

EDDN 637 Second Language Learners and Content: Math, Science, Social Studies, Science

Discussion Board: CHAP 4 COMPREHENSIBLE INPUT

1. Your deliverable for this question is to use one the the prompts below to create a comprehensible input strategy using Copilot and the prompt I provided. You must include a screenshot to show your prompting work and write a minimum of 3 sentences on what you learned/how you might use this prompting strategy to inform your lesson plan preparation.

Example 1: Science – Elementary

"Simplify a [3rd grade] text about [photosynthesis] for students at the [Entering] level. The simplified version should use [short sentences, everyday vocabulary, and clear sequencing] to support [visual scaffolding and language accessibility]."

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Sure! Here's a simplified version of a 3rd grade text about photosynthesis, tailored for students at the Entering level of English proficiency. It uses short sentences, everyday vocabulary, and clear sequencing to support visual scaffolding and language accessibility.

What Is Photosynthesis?

- Plants are living things.
- Plants need food to grow.
- Plants make their own food.

How Do Plants Make Food?

1. Plants use sunlight.
2. Plants use water.
3. Plants use air.

What Do Plants Make?

- Plants make sugar.
 - Sugar is plant food.
 - Plants also make oxygen.
 - Oxygen is in the air we breathe.
-

Key Words to Know

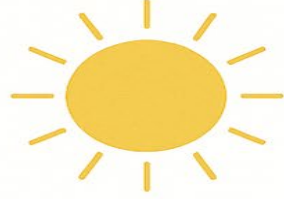
Word	What It Means
Sunlight	Light from the sun
Water	What plants drink
Air	What we breathe
Leaves	Green parts of a plant
Sugar	Sweet food for plants
Oxygen	Clean air for people

What Is Photosynthesis?



Where Does This Happen?

- Plants are living things.
- Plants need food to grow.
- Plants make their own food.
- Leaves are green.
- Leaves take in sunlight, water, and air.

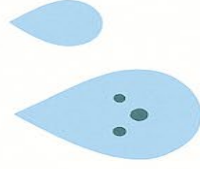


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Photosynthesis Worksheet

Part 1: Match the Pictures

Draw a line to match each word with the correct picture.

Word	Picture
Sunlight	
Water	
Air	
Leaf	
Sugar	
Oxygen	

Part 2: Fill in the Blanks

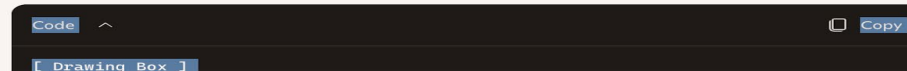
Use the words: **sunlight, water, air, leaves, sugar, oxygen**

1. Plants use _____ to make food.
2. Plants drink _____ from the ground.
3. Plants take in _____ from the air.
4. Food is made in the _____.
5. Plants make _____ to eat.
6. Plants give us _____ to breathe.

Part 3: Draw and Label

Draw a plant in the box below. Show the sun, water, and air going into the leaves.

Label these parts: **Sunlight, Water, Air, Leaves, Sugar, Oxygen**



Part 4: True or False

Circle **True** or **False** for each sentence.

1. Plants eat hamburgers. → True / False
2. Leaves help plants make food. → True / False
3. Plants need sunlight. → True / False
4. Oxygen is bad for people. → True / False
5. Sugar is food for plants. → True / False

Write a minimum of 3 sentences on what you learned/how you might use this prompting strategy to inform your lesson plan preparation.

I was impressed by how quickly Copilot created a lesson tailored for Entering-level MLs. By including the grade level, topic, language proficiency, and support needs in my prompt, I received a mini-lesson with simplified text, a visual anchor chart, printable materials, a vocabulary table, and activity suggestions—all differentiated for beginner learners.

I initially focused on Entering students to help plan for Stand-Alone ENL classes, but I can also see the value in using Copilot for Integrated settings. I plan to use similar prompts for other proficiency levels to support all MLs in my classroom.

Copilot also gave the option to expand the mini-lesson into a full lesson plan with objectives, standards, and assessments, which makes it a powerful tool for creating instruction that connects to students' experiences and supports their language development.

2. What is one take-away from the Stephen Krashen video (Comprehensible Input Demonstration - 5 minutes long, please watch) and how might it impact your teaching?

One key takeaway from Gonzalez's (2017) demonstration of Krashen's Comprehensible Input is that intentional teaching strategies such as slowed speech, repetition, gestures, and visual cues can significantly increase student understanding. In just five minutes, she models how simple techniques like pointing, modeling, and using affirming feedback (like smiling and encouragement) create an engaging and accessible learning environment.

This impacts my teaching by reminding me that small and intentional moves can make content more accessible for MLs. With consistent use of these strategies, I can better support language development while building students' confidence and participation.

3. Lesson analysis starting p 88- explain your rating on each of the Comprehensible Input Features.

According to the SIOP Model Making Content Comprehensible (2019), comprehensible input is essential for making grade-level content accessible to ELs. It includes three key components: appropriate speech, clear explanation of academic tasks, and a variety of techniques to make content understandable. Below I will analyze three teachers' lessons to evaluate their alignment with comprehensible input.

Mr. Dillon

Appropriate speech- 0

Mr. Dillon's speech was inappropriate for students' proficiency level. As the text states, his class has a mix of learners from Beginner to Advanced (p.87). The text makes clear that Beginner MLs benefit from "slower, enunciated speech- while advanced and transitioning MLs benefit from normal speech pace (p. 82).

Clear expectations of academic tasks- 1

As Echevarría, Vogt, & Short (2003) state, "Making your expectations crystal clear to students is one of the most important aspects of teaching, and when working with English learners, explicit, step-by-step directions can be critical to a lesson's success" (p.93). A positive feature of Mr. Dillon's lesson was that he wrote vocabulary on the board. However, Mr. Dillon's explanation of academic tasks lacked clarity. His directions were mostly verbal and not supported with visuals, modeling, or repetition. Students seemed unsure of what was expected. Furthermore, Mr. Dillon did not check for understanding before asking them to begin. He assumed they knew how to calculate ratios. His lesson would have been stronger if he had shown them how to calculate the ratios before they began to work independently. Overall, his lack of clarity made it difficult for MLs and native speakers to access the lesson successfully.

A Variety of Techniques Used- 2

Mr. Dillon did not use a wide variety of techniques to make the content comprehensible. He attempted to use the text as a basis for discussion, used a worksheet, and demonstrated some calculations. There were few visual aids, no gestures, or hands-on materials, and no sentence frames. This limited students' ability to connect to the content and to engage meaningfully with the lesson.

Overall, Mr. Dillon's lesson shows limited alignment with SIOP Model.

Mr. Lew

Appropriate speech- 4

Mr. Lew matched his speech to the needs of his students. He used language and vocabulary they would understand, spoke slowly, enunciated clearly, avoided idioms, paraphrased to convey the meaning more clearly. He also repeated important words frequently and wrote them for students to see" (p.89).

Clear expectations of academic tasks- 4

Mr. Lew gave explicit directions, oral and written directions, and he modeled how to collect the data and how to calculate mass/volume ratios. He also circulated as the students were getting ready to ensure that they knew what to do and how to do it. He identified one group that did not know what to do and selected a group that knew what to do to explain the steps to the class. I loved that he had a group of students explain the process- rather than explaining it himself. At the end of the lesson, he asked students to refer back to the objective and write why some objects sink and others float.

A Variety of Techniques Used- 4

Mr. Lew used a variety of techniques to make concepts clear. He used visuals, modeling, hands-on activities, and demonstrations). Not only did he have visuals, but he referred back to them. For example, he referred back to the vocabulary on the board, images on the overhead projector, and the objective. He had students refer back to the objective and answer the question.

Overall, Mr. Lew's lesson is highly aligned with the SIOP Comprehension Input.

Mrs. Estorga

Appropriate speech- 2

She used a "normal for her speech style with a mix of both simple and slightly complex sentences" (p. 90). Although her students seemed "confused," she continued with her lesson.

Clear expectations of academic tasks- 1

Mrs. Estorga asked students to identify words they did not know. About half of the words the class identified could not be found in a science glossary. So, she gave the students the definitions and summarized the text for the students. To me, this means she did the "heavy lifting" in the lesson and the students are not learning. It would have been more effective for her to identify the language objectives, content objectives, and the key vocabulary.

A Variety of Techniques Used- 0

She uses the one technique of having the students reading the text, pausing, summarizing. This strategy did not teach students how to read independently. Also, it does not appear that her students understood the science concepts. It would have helped if she had explicitly discussed the concepts the students were reading. Finally, she has the students work in pairs to answer the questions and discusses them as a class. Her lesson lacks techniques to make concepts clear (i.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)-even though this topic lends itself well to being hands-on.

4. Why is collaboration an essential element of productive work in the ZPD?

According to the New York State Education Department (n.d.), collaboration is an essential element of productive work in the Zone of Proximal Development (ZPD) because learning happens in a social context. Students can learn new skills when they cannot yet complete a task on their own, but can be successful with the help of an adult or a more knowledgeable peer. This guidance, also known as scaffolding, helps bridge the gap between what the learner currently knows and what they need to learn. Through collaboration, learners gain support and gradually develop the ability to perform tasks independently.

5. Content Objective/Language Objective Write 2 corresponding content/language objectives for one of YOUR lesson plans that YOU are going to teach - and include corresponding standards - find your standards if it is for math or social studies.

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

Kindergarten Essential Question: What are important symbols of the United States?

Social Studies Lesson: Students learn that the ideals of the United States are represented by various symbols and work cooperatively to create a replica of the symbol.

NYC Scope and Sequence

- Symbols and traditions help develop a shared culture and identity within the United States.
- Important symbols of the U.S. (Statue of Liberty, Liberty Bell, bald eagle, etc.)

Next Generation ELA

KR1: Develop and answer questions about a text.

KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

KSL5: Create and/or utilize existing visual displays to support descriptions.

Content Objective: Students will be able to name and describe U.S. symbols (like the flag or the Statue of Liberty) and work together to make a model (term used in Passport to Social Studies. I would substitute with drawing.) of one symbol.

Language Objective: Students will be able to use simple words and phrases to talk about what the symbol means and use teamwork language to share ideas and help each other.

Content Objective	Language Objective	Key vocabulary
Name	use simple words and phrases	American

Describe	use teamwork language	symbol
U.S. Symbols		ideals
Work together		Liberty Bell
		bald eagle
		Statue of Liberty
		American flag

Sentence Frames

For talking about symbols:

- “This is a _____.”
- “The _____ means _____.”
- “I see a _____.”
- “We made a _____.”

For working in groups:

- “Let’s do it together.”
- “Can I help you?”
- “We need more _____.”
- “Good job!”

References

Comprehensible Input Demonstration. (2017, July 2). Comprehensible Input Demonstration [Video]. YouTube. <https://youtu.be/x7c429g-cu8>

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New York City Department of Education. (n.d.). Passport to Social Studies: Grade K, Unit 2 – Self and Others: Individual Development and Cultural Identity [Curriculum unit]. WeTeachNYC. <https://www.weteachnyc.org/resources/resource/passport-social-studies-grade-K-unit-2>

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