

Field Work Paper  
EDDN 637  
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The conducted fieldwork observations took place at PS/IS 226 in Brooklyn, New York, across various grade levels and teaching environments. I observed sixth-grade English Language Learner (ELL) pull-out and push-in sessions, as well as seventh-grade pull-out sessions and second-grade pull-out sessions. The sixth-grade instructional group contained eight ELL students who demonstrated different language abilities and cultural backgrounds. The students in this group spoke Spanish, Arabic, Chinese, Uzbek, and Russian. The seventh-grade consisted of 6 students speaking Spanish, Arabic, and Chinese. The second-grade pull-out had 5 students speaking Spanish and Russian. My purpose was to monitor class activities to determine how teaching methods enabled ELL students to understand standard curriculum material while developing their language skills through differentiated instruction and culturally sensitive teaching methods based on the SIOP Model. (Echevarria, Vogt, & Short, 2017) and New York State Education Department's Academic and Linguistic Demands guidance (NYSED OBEWL, 2023) and federal guidelines for evidence-based English learner support (U.S. Department of Education OELA, 2025). The observations took place in three separate instructional areas at PS/IS 226, which provided small group instruction to English Language Learners through pull-out methods. The sixth-grade pull-out classroom presented the most welcoming space, featuring spacious student desks and ample room for students to move around, along with colorful anchor charts that displayed essential language and literacy content. The classroom environment featured an organized layout, which made everything easily accessible while supporting students' visual needs. The seventh-grade pull-out room was located in a small space that connected to the sixth-grade classroom through a door. The space also served as a storage area for after-school supplies, which reduced available seating and created a restricted learning environment that may have limited opportunities for group work. The second-grade pull-out area

was another small space; however, it used creative solutions to enhance teaching effectiveness.

The dry-erase surface on one wall was used for modeling and interactive writing, while the opposite wall utilized magnets to display letters and sentence strips for hands-on language practice. The classroom environment used its limited space to create essential tools that helped students learn reading skills and participate in interactive activities. The observations aimed to evaluate how the implementation of technology and culturally sensitive teaching methods align with language learning targets to create equitable learning conditions and enhance academic discussion skills.

Throughout these lessons, teachers consistently integrated explicit language objectives, modeled think-alouds, provided sentence frames and word banks, and designed opportunities for oral rehearsal prior to writing, moves that reflect core sheltered instruction practices for making content comprehensible while advancing language development (Echevarria, Vogt, & Short, 2017; Kareva & Echevarria, 2013). The instructional materials throughout the lesson followed a purposeful multimodal approach. The segregation lesson utilized historical photographs, while picture cards and sentence strips helped students learn sentence structure and the past tense, and emojis aided them in understanding the meanings of adjectives and their effects. The chart paper served as an anchor to display essential concepts about synonyms and antonyms, and the -ed past tense patterns and denotation and connotation with color-coded polarity cues and the 5 W's organizer. Students used text-feature visual reference sheets and teacher-created organizers, such as Read, Retell, Respond, and Word Clues, to handle reading tasks and vocabulary inferences at different cognitive levels. The materials reduced linguistic complexity while transforming complex language requirements into tangible signals, which provided different learning paths for students at various proficiency levels. The lesson materials followed SIOP's Lesson Preparation

and Comprehensible Input components by Echevarria et al. (2017) while aligning with NYSED's ALDs, which require teachers to identify standard-specific words and phrases and structures for creating explicit language support (NYSED OBEWL, 2023). The organizers and frames used in the classroom followed evidence-based recommendations, which include content and language development at the same time and explicit vocabulary instruction, and continuous assessment (US Department of Education, OELA, 2025)

The teacher presented specific learning targets through SWBAT statements, using think-aloud strategies to demonstrate the learning process. The ENL teacher used Padlet to demonstrate text-feature analysis through feature selection and sentence frame application, as well as a verbal explanation of her thought process. The teachers performed pronunciation routines throughout vocabulary instruction by dividing words into syllables, leading both group and individual practice, and establishing connections between pronunciation, word meaning, and spelling. During the vocabulary instruction, words were translated into each language, and pictures helped with the meaning of the new words. The teachers divided work into smaller sections to help students handle their mental workload during tasks. The teachers implemented oral practice sessions before writing activities in all three sessions, which included narrative analysis and argumentative claim writing, as well as Read-Response-Retell activities. The teaching methods followed SIOP's Comprehensible Input and Lesson Delivery features through proper speech delivery, direct instructions, demonstrations, and controlled lesson progression, which supports evidence-based methods that unite spoken language development with reading education and teamwork (Echevarria et al., 2017; Richards-Tutor, Aceves, & Reese, 2016). The teacher used exit sentences with synonyms and antonyms, emoji-adjective matches, and partner discussions, as well as text highlighting activities, to monitor student progress in content

understanding and language usage throughout the lesson. The teacher implemented formative checks, which monitored student understanding of content and language usage through exit sentences and partner shares, and text highlighting discussions and emoji-adjective matches (NYSED OBEWL, 2023; Echevarria et al., 2017)

The observed lessons demonstrated intentional differentiation and strong support for English Language Learners (ELLs) through the use of research-based instructional strategies aligned with the SIOP Model. The teachers demonstrated lesson preparation through the use of specific objectives, visual aids, word banks, and step-by-step activities, which enabled students with different language abilities to participate in the learning process. The teachers employed various teaching methods during the lessons, which included using context clues, sentence construction, and argumentative writing to support beginners through sentence frames and visual aids, while intermediate students were encouraged to add details to their work. The teachers implemented specific educational supports, which made learning possible while maintaining a high level of mental challenge.

The teachers employed culturally responsive teaching methods by selecting relevant topics and establishing clear classroom procedures. Across lessons, teachers cultivated a welcoming and affirming environment through sentence frames, visual supports, oral rehearsal, and opportunities to share ideas in pairs before composing, practices that align with CRSE principles and the ALDs guidance on inclusive curriculum and rigorous instruction with appropriate scaffolds (Hammond, 2015; NYSED OBEWL, 2023). Geneva Gay's call to filter instruction through students' cultural experiences was evident, as was Hammond's framing of learning partnerships that build rigor through relevance, trust, and cognitively challenging tasks by scaffolded support (Gay, 2018; Hammond, 2015). The advocacy and selfies units allowed

students to connect their personal experiences with digital skills while developing academic language skills through self-expression analysis. The segregation lesson utilized simple text with essential vocabulary related to segregation, "separate but equal," and unfairness to teach students about historical justice and social understanding. The teacher established an inclusive learning space through sentence structure and support, as well as visual aids, speaking practice, and group work, which followed CRSE principles and ALDs recommendations for inclusive teaching and scaffolded learning (Hammond, 2015; NYSED OBEWL, 2023). The teaching approach followed Geneva Gay's method of cultural experience-based instruction and Hammond's method of learning partnerships, which combine relevance with trust and cognitively demanding tasks and scaffolded support (Gay, 2018; Hammond, 2015). The SIOP Model components are present throughout all observations, as they are incorporated into every lesson. Teachers used supplementary materials, including charts and visuals, and manipulatives, and adapted excerpts to connect new content with prior knowledge during lesson preparation activities. The Gallery Walk on advocacy and selfie text, along with historical photos related to segregation and brainstorming related words, served as background builders, activating students' previous experiences before reading and writing activities. The combination of think-alouds with color-coding for connotation, pronunciation routines, and chunked assignments worked together to decrease processing difficulty while making academic language features more understandable. The students demonstrated a strong strategic use of sentence frames, word banks, and organizers, which helped them perform higher-level tasks such as text analysis, main idea identification, and setting-effect relationships in character feelings. The students participated in regular purposeful interactions through pair work, oral rehearsal, and partner retells, which extended their academic speaking time and reduced their affective filters. The students learned language forms through

practical activities, which included hands-on tasks for syntax and tense arrangement, main idea with detail identification, and claim writing with evidence. The teacher implemented a well-planned lesson delivery that followed the objectives through controlled pacing and multiple demonstration sessions. The teachers used exit tickets and pronunciation checks, and evidence-based discussions to conduct review and assessment activities. The combination of these components enabled ELL students to access challenging assignments while developing their academic language skills; however, additional improvements could be made by incorporating specific language targets for different modalities, bilingual support systems, and regular assessments of discourse development (Echevarria et al., 2017; Cummins, 1999, 2008).

Lesson preparation was clearly evident in the structured objectives, visual supports, sentence frames, word banks, and scaffolded activities that allowed students at multiple proficiency levels to participate meaningfully. In several lessons, such as context clues, sentence construction, and argumentative writing, the teacher adjusted expectations by providing beginners with sentence frames and visual cues while allowing intermediate learners to expand their responses through additional details and paragraph writing. These planned supports ensured that instruction was accessible while maintaining cognitive rigor.

Building background knowledge was a consistent instructional focus. The teachers intentionally connected new content to students' experiences through topics such as self-expression, social media use, and segregation in education. The Gallery Walk and visual analysis of segregated schools enabled students to activate prior knowledge through discussion and observation, while vocabulary was taught using visuals and simplified definitions in their home language. These practices demonstrated culturally responsive teaching by validating students' identities, encouraging personal reflection, and promoting cultural awareness and empathy.

Additionally, the lesson on self-expression promoted student voice and participation, reinforcing the importance of advocacy and communication across cultures.

Comprehensible input was ensured through modeling, slowed speech, repetition, and multimodal instruction. Vocabulary instruction included syllable segmentation, color-coded cues, home languages, and visual reinforcement. Graphic organizers and charts supported meaning-making, particularly during lessons that involved informational text and context clues. The think-aloud strategy and example modeling provided transparency in the learning process, which strengthened students' comprehension and confidence. Instruction was consistently delivered in a way that reduced linguistic complexity, simplifying language without diminishing academic expectations while maintaining full academic standards.

The use of instructional strategies supported higher-order thinking and language development. Students analyzed connotation, identified main ideas, constructed arguments, and evaluated word meaning through context. Interaction was frequent and purposeful, as students engaged in partner discussions before writing and shared responses orally to practice language use in a low-risk environment. These structured opportunities for collaboration supported academic language growth and increased engagement. Independent and collaborative practices, such as sorting activities, graphic organizers, sentence construction, and text-based responses, allowed students to apply new knowledge in a meaningful way. The teaching methods employed in the classroom help students develop their language skills while encouraging them to think at a higher level.

Lesson delivery was well-paced and supportive, incorporating modeling before and dependent application and providing opportunities for oral rehearsal prior to writing independently, while giving them chances to practice speaking before starting their writing

assignments. Assessment practices included exit tickets, oral checks for understanding, and partner sharing, which allowed the teacher to monitor student progress and provide just-in-time support as needed. Well, assessment was primarily formative; future lessons could include more structured self-assessment and feedback tools to promote student reflection. Overall, the lessons reflected careful alignment with the SIOP model and culturally responsive practices that promoted academic success and language development for English language Learners across proficiency levels.

The classes need improvement in two areas, which include developing academic discourse through warranting and Council Claims, and augmenting writing and using bilingual strategies to enhance transfer, and implementing systematic assessment of sentence structure and cohesion, and genre-specific rhetorical elements (NYSED OBEWL, 2023; U.S. Department of Education, OELA, 2025). The siop components in these lessons provided effective support for English language Learners through accessible instruction that was culturally responsive and language-rich, although there were some areas that needed improvement. The lesson preparation process supported students through specific content and language targets, as well as the implementation of sentence frames, word banks, visual aids, and proficiency-based expectations. The structured support enabled beginners to join the activity, while intermediate students received longer writing assignments to develop their ideas at higher cognitive levels. The planning process eliminated learning obstacles, which enabled all students to access grade-level material at a meaningful level.

The program excelled at helping students develop their background knowledge. The instructional approach utilized student life experiences to connect learning material, resulting in improved student understanding and increased class participation. The Gallery Walk and visual

analysis activities helped students connect their previous knowledge to new material, while vocabulary instruction used simple definitions, visual aids, and home language support to enhance understanding. The teaching methods employed culturally responsive approaches, respecting student backgrounds while helping them analyze real-world problems, which enhanced their interest in learning.

The teaching methods delivered comprehensible information through student modeling, repetition, slow speech, visual aids, and think-alouds. The combination of syllable segmentation and color-coded vocabulary made the new language more accessible to students while reducing their mental workload. Graphic organizers served as comprehension tools during lessons that focused on context clues and informational texts. The teaching methods simplified complex language while maintaining high academic standards, which enabled students to achieve a deeper understanding of their work.

The teaching methods, together with classroom interactions, created an environment that helped students develop their language abilities. Students participated in partner discussions, team-based activities, and speaking practice sessions, which provided them with safe spaces to practice academic language. Students demonstrated advanced thinking abilities through their work on connotation analysis and argument development, and text interpretation. The activities combined content learning with learning development, but the classroom discussion could benefit from additional structured roles and academic conversation prompts to enhance student participation.

The assessment methods allowed teachers to track student progress through exit tickets and oral checks, and partner sharing activities. The assessment methods used by teachers remained primarily teacher-controlled and informal in nature. The assessment methods failed to

utilize structured self-assessment tools, including reflection checklists and language rubrics, which would help students track their learning progression and language development.

The SIOP components delivered effective support to ELL students through their scaffolding approach and cultural and cultural connections, and interactive teaching methods. The main improvement needed focuses on developing student-led assessment methods and reflection practices. The addition of metacognitive awareness activities and feedback systems will enable ELL students to develop better control over their learning process and learning development.

The Padlet tool enabled students to analyze text features through technology and create short evidence-based responses in a multimodal learning environment. The teacher used sentence frames and think-alouds during the demonstration, followed by pair talk, to help students reduce their cognitive load while developing their production skills. The tools enhance comprehensible input and feedback when used correctly, but they create challenging tasks for new students when slides contain excessive text and translation, and captioning is absent (Cummins, 2008; U.S. Department of Education, OELA, 2025). The implementation of technology routines that follow ALDs by identifying linguistic needs and adding bilingual resources and audio feedback will enhance student access and multiple sensory engagement while helping students achieve their language learning targets (NYSED OBEWL, 2023; U.S. Department of Education, OELA, 2025).

The classroom featured only two main technologies: Smartboard presentations and Padlet, an interactive learning system. The Smartboard displayed lesson materials, visual aids, vocabulary, and examples, making instruction more understandable for English Language Learners. The digital collaboration tool Padlet enabled students to create posts, which helped

them share their thoughts with classmates through written communication activities that promoted student engagement and language growth. The instructional session did not include any supplementary technology resources, which included translation aids and audio equipment, and language education software.

The technology used in the classroom supported ELL students through visual content delivery and safe participation spaces, which provided comprehensible input through visual content and modeled information organization, thereby supporting student understanding. The technology tools available in the classroom did not fully support different language requirements, as they primarily focused on written expression and peer interaction. Students who needed audio support or translation apps, or interactive language programs during instruction would have lacked opportunities to practice independently and experience multiple language approaches.

The implementation of specific technology tools would help teachers deliver better ENL instruction. The combination of translation tools with multilingual dictionaries which include Google Translate features and bilingual dictionaries, would help students learn vocabulary and understand content better at their starting level. Students can improve their listening abilities and pronunciation skills through speech-to-text and text-to-speech tools, which also enhance their writing skills. The language-learning platforms Raz-Kids, Imagine Learning, and Duolingo for Schools offer personalized practice sessions that match students' proficiency levels. The educational tools Flip and Quizlet, and Kahoot, enable students to develop their speaking abilities through video responses and interactive vocabulary practice sessions. Teachers should implement closed-captioned videos together with online graphic organizers to enhance student comprehension and academic language skills.

The observations showed how an organized sequence of ENL teaching methods helps students learn English while studying relevant content and culturally relevant themes. The combination of content tasks with explicit language scaffolds and culturally responsive contexts proved to be the most effective factor for ELL student achievement. The observations taught me that combining content tasks with explicit language support and culturally relevant contexts produces the most effective results for ELL student achievement. The model-pair-talk-write-share sequence proved effective for improving student participation and writing skills, which supports SIOP's integrated method and Zwiers' theory about academic thinking development through structured conversations and purposeful language use (Echevarria et al., 2017; Zwiers, 2014). The implemented practices follow evidence-based guidelines, which recommend combining spoken language with reading instruction and teaching essential words extensively while tracking student development from conversational skills to academic proficiency during extended periods of time (Cummins, 1999, 2008; U.S. Department of Education, OELA, 2025). Overall, the lessons demonstrated careful alignment with the SIOP Model and culturally responsive practices that fostered academic success and language development for English Language Learners across proficiency levels.

The observed classroom activities demonstrated strong alignment with multiple course concepts, including SIOP Model principles, culturally responsive teaching methods, and differentiated instruction approaches. The teacher employed research-based teaching methods from the course to build background knowledge and deliver comprehensible input, as well as scaffolded instruction tailored to students' language proficiency levels. The teacher uses visual aids and sentence frames, and modeling and partner talk to support student language development, which matches course principles about explicit language teaching and student

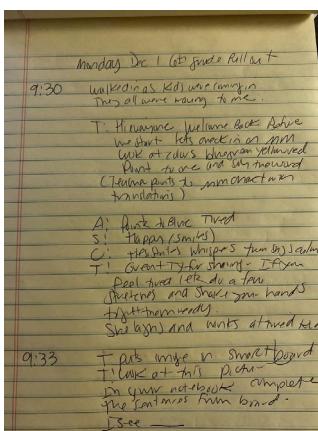
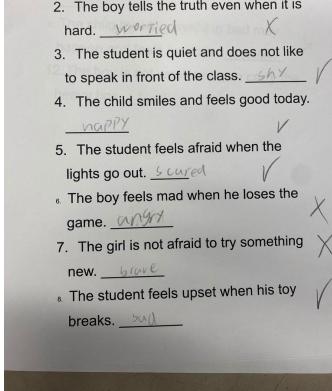
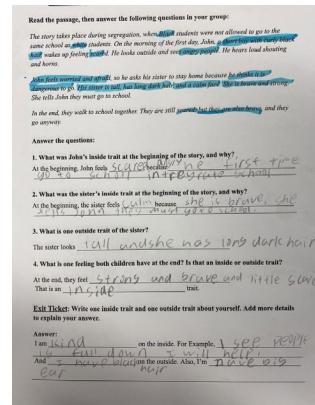
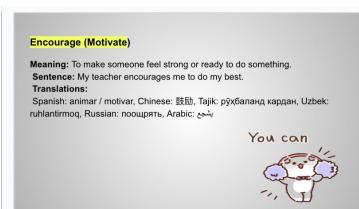
interaction for ELLs. The teacher utilized culturally relevant topics related to identity and social issues to validate students' experiences, promoting student engagement and equity through instruction.

The upcoming instructional planning process requires three essential considerations. The ALDs serve as a design tool to identify linguistic requirements, including morphological and syntactic elements, as well as discourse elements, standards, and content requirements, to create specific language targets for CRSE (NYSED OBEWL, 2023). The development of literacy skills depends on students' ability to engage in academic conversations through structured dialogue and pre-writing speaking activities, as well as Stronger & Clearer Each Time routines, which enhance their idea development and precision while maintaining challenging content and supportive teaching methods (Zwiers, 2014). Vocabulary instruction needs to focus on deep and productive learning, which requires students to engage in listening and speaking activities, as well as writing tasks that incorporate pronunciation, morphology, polysemy, and word-learning strategies across various content areas (Richards-Tutor et al., 2016; Zwiers, 2014). The combination of brief rubrics for oral language and vocabulary depth, along with assessment of syntactic complexity, will help students achieve CALP targets while respecting their individuality and autonomy, and maintaining academic standards (U.S. Department of Education, OELA, 2025; Echevarria et al., 2017).

The observed teaching methods contained both supportive and contradictory elements regarding the course material. The assessment methods included formative assessment; however, the teacher did not utilize structured self-assessment tools and language-specific feedback, which contradicts the course's focus on student reflection and metalinguistic awareness development. The teacher failed to use technology effectively for individual language support

and multimodal learning, which contradicted the course principles about technology integration for language development. The classroom lacked digital tools for listening, speaking, and vocabulary development, which restricted opportunities for student-centered learning and individualized instruction that ENL teaching methods promote.

The observations showed me that students need structured time to practice speaking with others before starting or writing, or working independently. My classroom will focus on three essential activities: oral practice, team-based learning, and academic dialogue, all designed to develop students' language skills. I will implement a specific assessment method that incorporates self-assessment tools and language performance rubrics, enabling students to track their progress and set learning targets. The experience demonstrated that research-based methods from the coursework are effective, so I will actively apply these methods to create better learning experiences for English Language Learners. I believe this fieldwork will help me create more effective lesson plans, which combine content learning with language development targets. I will continue to incorporate sentence starters, visuals, and graphic organizers into lessons, offering diverse learning experiences for students at various proficiency levels. I will select educational materials that show cultural sensitivity by making connections between classroom content and student backgrounds and personal experiences. I will actively utilize technology to support student learning through audio resources, translation software, and digital platforms for speaking practice activities.



November 26, 2025 7th Grade Pull out

Cue Column	Note Taking Area
<p>11:30 -11:35</p> <p><b>Do Now Warm Up</b></p>	<p>( Students enter the classroom very loud) T: Hi everyone! Let's settle down. Pencils ready. Today we're going to learn how to describe people's personalities using adjectives. Does anyone remember what an adjective is?</p> <p>S: Um... like... a word that tells about something?</p> <p>T: Yes! Great job. An adjective describes a noun. For example, 'happy,' 'funny,' 'kind.' These are adjectives.</p> <p>(Teacher writes adjectives on the board)</p> <p>T: Thumbs up if you know what an adjective does.</p> <p>( Most students show thumbs up. Teacher asks a student who did not put her thumb up) What does an adjective do?</p> <p>S: Describe a person.</p> <p>T: Yes! It describes a person, place, or thing. Perfect</p>
<p>11:35-11:45 Mini Lesson</p> <p><b>Modeling</b></p>	<p>T: Look at this picture. What adjective can we use? Kind or shy? (The picture is of a smiling person helping another) T: I want the whole class to answer at once, Go! Class: Kind</p> <p>T: Yes! We can say: This person is kind because they are helping. Repeat after me.</p> <p>Class: This person is kind because they are helping.</p> <p>T: Who can tell me why we used kind? S: Because helping T: Exactly! Helping shows kindness.</p> <p>(Teacher displays another picture of a person laughing)</p>

	<p><b>T: What about this one? Funny or shy?</b></p> <p><b>S: Funny</b></p> <p><b>T: Definitely, funny means someone is laughing.</b></p>
<p><b>11:45-12:00</b></p> <p><b>Guided Practice</b></p> <p><b>2 groups</b></p> <p><b>Group 1 Picture cards with word bank</b></p> <p><b>Group 2 Sentence worksheet with added word bank two students get word bank with visual picture along with the word.</b></p>	<p><b>T: Now, work with your partner. Look at the pictures and choose adjectives from the word bank. Use this sentence frame: This person is _____ because _____.</b></p> <p><b>Group 2 take turns reading each sentence and choose the best choice from the word bank.</b>  <b>(teacher circulates the very small and crowded room)</b></p> <p><b>S: Bro, did you see that game on Tic Toc?</b>  <b>T: Please focus on the pictures. We'll have time to talk later. Right now, we're practicing adjectives.</b>  <b>Which picture is your favorite?</b>  <b>S: Funny</b>  <b>T: Great! Write, This person is funny because they are laughing. Nice job getting back on task.</b></p> <p><b>S: This is boring. I don't want to write.</b>  <b>T: I understand it feels hard right now. Let's start with just one sentence together. Which picture do you like?</b>  <b>S: Scared</b>  <b>T: Great choice! Let's write it together: 'This person is scared because they are screaming. You did it! Now try another one.'</b></p> <p><b>(Teacher goes over to another student)</b>  <b>T: Can you read your sentence to me?</b>  <b>S: This person is brave because he is firefighter.</b>  <b>T: Excellent! You used the word brave correctly.</b></p> <p><b>(Students very loud not working)</b></p> <p><b>T: Voices down, please. Focus on your sentences</b></p>

<p><b>12:00-12:15</b>  <b>Independent Practice:</b>  <b>Some students have visuals and others do not only words.</b></p>	<p><b>T:</b> Each student will read a short description of a person and must circle the correct adjective in the word bank.</p> <p>And then</p> <p><b>Write one sentence using the frame:</b>  <b>This person is _____ because _____.</b></p>

<p><b>Summary:</b> The lesson focused on helping ENL students use adjectives to describe personality traits through speaking and writing. After a brief warm-up reviewing what adjectives are, the teacher modeled sentence frames using pictures and provided a visual word bank for support. Students practiced in pairs during guided work, then completed the independent activity “Personality Detective,” where they read short clues, selected appropriate adjectives, and wrote sentences using frames. Quick checks for understanding were embedded throughout, such as thumbs-up signals and comprehension questions like “Why did we use ‘kind’?” The exit ticket involved matching emojis to adjectives for a fun closure.</p> <p>Initial reflections include whether the detective activity increased engagement compared to traditional sentence writing and if students were able to produce sentences independently or relied heavily on frames. Questions for further analysis include: Did scaffolds (visual word bank, sentence frames) effectively support lower-level ENL students? Were teacher questions open-ended enough to promote reasoning? Did feedback strategies—such as specific praise (“Great detective work!”) and gentle redirection—help maintain focus without disrupting flow?</p>
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### December 1, 2025 6th Grade ENL Pull Out

Cue Column	Note Taking Area
<p><b>9:30-9:33</b>  <b>Mood Meter Check In</b></p>	<p><b>Teacher:</b> Hi everyone! Welcome back. Before we start, let's check in on the Mood Meter. Look at the colors: blue, green, yellow, red. Point to one and say the word (Teacher points to the chart with translations)</p> <p>A: Points to blue. Tired  S: Happy</p>

	<p>C: Hesitates, whispers to partner, then says calm.      T: Great! Thank you for sharing. If you feel tired, let's do a few stretches and shake your hands to get them ready. (teacher laughs and winks at C)</p>
<p><b>9:33- 9:35</b>  <b>I See, I Think, I wonder</b></p>	<p><b>T: Look at this picture</b>      (Shows image of a 'Colored Only' water fountain)      In your notebook complete the sentences from the board      I see _____      I think _____      I wonder _____      S: I see water station      U: it is fountain not station.      C: I think that not fair      A: I wonder why only drink from that one      (Teacher circulates and looks in their notebooks)</p>
<p><b>9:35-9:40</b>  <b>Teacher displays anchor chart Character Traits Inside and Outside</b></p> <p><b>Teacher I Do:</b></p> <p><b>Models:</b></p>	<p><b>T:</b> Today our language objective is: I can describe both outside traits and inside traits of a character</p> <p><b>T:</b> Outside traits are what we see: hair, clothes, tall, short (teacher shows a tall man and a short man and a girl with curly hair)</p> <p>Inside traits are what we feel or think: kind, brave, shy. (shows a picture a women helping a boy tie his shoe)</p> <p>(Teacher writes on board with sentence frame: I am _____ on the inside and _____ on the outside)</p> <p>I am kind on the inside and tall on the outside.</p> <p><b>T:</b> What is an outside trait?</p> <p><b>S:</b> Your hair is brown.</p> <p><b>T:</b> Good job! Yes my hair is brown and so is yours.</p> <p><b>U:</b> Kind</p>

	T: Kind is on the inside.
<b>9:40-9:50</b>  <b>We do (Read and Highlight character traits)</b>  <b>Leveled HMH text on the smart board</b>	<p>T:Now, let's read our passage together. Listen to me read and follow on your packet with your finger. (Teacher reads slowly and clearly, stops at a character description students just look at her)</p> <p>T: Hmm... it says she waited patiently. Is that inside or outside? C: Inside I think T: Yes, patiently is definitely an inside character trait. You need to highlight every trait both inside and out as I read the passage.</p> <p>T: I want you to turn to your partner and say one inside trait and one outside trait from the passage we read. (Students whisper to each other. Teacher says having lunch has nothing to do with the lesson as she circulates into the groups)</p>
<b>9:50-9:55</b>  <b>Teacher assigns roles to students for group work</b>	<p><b>T: We will answer the first question together. What was John's inside trait at the beginning of the story, and why?</b> <b>U can you share what character trait would describe John?</b></p> <p><b>U: He is nervous at the beginning.</b> <b>C: John is shy</b> <b>T: Please use the sentence frame and answer in a complete sentence. Don't forget to pause when you see a coma.</b> <b>A: At the beginning, John feels scared because he not want to go to school.</b> <b>T: He does not want to, can you repeat the answer for us.</b> <b>A: At the beginning, John feels scared because he does not want to go to school.</b> <b>T: A that was a read so beautifully.</b></p>
<b>9:55-10</b>  <b>You Do:</b>  <b>Teacher sets timer on the board</b>	<p><b>T:Please remember your role in the group. If you forget, look at the card in front of you.</b></p> <p><b>When the timer goes off you will switch your roles.</b> <b>A: Why do we have to switch? I want to only read the questions.</b> <b>T: You all must take turns in the way you participate in your group.</b></p>

<b>10-</b> <b>Students switch roles</b>	<b>(Teacher circulates and keeps the conversations going)</b>
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**Summary:**

Students started the lesson by choosing an emotion from the RULER Mood Meter which appeared on the smartboard to create visual expressions of their feelings while helping them communicate better through non-verbal methods. Students watched an image which depicted segregation during segregation before they wrote their responses through "I see, I think, I wonder" which helped them connect their existing knowledge to social justice concepts. The teacher used an anchor chart with multilingual translations and real-life examples to explain inside and outside character traits during the I Do segment. The teacher demonstrated the sentence frame by saying "I am \_\_\_ on the inside and \_\_\_ on the outside." The class participated in We Do activities by reading a leveled passage displayed on the smartboard while they identified traits and discussed the material through turn-and-talk activities. The smartboard served as the only technological tool which displayed the passage through projection while showing student traits to students who needed visual support for their English language learning. The classroom implemented three culturally responsive strategies which involved translating essential words, accepting different viewpoints and providing students to use their native language when working in groups. The teacher used language scaffolding by providing students with sentence frames and visual aids and think-alouds. The teacher used two questioning methods which included open-ended questions and tests to check student comprehension. The feedback system delivered instant positive feedback through visual displays which combined affirmations with clarification messages. The initial thoughts I have include how to achieve proper balance between teacher demonstration and student conversation and how to provide equal assistance to students who speak different languages. Also, how to enhance technology interaction through student-controlled activities.

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