**
  - **Self-assess themselves**

Learning Theories:

Gong, 2023: Krashen's Input Hypothesis theory which emphasizes the importance of providing comprehensible input to support language learners in their language acquisition process (Youtube Read-Alouds)

- **Krashen's Input Hypothesis theory "The language material that the learner receives must be subtly higher than the learner's grasp" (Gong, 2023) (i-Ready and Waggle)**

Muir-Herzig, 2004: Incorporating more usage of technology into classrooms allows schools to become more student-centered (i-ready, IXL, Waggle, and Prodigy)

References:

Gong, Jia. (2023). The concept, content and implication of krashen's input hypothesis. *Atlantis Press.* https://www.atlantis-press.com/article/125984498.pdf

Muir-Herzig, Rozalind. (2004). Technology and its impact in the classroom. *Science Direct.* https://www.sciencedirect.com/science/article/pii/S0360131503000678

Effectiveness:

Highly effective

- Catered to different learning styles
- Reinforced key language concepts and skills
- Learn through play

Challenges:

Excessive screen time

- Limited communication and in-person interactions
- Limited devices


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