

Field Work Observation Report

EDDN 637

Summer 2026

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The conducted fieldwork observations took place at P.S/ I.S 102 in Queens, New York, across a range of grade levels and teaching environments. I observed small group reading instructions between educators and students of all grade levels including kindergarten, first grade, second grade, and third grade. The students' taken for small group reading instruction were pulled out of their classrooms and were of various cultural and linguistic Hispanic and Asian backgrounds. In each small group session, five students were present at a time and about half of the group were developing English language learners while the other half spoke English fluently but needed extra support improving their reading and writing skills. Most students were bilingual, speaking Spanish or Mandarin along with English. The purpose of my observations was to gain a deeper understanding of how teachers scaffold their instruction to help multilingual students successfully access the content and language objectives of a lesson. I was especially interested in observing how teachers provided comprehensible input and differentiated instruction, as well as how they promoted student interaction. Not only this, but I was interested to see how educators supported students' development of vocabulary, phonological awareness, phonics, fluency, and comprehension. I also wanted to examine how the instructional practices I observed connected to the Sheltered Instruction Observation Protocol (SIOP) model as explicitly demonstrated in the text "Making Content Comprehensible For English Learners: The SIOP Model" by Jana Echevarría, MaryEllen Vogt, and Deborah J. Short. Rather than viewing language development and content learning as separate goals, the observations allowed me to see how literacy instruction could address both simultaneously.

My observations took place in the morning between 8:30 to 11 am. Each small group instruction was taught in a forty-five minute period. I observed multiple educators in multiple classrooms throughout my observation period. Because I observed different teachers and grade

levels, I was able to compare the instructional approaches used with younger and older elementary students. The lessons were differentiated according to students' developmental and literacy needs and incorporated a variety of materials, including magnetic letters, blocks, chips, dry erase boards, phonics practice mats, markers, texts, visuals, word sorts, charts, and movement. The observation of the small group instructions took place in a classroom with access to a Smartboard. The classroom appeared welcoming because of its cultural decorations (representations of flags and people from different countries) as well as room for students to sit at desks and move around the classroom. I believe the setting for the pull out sessions was able to be accomplished like this because fewer teachers are in the school building conducting classes making more classrooms available. Furthermore, the classroom had access to many materials, as mentioned above, including some multilingual texts in Mandarin. Nevertheless, through these observations, I wanted to reflect on the different strategies educators use to make learning more accessible and meaningful for students with diverse language abilities. I was especially interested in how educators implemented culturally responsive practices that recognized and valued students' linguistic and cultural backgrounds. I also wanted to examine how the SIOP model was applied in practice and reflect on how its components can support student engagement, language development, and academic success. These observations allowed me to consider how I can incorporate similar strategies into my own teaching practice to better support all learners.

Instructional Analysis

The small group reading lessons incorporated a wide range of instructional materials that supported students' literacy development through multiple methods. In kindergarten and first grade, students practiced reading frequency words, creating and sounding out words with blocks,

manipulating magnetic letters to construct words, reading and writing sentences, and eventually reading along a text in a read aloud. Teachers also used chips, dry-erase markers, and whiteboards to provide students with opportunities to practice writing words and representing their sounds. Students clapped out sounds and acted out vocabulary words such as “run” and “laugh”. These activities demonstrated that literacy instruction was not limited to students looking at texts and responding to questions verbally. Instead, students were able to hear, see, manipulate, write, speak, and physically demonstrate language in multiple ways, adhering to visual, auditory, kinesthetic, and collaborative learners alike.

The use of manipulatives was very effective because it provided students with concrete examples of literacy concepts. For example, when students used blocks or chips to represent sounds, they were able to physically separate the sounds within a word before connecting those sounds to written letters. The use of magnetic letters similarly provided students the opportunity to manipulate letters and spell words stated in the lesson. These materials made learning even more accessible for multilingual learners who are still developing English while learning literacy skills. The teachers maintained the literacy objectives while still providing various scaffolds to make learning all objectives accessible.

Furthermore, the second and third grade lessons demonstrated more complex learning objectives but with the same literacy principles in mind. Students began by reviewing texts they had previously read and developing background knowledge. They reread short texts, participated in oral reading, answered comprehension questions, practiced specific phonemic elements, sorted words according to sounds and spelling patterns, and used “Word Detective” activities to identify words containing targeted sounds within sentences. Students then practiced writing sentences independently before reading a new text with teacher support. The sequence from oral language

to word level practice and then to sentence and text level practice and reading demonstrates how teachers used intentional instructional progression to strengthen students' literacy skills into more complex contexts.

Additionally, differentiation was also evident in the way teachers adjusted activities according to students' prior knowledge. One strong example occurred in a second grade lesson during the word sorting activity. Students categorized words according to the spelling patterns of “/oi/” and “/oy/”. Students were able to categorize and review these patterns since they already had the opportunity to practice spelling and sounding out the patterns in the lesson using magnetic letters. This demonstrates how differentiation involves responding to students' readiness rather than simply assigning the same task to every learner. According to the text “Tools for High-Quality Differentiated Instruction: An ASCD Action Tool: Key Elements of Differentiated Instruction”, Cindy Strickland describes how differentiated instruction involves tailoring instruction to “readiness, interests, and learning needs.” This lesson was tailored to students' readiness since all students had received multiple supports to strengthen their sound recognition and spelling between “/oi/” and “/oy/”. Furthermore, the author goes on to highlight the importance of maintaining students' interests as “that which engages the attention, curiosity, and involvement of a student” (Strickland, 2007). All of the activities above have definitely obtained students' interests because different hands-on activities were conducted daily. Not only this, but at the end of the lesson the teacher introduced a new text. This leaves students with little to expect since they would always be engaged in a surprise story. All in all, the lessons were strategically planned and implemented to engage and teach students content using explicit instruction and scaffolding, leaving the instruction rigorous yet exciting for students to succeed with flying colors.

SIOP Model Connections

Lesson Preparation

The observed lessons showed strong lesson preparation because the activities were organized around specific literacy and language objectives. Teachers selected vocabulary, phonics patterns, texts, and instructional materials that corresponded to the particular skills students were practicing. The lessons also followed a clear progression. For instance, a second and third grade lesson moved from reviewing a familiar text and going over vocabulary to rereading another text independently as a formative assessment and answering comprehension questions. Following after, students were engaged in phonemic practice, writing, and at the end, preparation for the new book. Similarly, a kindergarten and first grade lesson moved from introducing the objectives of the lesson, going over sounds and vocabulary words using pictures, translations, and gestures, and practicing the sounds of each word using blocks. Students then worked collaboratively using magnetic letters to recreate the vocabulary words and did a special activity like using chips, phonics practice mats, and dry erase markers to practice spelling words and reinforcing sounds, using word sorts to categorize different spelling and/or sound patterns, and “Word Detective” to hear the word in the sentence with the targeted phoneme and practice its spelling. Finally, students were supported in reading the high frequency words of the lesson, reading sentences with the targeted phoneme, and writing one sentence independently of the teacher’s choosing. After having students share their finished sentence in a turn and talk with classmates and going over the correctly written sentence, students engaged in a short read-aloud with a new text.

The way how teachers organized their lesson reflects the SIOP model of planning content and language objectives together. Echevarría, Vogt, and Short (2017) emphasized the importance

of designing instruction that supports student academic learning and language development at the same time. The lessons I observed demonstrated this because students were not simply learning random English words. Instead, the vocabulary contained the targeted phonemic element that aligned with students' expectations and was repeated many times in reading, phonics, comprehension, and writing. This gave all students many opportunities to utilize these words in multiple contexts and gain a deeper understanding of the lesson.

Building Background

Building background was especially evident in the second grade lesson involving the text "Looking After Scotty" by Anna Porter, about a dog named Scotty who caused problems for the kids who were babysitting him. The teacher began the lesson by reminding students about the book they had read the previous day and revisiting the vocabulary word "insane", explaining that it meant that something was very crazy. The teacher then asked students to think back and remember the troubling things Scotty did. Students then participated in a turn and talk before sharing their responses out loud.

This method gave students the opportunity to revisit what they had read and learned the previous lesson before moving on to new instruction. Students first discussed their memories with a partner and then shared their individual responses with the class. The teacher recorded the students' responses on a chart, explaining that charts could be used to organize information and thinking. This practice not only activated prior knowledge but also modeled an academic strategy for organizing information. According to Echevarría, Vogt, and Short (2017), connecting new learning to students' existing knowledge is an important component of sheltered instruction

because students are more likely to comprehend new academic content when it is connected to information they already know.

Comprehensible Input

Comprehensible input was highlighted throughout the lesson as teachers frequently supported oral explanations with visuals, modeling, total physical response (TPR), manipulatives, repetition, and physical movement. One strong example occurred during a first grade lesson focusing on the silent-e pattern. The teacher introduced the word “smile” and showed a picture of a boy and girl smiling. The picture was also accompanied by translations in Spanish and Mandarin. Students were asked to sound out the word. The teacher then had them look at each other and smile. The teacher introduced the word “frown” as an antonym and had students make a sad face before having students smile again.

This level of scaffolding demonstrates how the teacher connected word print, sound, meaning, and total physical response (TPR) to convey the importance of a word. Students were not required to understand the vocabulary only through the English-language definition. Instead, the visual and physical demonstrations provided contextual support for the meaning of the word. Students then began practicing identifying the sounds of the following vocabulary words; cane, time, wave, hole using blocks to represent each sound. Echevarría, Vogt, and Short (2017) explain the importance of making academic information understandable through appropriate support. The teachers’ use of visuals, gestures, manipulatives, and repetition provided students with multiple paths to access the literacy objectives of the lesson.

Looking more closely, I believe the use of total physical response (TPR) was especially significant for multilingual learners because it allowed students to demonstrate comprehension

without relying only on verbal explanations. Students were able to act out the word as a sign that they understand its meaning. It is also clear how academic language was connected to physical action, since students were able to act out words such as “wave” and “hide” in this lesson. Students waved their hands in the air and practiced hiding by putting their hands in front of their face. Therefore, these physical movements strengthen students' comprehension of vocabulary words by putting their meaning into engaging contexts.

Strategies

The teachers incorporated numerous strategies that supported students' ability to process and apply literacy concepts. These included turn and talk, think-pair-share, word sorts, word detective activities, sound boxes, magnetic letters, clapping, repetition, modeling, and manipulatives. These strategies provided students with repeated opportunities to encounter the same concepts in different ways.

The second grade phonics activity was highly effective because students practiced identifying sounds orally to be able to represent those sounds using manipulatives and connecting them to written words. In the word detective activity, students had to listen carefully to a sentence and identify the word containing the targeted sound. Students then practiced spelling this word using magnetic letters. This required students to apply phonics knowledge within a meaningful context rather than practicing sounds only in isolation. Not only this, but teachers used sentence frames to support students' understanding of vocabulary words in context. For example, in the second grade lesson about learning compound words, students practiced implementing the vocabulary word “chef” into the sentence frame “Every restaurant has a ___”. This reinforced their understanding that chefs are people who cook and that

restaurants serve food, therefore, they all would have a chef. Additionally, kindergarten and first grade students were heavily engaged in air writing. The teacher would say the vocabulary word, have students repeat the word, and then instruct their students to use their pointer fingers as a pencil and write the vocabulary word in the air. This demonstrates how students not only practiced sounding out the words, but practiced spelling them without the pressure they may feel of having to spell the word on paper.

The use of multiple strategies is also connected to differentiated instruction. Students were provided with different ways to demonstrate their thinking and understanding, which is important because students do not all learn the same way. Strickland (2007) emphasizes the importance of responding to individual learner needs through flexible instructional practices. Thus, the observed teachers demonstrated a range of strategies that help all students access the lesson's objectives easily while promoting student engagement.

Interaction

Interaction was another important component of the observed instruction. Students were regularly expected to communicate with teachers and peers rather than passively listen to instruction. For example, the teacher uses think-pair-share during the second grade lesson about compound words to give students the opportunity to think back to what they know about Scotty's behavior in the text "Looking After Scotty" by Anna Porter, speak with their partner and then share their knowledge with the class. Students also participated in turn and talk activities when discussing whether they would want a dog like Scotty and explained why.

These interactions are valuable for multilingual learners because language development requires opportunities to use language for meaningful purposes. Students were not only

practicing vocabulary and decoding, but they were also using language to explain ideas, express opinions, recall information, and respond to questions. The SIOP model emphasizes meaningful interaction as an important component of language development and content learning (Echevarría et al., 2017). The observations demonstrated that structured interaction can provide students with opportunities to practice language while simultaneously demonstrating comprehension.

Practice and Application

The lessons provided many opportunities for practice and application. Students did not learn a new skill and automatically moved on to the next one. Instead, teachers repeatedly revisited targeted skills through different activities. In the second grade lesson including learning the final “le” sounds, students practiced one day learning “ble”, “ple”, “dle”, and “zle”. These sounds followed after each other to reinforce students’ knowledge of the “le” sound in multiple word patterns. To add on, in each lesson students practiced sounds orally, manipulated magnetic letters to create words, and engaged in other word recognition activities that demonstrate their learning and development. Students also practiced spelling targeted words, practiced using them in a sentence and were engaged in reading a short text.

This progression provided repeated opportunities for students to apply their learning in complex contexts. Students moved from sound level practice to word level practice and eventually to sentence level practice. Similarly, the kindergarten and first grade students moved from sound letter practice to frequency word practice to sentence reading and eventually writing their own sentence. Students were then engaged in a small read aloud where they were able to see the phonemic element in stories.

It is no doubt that the repeated practice also supported students' development of confidence and independence. Students were given the opportunity to practice a skill with teacher support before applying it independently. Not only does this make a student feel proud about themselves, but it also makes them eager to learn more. This movement towards independence reflects effective scaffolding and supports the SIOP emphasis on providing students with opportunities to practice and apply content and language objectives (Echevarría et al., 2017).

Lesson Delivery

The lesson delivery was organized, intentional, and connected to the literacy skills students were expected to develop. The second grade lesson followed a structured sequence that began with review and building background knowledge, moved to vocabulary and text reading, continued with explicit teaching of phonemic awareness and phonics activities, and ended with writing and preparation for a new text.

The use of repetition and predictable routines may also support multilingual learners because students can become familiar with the expectations and language associated with recurring activities. Rather than having to spend their time and energy determining what they are expected to do, students are able to focus more on the literacy task at hand. The kindergarten and first grade lessons similarly demonstrated strong lesson delivery through movement, manipulatives, and oral repetition. The lessons were active and required students to participate throughout the instruction. This level of engagement helped maintain students' attention and interests while providing repeated exposure to foundational literacy skills.

Review and Assessment

Review and assessment were embedded throughout the lessons rather than occurring only at the end. Teachers listened to students read aloud and marked areas where students experienced phonemic difficulties. They also asked comprehension questions after reading, observed students manipulating letters and chips, checked their writing, and asked students to read their sentences aloud after completing their written work.

These practices provided ongoing formative assessment. Teachers were able to identify what students could already do and where additional support was needed. For multilingual learners, this type of continuous assessment is important because difficulties with literacy may sometimes reflect language development, phonological awareness, decoding, and comprehension needs. Observing students across multiple activities provides teachers with more information than relying on a simple assessment.

Vocabulary Instruction and the Science of Reading

The observations also demonstrated connections to several components of the Science of Reading and the Big 6 Framework, specifically in phonological awareness, phonics, fluency, vocabulary, and comprehension. Students frequently practiced identifying and producing individual sounds, segmenting words, connecting sounds to letters, and applying spelling patterns. The use of blocks, chips, and sound boxes made phonological concepts physical and concrete.

Phonics instruction was explicit. In the silent-e lesson, students examined words such as “cane”, “time”, “wave”, and “hide” while connecting the spelling pattern to the vowel sound. In other lessons, students sorted words according to targeted spelling patterns and used magnetic

letters to construct words. For example, in one second grade lesson, students practiced sorting words that had open or closed syllables. Understanding this depended on the words' spelling patterns and if they had long or short vowel sounds based on the last phoneme of the word. These activities gave students repeated opportunities to connect phonemes, the sounds one hears, and graphemes, the letters one sees.

Vocabulary instruction was also integrated in literacy instruction. In the second grade lesson about compound words, the teacher introduced and reviewed words such as “insane”, “smile”, and “frown” at the beginning of the lesson while supporting their meanings through explanations, visuals, actions, and examples. According to the text “Robust Vocabulary Instruction” by Cheryl Sandora, the author highlights that vocabulary instruction involves more than briefly defining a word. Vocabulary becomes stronger when students encounter words in meaningful contexts and have opportunities to discuss and use them. “Hart & Risley (1995) found that by age 3, there is a variation of vocabulary knowledge for children of different SES groups, and by first-grade, children from higher SES groups know about twice as many words as children from lower SES groups (Graves, Brunetti, & Slater, 1982; Graves & Slater, 1987)” (Sandora, 2023). This emphasizes how students from different social and economical backgrounds may differ significantly in their vocabulary comprehension, meaning instruction of vocabulary is highly important for all students to comprehend learning objectives, texts, activities, and future lessons. The observed activity in the second grade lesson including the words “smile” and “frown” reflected this principle because students’ encountered the vocabulary through a visual picture, an explanation, physical action, contrast with an antonym, and repeated practice.

Comprehension and fluency were also embedded in the lessons. Students reread familiar texts and read aloud individually, answered comprehension questions and discussed characters and events. Students also practiced reading new texts with teacher support. These activities demonstrated that reading skills are not taught separate from reading comprehension. Instead students are exposed between word level skills and meaningful reading. This connects back to the “SoR Pathways to Skilled Reading” by Dr. Jasmin Cowin, as it represents how reading is broken down into different parts rather than treating reading as one single skill. For example, the infographic shows that skilled reading depends on both “word recognition and language comprehension”. It also explains that students need explicit instruction in areas such as phonemic awareness, phonics, decoding, spelling, morphology, vocabulary, background knowledge, syntax, and comprehension. The lessons mentioned provide examples of all of these skills, showing how students are supported in a multitude of ways when learning targeted phonemic elements in multiple contexts.

Culturally Responsive Teaching and Support for Multilingual Learners

The students I observed represented diverse Hispanic and Asian linguistic and cultural backgrounds. One strength of the instruction was that teachers created multiple opportunities for students to participate in the classroom and demonstrate understanding through different scaffolding activities. The use of turn and talk, total physical response (TPR), visuals, gestures, manipulatives, and class discussions created opportunities for students to participate even when they may not have complete confidence speaking academic English.

However, my observations also encouraged me to think more critically about culturally responsive teaching. Although the instruction provided strong linguistic scaffolding, not every

lesson explicitly incorporated students' cultural backgrounds or home languages into the literacy activities. For instance, translations were provided for vocabulary words in Spanish and in Mandarin, however discussion about students personal experiences in response to the actions of a text or conversation of their countries traditions and values was not always mentioned. I believe this distinction is important because culturally responsive instruction should involve more than just teaching students who come from diverse backgrounds. Teachers should intentionally recognize students' linguistic and cultural resources as assets that can contribute to their classroom learning.

The use of translation and visual support that I observed provided some recognition of students' linguistic needs, but future instruction could go further by incorporating texts, examples, and discussion opportunities that allow students to make meaningful connections to their own experiences and languages. This reflection helped me understand that effective multilingual instruction requires both linguistic accessibility and a strong overview of students' cultural identities.

Technology Integration

Technology was a strong tool in the small group reading lessons because the smartboard provided a large screen for students to see pictures, vocabulary words, and other parts of the lesson. The smartboard also provided teachers and students with access to a large range of decodable and non-decodable texts for students to read and strengthen their learning. The teacher normally had the book displayed on the smartboard for all students to see. However, besides the smartboard, teachers relied heavily on simpler materials such as magnetic letters, blocks, chips, white boards, dry erase markers, phonics practice mats, charts, and visuals. This is significant

because it demonstrates that effective sheltered instruction does not depend on sophisticated technology. Many of the most effective supports I observed were simple, hands-on, and intentionally selected to address specific literacy objectives.

It is important to realize that technology can provide additional opportunities for students to see concepts represented in ways that may be more accessible than verbal explanation alone. However, technology is most beneficial when it strives with a purpose. Simply using a video does not guarantee multilingual learners' comprehension of the academic content. Teachers must still provide vocabulary support, questioning, opportunities for interaction, and opportunities for students to demonstrate their understanding.

Reflective Analysis

The most important lesson that I learned from these observations is that scaffolding does not have to mean lowering expectations. Before completing these observations, I understood the importance of providing multilingual learners' with instructional support, but observing multiple small group instructions helped me see what effective scaffolding looks like in practice. Students were still expected to read, decode, discuss, write, and comprehend texts. The difference was that teachers provided multiple supports that allowed students to access those expectations.

The first grade lesson about silent-e strongly influenced my understanding of multimodal scaffolding. Instead of simply explaining the silent-e rule, the teacher used a picture, oral sound production, facial expressions, movement, blocks, and multiple examples. Students were therefore able to connect sound, print, meaning and physical action. This experience reinforced the importance of providing students with several ways to process and demonstrate new

information. It also showed me that scaffolding can be easily embedded within rigorous instruction.

The second-grade lesson about compound words also demonstrated the importance of connecting background knowledge, vocabulary, oral language, reading, and comprehension. Students first recalled information from the previous day's reading, discussed their ideas with peers, shared responses with the class, and then connected the story to their own opinions. The teacher later moved students into rereading, comprehension questions, phonics practice, writing, and preparation for a new text. The sequence reflected the SIOP model because language development was integrated into content instruction rather than disregarded or treated as a separate activity.

Additionally, my observations also strengthened my understanding of differentiation. I noticed that teachers did not necessarily differentiate by giving completely different tasks to each student. Instead, they adjusted the level of support, materials, complexity, and independence within the same instructional goal. For example, students worked with phonics patterns that corresponded to patterns they had previously learned. This demonstrated that differentiation can be purposeful and manageable while still maintaining common objectives for a group of learners (Strickland, 2007).

With this being said, in my future instructional planning I want to incorporate more intentional multimodal scaffolding. I would like to use visuals, gestures, manipulatives, sentence frames, structured partner discussions, explicit vocabulary instruction, and repeated opportunities for students to practice academic language. I also want to embed formative assessment throughout lessons rather than waiting until the end to determine whether students understand the

content. Most importantly, I want to maintain high expectations for multilingual learners while ensuring that students have the support necessary to access those expectations.

Moreover, the observations also reminded me that effective instruction requires teachers to view multilingualism as an asset rather than a deficit. While the lessons I observed provided significant linguistic scaffolding, I would like to become more intentional about incorporating students' home languages, cultures, experiences, and perspectives into instruction. In future lessons, I hope to combine the strong literacy scaffolds I observed with culturally responsive practices that allow students to see their identities and linguistic resources reflected in the classroom.

Conclusion

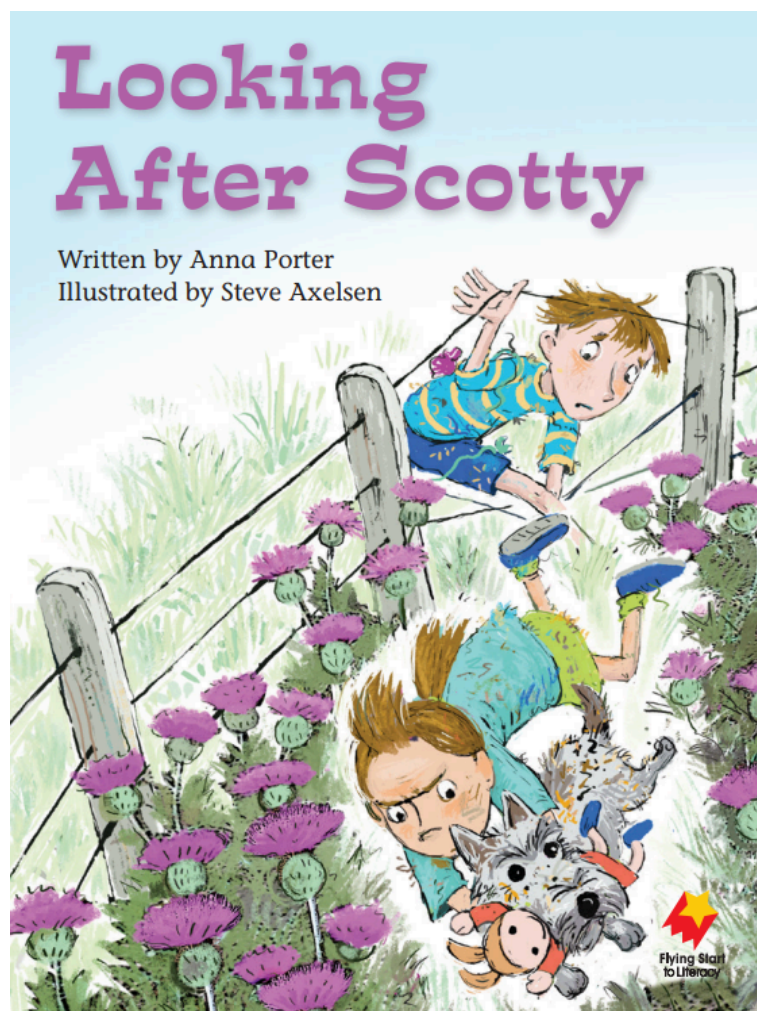
Observing small group literacy instruction across kindergarten through third grade provided me with a deeper understanding of how teachers can support multilingual learners through intentional scaffolding and differentiated instruction. The lessons demonstrated strong connection to the SIOP model through background building, comprehensible input, interaction, strategic practice, lesson delivery, and ongoing assessment. They also provided meaningful examples of phonological awareness, phonics, vocabulary, fluency, and comprehension instruction.

The most significant takeaway from the observation experience was that supporting multilingual learners does not require reducing the complexity of instruction. Instead, teachers can make rigorous literacy content accessible through visuals, movement, manipulatives, repetition, structured interaction, explicit vocabulary instruction, modeling, and formative assessment. The observations reinforced the importance of designing instruction that addresses

both content and language development. Moving forward, I will use these practices to create lessons that are accessible, interactive, differentiated, and culturally responsive while continuing to maintain high expectations for all multilingual learners.

Pictures

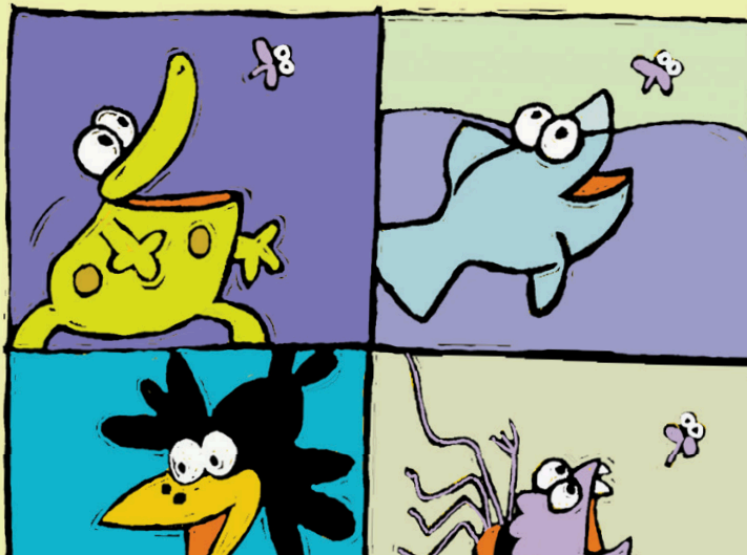
Some of the Texts Used:



I'm Hungry

Written by Sarah O'Neil

Illustrated by Alex Stitt



Fun Food to Make and Eat



Written by Kerrie Shanahan
Photography by Michael Curtain



Examples of Handwritten Notes:

July 30th, 2026

Grade: 2nd grade
Lesson: Compound words

The teacher greeted the students and began the lesson by asking them comprehension questions about a text they read yesterday called "Looking After Scotty". The teacher and students practiced chunking the vocabulary word "insane" by holding up their left hand, saying "in", holding up their right hand, saying "sane", and clapping both hands together while saying "insane" (TPR). There are pictures of the word "insane" on the board (Tasmanian devil) as well as student friendly definitions and translations in Spanish and Mandarin.

* (Visual support and scaffolding).*

Students engage in a turn and talk * (Student interaction) to discuss one thing Scotty did that was bad.

The teacher asked students comprehension questions after students reread the text "I'm Hungry". Students took turns reading and answering questions.

August 3rd, 2026

Grade: 1st grade
Lesson: Silent-e

The teacher greeted students and began the lesson by introducing the *content objective* (learning silent-e words) and the *language objective* (practicing creating and pronouncing vocabulary words correctly using magnetic letters, blocks and other manipulatives). The teacher explained the power of the silent-e (how it changes vowel sounds to say its name). The teacher and students went over the vowel sounds together (a, e, i, o, u). Then students were introduced to the first vocabulary word "smile". The teacher used total physical response (TPR), having students practice smiling, frowning, then smiling at each other again. There was also a picture on the board of a boy and girl smiling and translations of the word in Spanish and Mandarin. Students began, working * collaboratively * using blocks (manipulatives) to identify the sounds in the following vocabulary words "cane", "time", "wave" and "hole".

Example of Student Work in Second Grade Lesson About Compound Words:

Name: Jaxon Date: 7/30/2026

Sound Box

f	oo	+	b	a	ll
---	----	---	---	---	----

Word: football

High Frequency Words

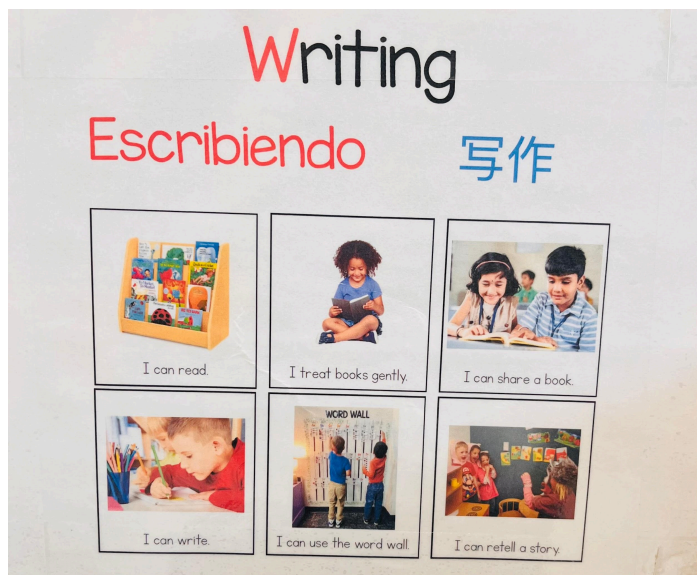
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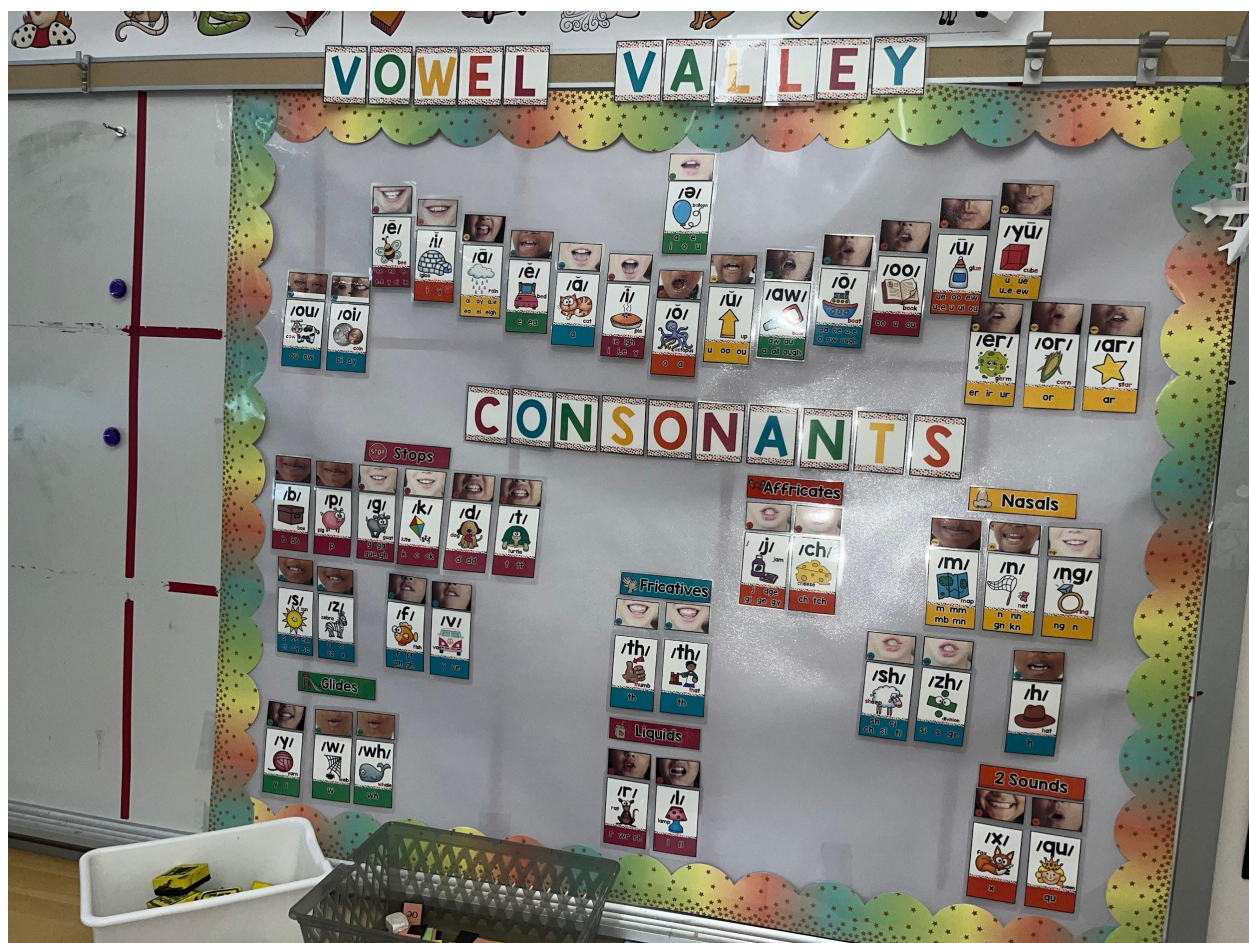
Sentence: I like to play football.

Example of Student Work in First Grade Lesson About Silent-e:



Examples of Classroom Environment:





Transcripts

Transcript #1 - Second Grade Lesson About Compound Words

Cue Column	Note Taking Area
9:20 - 9:30 am Introduction of the lesson	Students and the teacher walk into the classroom and take a seat. Teacher: Good morning boys and girls. How are you today? Students: Good! Teacher: I'm happy to hear that. Yesterday we read a book called "Looking After Scotty". Raise your hand if you remember reading this book. (All students raise their hand.) Good. Does anyone remember if Scotty was being a good dog or a bad dog? Everyone tell me all together on 3...1, 2, 3

Students: Bad dog!

Teacher: Yes, Scotty was being a bad dog.

The vocabulary word that we used yesterday to describe Scotty is “insane”.

(The word “insane” is shown on the smartboard.)

Let’s practice chunking this word together.

Everyone follow me, hold up your left hand and say “in”

(The teacher says the word while holding up her right hand. Students say the word while mirroring the teacher holding up their left hand.)

Now hold up your right hand and say “sane”.

(The teacher says the word while holding up her left hand. Students say the word while mirroring the teacher holding up their right

hand).

“Insane”

(The teacher claps both hands together to show how two small parts of the word became one big word. Students clap their hands together and also say the word “insane”).

Amazing! Can someone tell me what the word insane means again?

Student: It means you're very crazy.

Teacher: Yes, insane means to be very crazy.

(The teacher shows the definition on the board accompanied by translations in Spanish and in Mandarin as well as a picture of the Tasmanian devil).

I want you to take a second to think of all the insane things Scotty did.

	(The teacher allows students to think for about 7 seconds.) Okay, now I want you to turn and tell your partner one thing that Scotty did that was bad. (Students start talking to each other. After 30 seconds they share their responses with the class. The teacher writes answers on a chart paper to show how information can be organized.)
9:30 - 9:35 am Mini assessment/ Rereading a previous book	Teacher: Today we are going to reread another text that we started yesterday called “I’m Hungry” by Sarah O’ Neil. In this book we started to see different animals and learned how they all liked to eat flies. Now you are going to take turns reading a sentence from the story. (Each student reads a line from the story out loud. They take turns, going in a circle. The

	teacher takes notes of phonetic elements that she notices her students seem to struggle with.)
9:35 - 9:50 am Guided Practice	Teacher: Okay boys and girls, today we are going to learn about compound words. A compound word is a big word that contains two smaller words inside. Can anyone think of a compound word we already know? I'll give you a hint, we said it when we talked about Scotty. Student: Insane Teacher: Yes! Insane is a compound word. (The teacher continues by introducing four more compound words; pancake, hotdog, football, and airplane. The teacher showed a picture of the vocabulary word and asked students to follow a quick social-emotional statement. For example, the teacher said "Raise your hand if you like football.")

	Students raised their hand if they liked football. The teacher then had students chunk the words into two parts. Students used their left and right hands to say the individual small words and then clap them together to make the larger compound word. The teacher also uses the word in a sentence. Students used magnetic letters to create the word and used a marker to practice where they would “slice the compound word in half” to reinforce that compound words contain two smaller words. Students repeated these steps for each word. Next, students each got their own pile of word sorts where they had to work together with their partners to sort the words into compound words and non-compound words. The teacher then reviewed the words in their appropriate categories after.)
9:50 - 9:58 Writing Instruction	(The teacher gave a piece of paper and pencil to each student. She informed students that it is now time for writing and told students to repeat the sentence and actions after her like

Simon says. The students are already used to this method.)

Teacher: Simon says put your hands on your head. I like to play football.”

(Students copy the teacher’s sentence with their hands on their heads.)

Teacher: Simon says put your hands on your knees. I like to play football.

(Students copy the teacher’s sentence with their hands on their knees.)

Teacher: Simon says put your hands on your elbows. I like to play football.

(Students copy the teacher’s sentence with their hands on their elbows.)

Teacher: Now there is one word in this sentence that is a compound word. Can

someone raise their hand and tell me which word that is?

Student: Football

Teacher: Yes, football. Everyone, please write the word “football” in the sound box. We can sound it out together as you write it.

(The teacher and the students go through the sounds of the word “football”. Students write each of the sounds in the sound boxes on their paper. The teacher is also modeling her own paper on the smartboard, putting the word in the sound boxes after students have finished.)

Teacher: Great! Now let’s write down our frequency words. Please write the word “I” three times.

(Students write “I” three times.)

Okay, now write the word “to” three times.

	(Students write “to” three times. The teacher also models this on the smartboard, writing the frequency words after students have finished.) Teacher: Now you are all ready to write your sentence. (Students write the sentence. The teacher already has the sentence made on the smartboard but it is covered. She walks around to check students’ writing. When students are finished, she asks students to repeat the sentence. She then reveals her sentence and asks if their sentences match. Students compare their sentences with teacher support to see where they may have made mistakes and how to correct them.)
9:58 - 10:05 am Closing Out/ New Text for Next Day Mini	(The teacher introduces students to a new text called “Fun Food to Make and Eat” by Kerrie Shanahan and gives a little background

Assessment	knowledge about what the book is about. The teacher then previews the vocabulary word “Chef” using a picture, definition, and translations. The teacher also uses the sentence frame “Every restaurant has a ____.” Students were expected to answer “chef” as the missing word. Afterwards, the teacher and students did a shared read aloud with the first three pages of the book before ending the lesson.
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Summary:

In this lesson, the teacher begins by stating the content and language objectives of the lesson of learning compound words and practicing the spelling and sounds of four compound words used throughout the lesson. The teacher promotes students’ background knowledge about a text that they had read the previous day, “Looking After Scotty”. Students engage in a think-pair-share as they tell their partners the bad behavior Scotty has done. Students then share their responses with the class as the teacher writes down their thoughts on a chart paper. The teacher also reviews the vocabulary word “insane”, chunking the word into two separate parts and using hand gestures for students to copy. Students are able to physically and visually see how both chunks combine to make one word. This sets the foundational basis for the lesson of compound words. Students do a short assessment using another text as the teacher records what phonological sounds or morphemes students might need support in. After the assessment, the

teacher introduces students to more vocabulary words for practice. These words are compound words. The teacher reinforces the meaning of a compound word by referring back to the vocabulary word previously used, “insane”. The vocabulary words are pancake, hotdog, football, and airplane. The teacher asked students to raise their hand to a specific statement pertaining to these words. For example, the teacher said “Raise your hand if you like football” or “Raise your hand if you’ve been on an airplane.”

The teacher progressed by asking students to spell the word with magnetic letters and say the sounds they hear and the number of sounds they see in total. Students did this with all four words. Additionally, the teacher used phonics practice mats, dry erase markers, and chips to have students practice spelling each word. Students worked collaboratively on their own mats with teacher support. Afterwards, the teacher engaged students in writing a sentence by playing a small game of Simon says. Students repeated the sentence the teacher said three times while doing physical movement activities. Students practiced identifying the compound word in the sentence by writing the word in the sound box and writing the frequency words in the sentence three times each. The students wrote the sentence independently using a piece of paper and a pencil and later compared their answers with the correctly written sentence on the board. Last but not least, the teacher and the students engaged in a new text where they read the first two to three pages. The teacher gave some background information of the text as well as introduced a vocabulary word. This set students up to be able to use this text for the mini assessment the following day.

Transcript #2 - 1st Grade Lesson About Silent-e

Cue Column	Note Taking Area
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10:10 - 10:15 am

Introduction of the lesson

(The teacher introduces the lesson by saying how students are going to learn all about silent-e.)

Teacher: Good morning my friends, how are you today?

Students: Good!

Teacher: That's amazing, I know today we're going to have a great day. Today we are going to learn about a new sound, silent-e. Silent-e comes at the ends of words. They don't talk. But, silent-e makes the vowel say its name. Let's go over our vowels together, ... ready?

Teacher and students together: a, e, i, o, u

Teacher: Great! Let's look at one silent-e word. Can everyone say the word smile?

(The teacher shows a picture of a boy and girl smiling. The picture also has translations in

Spanish and in Mandarin.)

Students: Smile

Teacher: I want you to give me your biggest smile.

(Students smile. The teacher also smiles.)

I love these smiles, can you look at the person sitting next to you and smile.

(Students look at each other and smile.)

Now frown, make a sad face. (Students make a sad face.)

Okay, now smile again.

(Students smile again.)

Now let's stretch out the word all together, ready?

	Teacher and students: S-m-i-le Teacher: Amazing! Raise your hand if you hear the vowel “I” say its name. (Students raise their hands. The teacher points to the word on the smartboard.) Does this say smil? Students: No Teacher: What does it say? Students: Smile Teacher: Why? Student: Because it has a silent-e. Teacher: Correct!
10:15 - 10:25 am Reading frequency words and 1st phonics	The teacher begins the first phonics activity by presenting the first word, “cane”. She has a picture to show students what a cane is as

activity.	well as translations in Spanish and in Mandarin on the smartboard. The teacher has students say the word and stretch it out. The teacher asks students to identify the vowel in the word. She then gives each student three blocks and asks students to tap the blocks as they say the sounds of the word together (blending). Students are then instructed to push the blocks together and say the word. Students then practice tapping and saying the blocks on their own. Students do this for the following three words; “time”, “wave”, and “hole”. This reinforces blending sounds together.
10:25 - 10:35 am Second phonics activity	For the second activity, the teacher asks students to go backwards. They will use the same four words in the first activity. They will first say the word with all blocks pushed together. Then they will separate the blocks and say the sounds of the word each time they separate the blocks. This reinforces segmenting sounds.

10:35 - 10:45 am Guided practice	The teacher engaged students in the next activity by having them use magnetic letters to spell the words on their white boards. Students spelled the word using magnetic letters. Students did this with all four words. Students then used the phonics practice mat and with colorful chips, placed a chip in each sound box to represent the sounds of the word. Students then used a dry erase marker to write the letters of the word according to their sounds. Students worked collaboratively with others and had teacher support to write each word. Students did this with all four words.
10:45 -10:55 am Sentence reading and writing one sentence.	The teacher continues the lesson by having students read the frequency words “the”, “a”, “to”, “was”, “of”, and “you”. Towards the end of the lesson, students practiced reading a sentence with a silent-e word in it. Each student read one sentence. The teacher then asked the student a comprehension question about the sentence.

An example is down below.

Student: It is time to eat.

Teacher: It's time for what?

Student: To eat.

After all students had a turn reading a sentence and answering a comprehension question, students all practiced writing one sentence out of the five. The teacher used a random number generator to decide which sentence students will write. Students each got a pencil and paper and were instructed to write the frequency words of the sentence three times each. In this observation, the students had to write the previous sentence. The students were instructed to write the frequency words "It", "is", and "to" three times each. Then, students were instructed to write the sentence independently as the teacher verbally says it. The teacher monitors

	students' writing. Once all students have finished, the teacher reveals the sentence on the smartboard for students to see and compare to their own sentences. If time permits, the teacher can begin a read aloud with a short text from the class library.
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Summary:

In this lesson, the teacher begins by introducing the lesson's content objective of learning the phonological element of silent-e while practicing the language objective of learning the element in four words through reading, writing, and hands-on activities. The teacher explains that silent-e does not make its own sound but instead encourages the vowel to say its name. The teacher and students go over their vowel letters and sounds as well as their high frequency words. Students also participate in total physical response as they practice smiling to their classmates, frowning, and smiling again. This, along with a picture of a boy and girl smiling presented by the teacher and translation in Spanish and in Mandarin reinforces students' understanding of the definition of smile. The teacher then continues the lesson by engaging students in the first activity by blending sounds together of the four words "cane", "time", "wave", and "hole". For each word the teacher uses visuals, translations, and definitions to introduce the word. Students also use total physical response to "wave" their hands or to "hide" behind their hands.

For the first activity, students practice blending the sounds of each word using blocks to represent each sound. For the second activity, students practice segmenting the sounds of each

word by breaking apart the blocks for each sound. Subsequently, students collaboratively work together with teacher support to spell each word on their white board using magnetic letters. Students say the sound of each word and identify the number of sounds the word has. Students then use chips to identify the number of sounds for each word on their phonics practice mat and practice writing each word with a dry erase marker. Afterwards, students practice reading sentences and writing one independently. The teacher monitors students' writing skills and later has students compare their sentences with the correct sentence on the board. Finally, the teacher and the students engage in a short read-aloud of a text before concluding the lesson.

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