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Fieldwork Final Paper

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Fieldwork Paper Final

Introduction

For this fieldwork experience, I watched a collection of online teaching videos that represented different grade levels, content areas, and classroom settings. The videos were provided as an alternative to in-person observations during the summer semester and included instruction in English language arts, mathematics, science, social studies, and ESOL classrooms. Since the videos took place across different classrooms rather than one specific setting, the grade levels, student populations, and instructional approaches varied. Some lessons were specifically designed for English language learners, while others were general education lessons that included strategies that could support multilingual learners.

Across the videos, I noticed strategies such as visuals, realia, manipulatives, explicit vocabulary instruction, teacher modeling, repetition, partner and group discussions, graphic organizers, questioning, and formative assessment. For example, some elementary lessons used hands-on materials and visuals to make math and science concepts accessible, while other lessons included academic vocabulary instruction, teacher modeling, and opportunities for students to explain their thinking.

Throughout the fieldwork, I saw instruction through the lens of the SIOP Model and other concepts discussed in this course. I paid attention to the eight SIOP components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. I also looked for differentiation, culturally responsive teaching, technology integration, literacy development, and Science of Reading practices. Viewing a variety of classrooms helped me see how similar strategies can be used differently depending on the grade level, content area, and needs of the students.

Instructional Analysis

Across the teaching videos, I noticed teachers using different instructional materials to make new content easier for students to understand. The SIOP Model emphasizes giving students opportunities to practice new content and language through hands-on activities and meaningful application (Echevarría et al., 2017). These included visuals, realia, manipulatives, graphic organizers, and teacher-created models. Classroom anchor charts also provided students with visual references they could return to throughout instruction. One example that stood out to me was a ninth-grade biology lesson where students used different colors of clay to represent the ectoderm, mesoderm, and endoderm while learning about the body structure of worms. Instead of only hearing definitions for unfamiliar science vocabulary, students were able to create a hands-on model and connect each word to something they could see and touch. I noticed similar hands-on supports in a kindergarten math lesson, where students used cubes, beads, fingers, and drawings to practice decomposing numbers. In a fourth-grade science lesson on forces and motion, students worked with vehicles, washers, fishing line, and other materials to understand how force affects movement. These examples showed me how hands-on materials can make difficult concepts easier to understand while still allowing students to receive grade-level vocabulary and content.

Across the observed videos, teachers used strategies that could also support multilingual learners. Teachers modeled tasks before students worked independently, repeated or rephrased directions, explained important vocabulary, and gave students opportunities to discuss their thinking. For example, during an ESOL lesson, the teacher used pictures to introduce vocabulary about hobbies, reviewed irregular past-tense verbs, and then had students use what they learned in their own writing. I also observed partner discussions, group work, gestures, graphic

organizers, and questioning. These strategies gave students different ways to understand and participate in the lessons without changing what they were expected to learn. However, I also noticed areas where multilingual learners could have received more support. In some lessons, students were asked to answer complex questions or begin independent work with limited language support. Sentence frames, visual vocabulary cards, structured group roles, or additional teacher modeling could have helped students communicate their understanding.

Culturally responsive teaching was not as noticeable in every video, but I did notice teachers connecting lessons to students' experiences and the world around them. Teachers asked students to connect new concepts to familiar topics such as birthdays, hobbies, food, sports, transportation, and objects they might see at home. In one math lesson, the teacher used Olympic sprint times as a real-world example when explaining scatter plots and linear regression. In an ESOL lesson, the teacher used photographs of different hobbies such as including an example of a female mariachi band while building vocabulary. Other lessons gave students opportunities to explore different perspectives through topics such as Japanese American internment, human rights, and Malcolm X. These observations helped me realize that culturally responsive teaching goes beyond just including diverse pictures or topics in a lesson. Students should also have opportunities to share their own experiences, languages, cultures, and connections to what they are learning.

SIOP Model Connections

The SIOP Model helped me look closely at the instructional strategies used throughout the teaching videos. Although not every lesson was specifically identified as a SIOP lesson, I noticed strategies that connected to the eight components: Lesson Preparation, Building

Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment.

Lesson Preparation and Building Background were identified when teachers connected new learning to students' prior knowledge and experiences. Lesson Preparation was noticeable when teachers were clearly explaining the goals of the lesson and provided supports to help students understand what they were learning. For example, in the ESOL lesson, the teacher explained that students would review vocabulary about hobbies and past-tense verbs, look at examples of blogs, and then use what they learned in their own writing. Building Background was also noticeable when teachers connected new learning to what students already knew and their own experiences. For example, during a science lesson on heat, the teacher connected heat transfer to familiar experiences such as touching objects in front of them at room temperature and eating a hot piece of pizza. In the ninth-grade biology lesson, students reviewed what they previously learned about sponges and cnidarians and discussed whether they had ever seen or held worms. I found these connections helpful for multilingual learners because students may already have knowledge or experiences related to a topic even if they do not yet have all of the English vocabulary needed to explain what they know.

Comprehensible Input and Strategies were shown when teachers used modeling, explicit vocabulary instruction, repetition, visuals, gestures, and step-by-step directions to make difficult concepts easier to understand. These practices connect to the SIOP Model's emphasis on using a variety of techniques to make academic content more understandable for multilingual learners (Echevarría et al., 2017). One of the strongest examples was the ninth-grade biology lesson, where students used colored clay to represent different germ layers while learning harder terms such as *ectoderm*, *mesoderm*, and *endoderm*. The teacher also explained that the

prefix *endo-* means "inside," helping students make sense of unfamiliar scientific vocabulary. Similarly, in a high school math lesson, the teacher broke down academic terms by explaining that *product* means to multiply, and *binomial* refers to two terms. Across other observations, teachers modeled annotation and problem-solving strategies, used graphic organizers, rephrased questions, and encouraged students to use strategies they had already learned. These observations helped me understand that making content comprehensible does not mean making the academic task easier. Instead, teachers can provide supports that help multilingual learners understand the language and concepts needed to participate in grade-level instruction.

Interaction and Practice/Application were two of the SIOP components I noticed most often. The SIOP Model also emphasizes that manipulatives and other hands-on materials reduce the language load for students (Echevarría et al., 2017). Using manipulatives, models, visuals, or real objects gives students interact with, which makes the concept more accessible when a language barrier could be present. Students participated in turn-and-talks, group work, hands-on activities, and opportunities to explain their thinking. During the heat lesson, students participated in a "Quiz Quiz Trade" activity where they practiced content questions with classmates. In kindergarten math, students decomposed numbers using cubes, beads, fingers, and drawings while working with partners. Fourth-grade students also worked together during a forces and motion investigation using vehicles and measuring tape to test how force affected movement. These activities gave students opportunities to use language while actively applying what they were learning. I also noticed that student interaction was stronger when teachers provided clear structure. For multilingual learners, sentence frames, discussion prompts, assigned roles, think time, or modeled responses could make partner and group discussions even more supportive.

Finally, I observed Lesson Delivery and Review/Assessment through teacher questioning, feedback, pacing, and different ways of checking student understanding. In the heat lesson, students used a thumbs-up scale to rate their understanding, and the teacher returned to questions students were still unsure about. In an eleventh-grade math lesson, students displayed their predictions on whiteboards so the teacher could quickly check their understanding before they completed an individual exit ticket. Other teachers checked student learning through questioning, written responses, student explanations, observations during group work, and self-assessments. I found the use of different assessment methods important for multilingual learners because their ability to explain something in English may not always show everything they understand about the content.

Overall, the strongest lessons included several SIOP components working together rather than using one strategy by itself. Teachers connected lessons to prior knowledge, explicitly taught vocabulary, modeled new skills, gave students opportunities to interact and practice, and regularly checked for understanding. At the same time, the videos showed me that simply including a visual or putting students into groups does not make a lesson supportive for multilingual learners. These SIOP strategies are most beneficial to students when teachers intentionally connect them to what they are expected to learn, understand, and communicate.

Technology Integration

Technology was used in several lessons to display information, provide visual support, and model academic tasks. Teachers used Smartboards, interactive whiteboards, projected images, videos, and other digital resources to support their explanations. One example that stood out was an ESOL lesson where the teacher used a Smartboard and whiteboard to review vocabulary. Pictures were displayed with the vocabulary, and students were shown examples of

what was expected before creating their own writing. In other lessons, teachers used technology to display texts, images, graphic organizers, math representations, and examples. I found these resources supportive when they were paired with teacher modeling and discussion because students had both visual and verbal support for understanding new information.

Additionally, I noticed that in some videos, technology was mainly used by the teacher to present information rather than giving students opportunities to interact with the content. For example, during the ESOL lesson, students could have used the interactive board to sort present- and past-tense verbs or build sentences together before writing independently. Other tools, such as videos could also provide additional language support when appropriate. These observations showed me that technology is most helpful when it has a clear instructional purpose and works with clear teacher modeling, explicit instruction, and student interaction rather than replacing them.

Transcript Analysis

The first transcript comes from a science lesson about heat and heat transfer. The teacher begins with the familiar experience of eating hot pizza and uses questions, repetition, and rephrasing to guide students toward more specific scientific language. Students begin with what they already know and gradually connect their ideas to vocabulary such as *heat*, *energy*, *transfer*, and *friction*. The second transcript comes from an ESOL lesson focused on hobbies and past-tense verbs. The teacher reviews familiar vocabulary, models regular and irregular past-tense verbs, uses them in sentences, and then asks students to apply what they learned by writing about something they did in the past.

As I reviewed the interactions, I paid attention to the supports teachers provided before and after students responded, the types of questions they asked, and how students were prepared

to use new language on their own. I noticed that questioning was used for more than checking whether students had the correct answer. Teachers used questions to activate prior knowledge, review vocabulary and grammar, encourage students to explain their thinking, and create opportunities for language practice. Teachers also provided feedback by repeating, rephrasing, and expanding on student responses, this helped students connect their own ideas to the academic language they are learning.

I also noticed areas where additional scaffolding could have strengthened the lessons. In the science lesson, the teacher sometimes provided most of the scientific explanation after students gave short responses. A sentence frame such as “Heat transfers from ___ to ___” could have encouraged students to explain more of the concept themselves. In the ESOL lesson, students had teacher modeling and a reference list before writing independently, but partner practice or sentence frames could have given them a chance to practice their past-tense sentences aloud first prior to having them write it out. Analyzing these transcripts helped me see how scaffolding can help students begin using new academic language more independently.

Reflective Analysis

Observing the different teaching videos helped me better understand what effective support for multilingual learners can look like across different grade levels and content areas. One of my biggest takeaways was that supporting multilingual learners does not mean changing or lowering the academic goal of a lesson. Instead, teachers can provide different ways for students to access the same content through visuals, realia, modeling, explicit vocabulary instruction, manipulatives, partner discussions, and hands-on practice. I also noticed that these strategies were not limited to English or reading. They were used in various subjects, showing that language support should be part of instruction throughout the school day by every educator.

The observations also helped me see the SIOP Model as more than a checklist of strategies. Many of the strongest and supportive lessons combined several SIOP components. A teacher might activate background knowledge, introduce vocabulary with visuals or realia, model a task, give students time to discuss their thinking, and then check their understanding through questioning or an independent response. Seeing these strategies work together helped me understand how teachers can make challenging content accessible while still giving students opportunities to practice academic language. I also saw connections to what we learned about literacy instruction, especially when teachers explicitly taught vocabulary, connected speaking and writing, modeled their thinking, and built background knowledge before introducing new content.

At the same time, not every strategy I observed was equally supportive for multilingual learners. This experience made me think more critically about the difference between simply including a scaffold and using it with a purpose. For example, putting students into groups creates an opportunity for discussion, but multilingual learners may still need sentence frames, or modeled responses to fully participate and share their ideas. Similarly, displaying something on a Smartboard provides a visual, but the teacher still needs to connect that visual to the language and concept. These examples made me think about the importance of giving students enough support to develop and explain their own ideas rather than doing much of the language work for them.

This fieldwork experience will influence how I plan for multilingual learners in my own classroom. I want to think carefully about both what students need to learn and the language they will need to show their understanding. Before teaching a lesson, I can focus on which vocabulary may be challenging, what background knowledge students may need, how I will model the task,

and which visual or hands-on supports will be most helpful. These observations showed me that scaffolds should help students become more independent over time. Moving forward, I want to maintain high expectations while giving multilingual learners the support they need to confidently participate in grade-level learning.

Appendix A: Classroom Visuals, Realia, and Instructional Supports

Note and disclosure – all photos were taken from the publicly available video

Figure A1:

Picture Sequencing During Small-Group ESOL Instruction

Students used picture cards during a small-group sequencing activity with the teacher and their classmates. The pictures helped students understand the activity and gave them visual support as they practiced explaining and sequencing events aloud.

Figure A2:

Manipulatives Used to Represent Mathematical Thinking

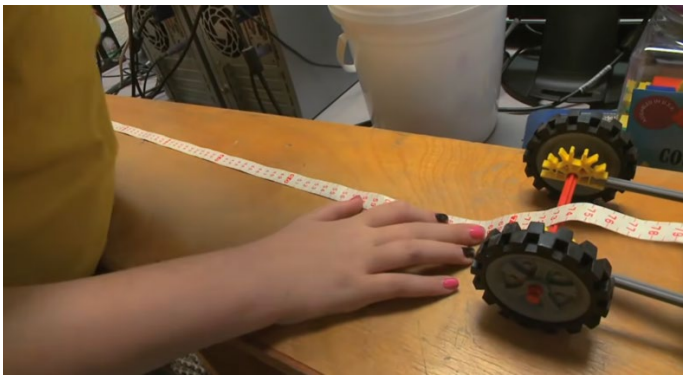
Students used cubes as hands-on manipulatives to represent quantities and mathematical relationships. The cubes helped make the math concept more understandable and gave students a visual way to show their understanding without relying only on using words to explain.

Figure A3:

Small-Group Instruction and Collaborative Learning

Students worked in small-group instruction with the teacher while using hands-on learning materials. Being in a small group setting gives students more opportunities to interact with the teacher, ask questions, and receive support as they are working.

Figure A4:



Hands-On Materials During a Forces and Motion Investigation

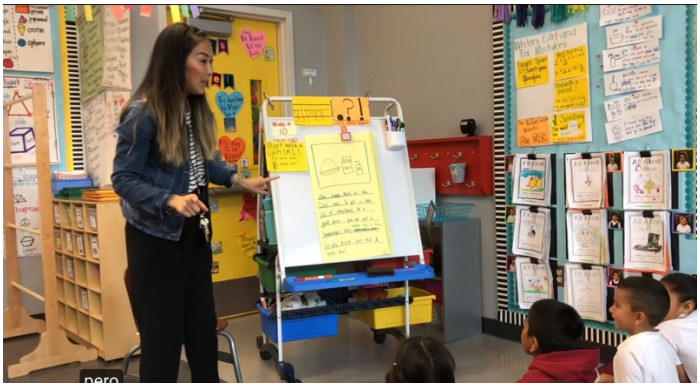
Students used hands-on tools, such as a car and measuring tape, during a science investigation to observe and measure movement. The hands-on materials helped students connect vocabulary about force and motion to what they were observing during the experiment.

Figure A5:

Visual Thinking and Classroom Visual Supports

The classroom included visual displays, anchor charts, and other resources that students could use as they completed their readings. These materials gave students visual reminders of important vocabulary and concepts instead of having to rely only on the teacher's explanations.

Figure A6:



Teacher Modeling with a Visual Writing Example

The teacher used a teacher-created visual and written example to model the writing task before students began their own work. The pictures, written example, and teacher modeling helped students better understand what they were expected to do.

Appendix B

Transcript 1: Understanding Heat Transfer

Video: SIOP Science Heat Lesson

Transcript Segment: Approximately 0:00–5:00

Instructional Context: This interaction takes place during a science lesson about heat and heat transfer. The teacher begins by connecting heat to the familiar experience of eating hot pizza before moving into the academic language in the science text. She then introduces friction as another way heat can be produced. Throughout the discussion, I noticed several SIOP-aligned strategies, including Building Background, Comprehensible Input, Interaction, vocabulary instruction, questioning, and teacher feedback.

Approx. Time	Teacher-Student Interaction	Comments
0:00	**Teacher:** Okay, awesome. So, how many of you like pizza? *Students raise their hands* What happens if you bite into your nice, fresh, hot piece of pizza too quickly? What happens?	**Building Background:** The teacher begins with a familiar experience instead of immediately introducing the scientific definition. Using hot pizza gives students a real-life example they can connect to the concept of heat.
0:20	**Student:** You're going to have a scar for life **Teacher:** Scar for life, where?	**Student Interaction:** The student uses a possible experience with hot food to respond to the teacher's question. **Questioning:** Instead of moving on after the student's first response, the teacher asks a follow-up question that encourages the student to explain the idea more clearly.
0:30	**Student:** On the roof of your mouth.	**Oral Language:** The student is given the opportunity to expand the experience orally

		before the scientific concept is introduced.
0:35	**Teacher:** On the roof of your mouth. It could be on your lip or your tongue or somewhere in your mouth. Why does the pizza burn our mouth?	**Rephrasing and Questioning:** The teacher repeats and expands the student's response before asking a question that moves the discussion from personal experience toward the science concept.
0:50	**Student:** Because it's too hot.	**Comprehension Check:** The teacher uses the student's response as a starting point for introducing the concept of heat transfer.
0:55	**Teacher:** Because it's too hot. And what is happening with that heat?	**Academic Language Development:** The teacher repeats the student's response and encourages the student to move beyond simply describing the pizza as *hot* and think more about what is happening with the heat.
1:05	**Student:** It's like being stored into the pizza.	**Student Reasoning:** The student tries to explain the scientific process using their own language.
1:10	**Teacher:** Stored in the pizza. So, the heat gets stored in the pizza. You put the pizza in your mouth, and that heat transfers to the area around the pizza, which is in your mouth, and then it burns you, right? Okay. You have a very good understanding. Awesome.	**Scaffolding and Feedback:** The teacher accepts the student's response and builds on it by introducing the academic word *transfers*. The positive feedback shows the student that their idea is correct while helping them use more specific scientific language.
1:35	**Teacher:** Can you read for me on the next page? So how did the pizza get hot?	**Reading-to-Content Connection:** The teacher moves from the class discussion and students' background knowledge into the academic text, helping students connect what they already discussed to what they are about to read.

1:40	**Student:** Heat from the pizza oven flowed to the cooler pizza. Heat raised the temperature of the cooler pizza. Heat is the flow of energy from a warmer object to a cooler object. Heat raises the temperature of objects.	**Explicit Academic Vocabulary:** Students are introduced to the formal definition after first discussing the concept through a familiar experience. This helps them connect everyday language to more specific scientific vocabulary.
2:05	**Teacher:** Awesome. Exactly what we just talked about, right? So we know how it burns us. We know that heat is a form of energy, and the heat can get stored in things like the cheese, the sauce, and the pizza, and it transfers. What is that called when the heat is transferring?	**Comprehensible Input/Review:** The teacher connects the textbook definition back to the pizza example and repeats important vocabulary such as *heat*, *energy*, and *transfers*.
2:35	**Teacher:** What's happening to the pizza at that point?	**Questioning:** A student is encouraged to explain what happens as heat leaves the pizza.
2:40	**Student:** It's cooling.	**Student Response:** The student applies the concept to explain a change in temperature.
2:43	**Teacher:** It's cooling, right? It's losing its heat. It's cooling. So, exactly. And then what kind of change does heat cause?	**Repetition and Rephrasing:** The teacher restates the student's response using similar language and then asks another student a follow-up question to continue the discussion.
2:58	**Student:** It makes objects have a higher temperature.	**Content and Language Application:** The student explains the effect of heat and uses science vocabulary.
3:05	**Teacher:** Okay, so it can increase the temperature of another object. Very good. And so we have a visual here of an activity that we could do. We're not going to do this today, but we can kind of get an idea of what's happening by reading through this. Get an eraser and a piece of paper. Touch the items to feel their temperature. What temperature would they be if we were just touching the items?	**Visual Support and Modeling:** The teacher rephrases the student's answer using *increase* and then directs attention to a visual example. This gives students another representation of the concept.

3:45	**Student:** Room temperature.	**Comprehension Check:** The student connects the example to prior knowledge of temperature.
3:48	**Teacher:** Right, room temperature. Then it's saying that if we were to rub the eraser quickly on the paper for 30 seconds and then touch both the items where they were rubbing together, what do we think we would feel?	**Prediction and Strategy Use:** Students are asked to make a prediction using the information shown rather than simply repeating a definition.
4:15	**Student:** They both would be warmer.	**Application:** The student applies understanding of heat to predict the outcome of the items.
4:20	**Teacher:** They both would be warmer. And how can we make that inference?	**Questioning:** The teacher asks the student to explain why they made that prediction.
4:30	**Student:** Friction.	**Academic Vocabulary**: The student uses the scientific word *friction* to explain what is causing the heat.
4:35	**Teacher:** Friction. We're all a little bit familiar with friction, right? And how we rub things together. There's energy here and energy here. We're rubbing them together, and we're getting heat from that friction. We're making a form of energy. Okay, awesome.	**Comprehensible Input:** The teacher repeats the word *friction* and connects it to the familiar action of rubbing objects together, helping students better understand what the word means.

Appendix C

Transcript 2: Reviewing and Applying Past-Tense Verbs

Video: ESOL English Lesson

Transcript Segment: Approximately 16:00–18:59

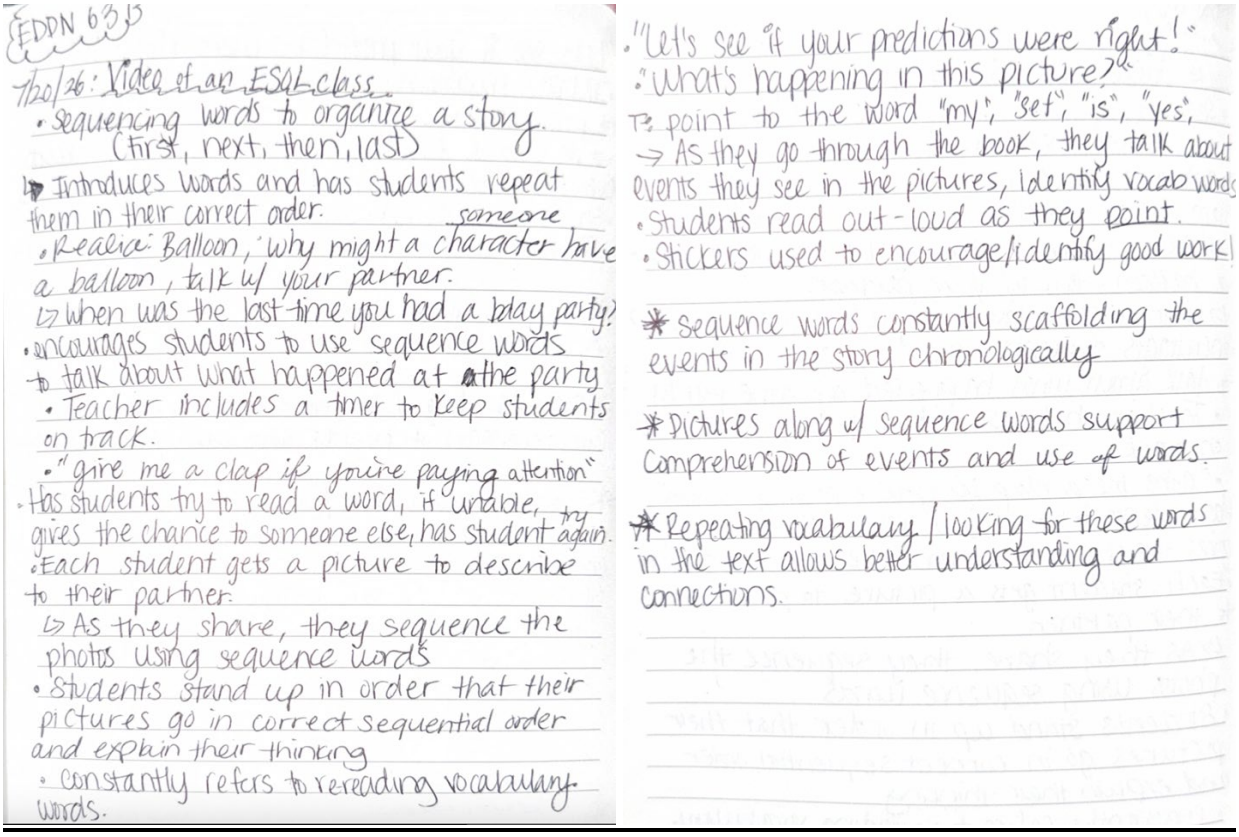
Instructional Context: This segment takes place during an ESOL lesson focused on hobbies, past-tense verbs, and blog writing. Before this part of the lesson, students reviewed vocabulary about hobbies using pictures and classroom discussion. The teacher then reviews past-tense verbs to prepare students to write about activities they completed in the past. Throughout the interaction, I noticed explicit language instruction, teacher modeling, connections to students' prior knowledge, guided practice, and preparation for independent writing.

Approx. Time	Teacher-Student Interaction	Comments
16:00	**Teacher:** So we've gone through everything on the list. You guys know most of them. Is there anything else that you like to do that wasn't on the list? Did we miss anything you might like?	**Interaction/Building Background:** The teacher invites students to share hobbies based on their own interests instead of only using the teacher-created vocabulary list.
16:15	**Students:** Hockey. Boxing.	**Student Voice:** Students share examples from their own interests and experiences, allowing them to contribute to the vocabulary discussion.
16:20	**Teacher:** Oh, so that means Taekwondo? Okay, so we've got some ideas of hobbies. Sounds good. I think you guys know how to talk about your favorite hobby. I wanted to go over the paper, but I was thinking that maybe we should double-check past tense.	**Transition:** The teacher connects the vocabulary review to the next part of the lesson and explains why students will need to use past-tense verbs in their writing.
16:35	**Teacher:** Maybe you did something with your hobby yesterday. Did you listen to some music that you like? Did you play a sport yesterday? If you wanted to write about it, could you write it? I'll give you some examples up here and also on the paper.	**Comprehensible Input:** Familiar examples such as music and sports help students connect past-tense verbs to real situations instead

		of learning the grammar by itself.
16:55	**Teacher:** I talked to the teacher yesterday. So ,you know what happened already. Focus on -*ed* to show *past tense*	**Explicit Grammar Instruction:** The teacher models a completed past-tense sentence and draws attention to the time marker *yesterday*.
17:05	**Teacher:** We watched TV last night. She went to the mall last week for shopping. But *went* is not what it is in present tense. What is it in present?	**Modeling And Questioning:** The teacher compares present- and past-tense verbs and asks students to re-identify the original form instead of giving them the answer.
17:18	**Students:** Go.	**Oral Language Practice:** Students respond together by saying the present-tense form aloud.
17:20	**Teacher:** Right, *go*. And it changes to *went*. So I've made a list of ones that are not the same from present tense to past tense. You can't just add -*ed*.	**Language Instruction:** The teacher explains that some verbs are irregular and do not follow the regular -*ed* pattern.
17:35	**Teacher:** This one too: *see* and *saw*. I thought you guys probably already worked on this and talked about it before, so I wanted it to be a review and for you to have a list so that when you write, you can use it.	**Scaffolding/Review:** The teacher reviews what students have already learned and provides a reference list they can use while writing instead of expecting them to remember every irregular verb on their own.
17:55	**Teacher:** Can you guys think of a couple sentences? What if I give you about two minutes and you could try to write at least one in your journal? Just add it to your journal, but make sure you use it in the past tense.	**Practice/Application:** Students move from listening to the teacher's explanation to using the past-tense form in their own writing.
18:00	**Teacher:** So something you did yesterday or last weekend, okay? You might use the list to help you, and I'm going to write some up here. I want you to tell me, or you can write it. Just write one sentence in the past.	**Differentiation and Support:** Students are given a clear topic, a reference list, and teacher modeling before completing the task independently.
18:55	**Teacher:** Can you put that up on the board?	**Practice/Application:** After circulating the room, a student is asked to write her sentence on the board, giving her an opportunity to apply the target

		language and share her work with the class.

Appendix D: Handwritten Observation Notes



EDDN 6315

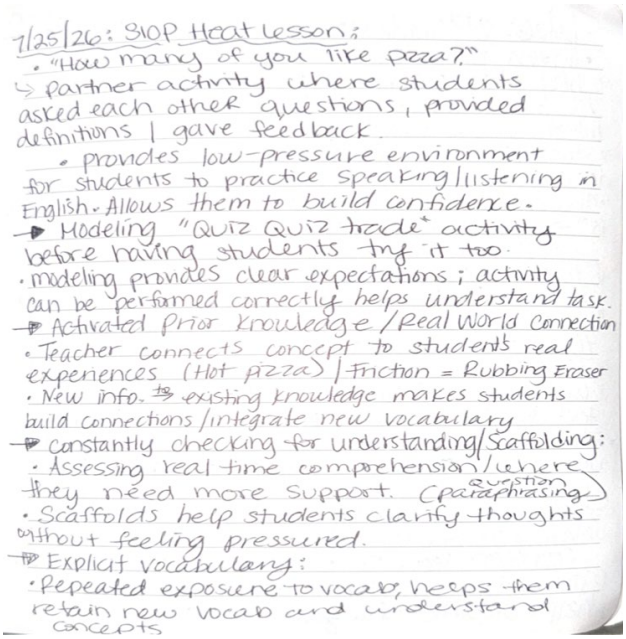
7/20/26: Video of an ESOL class.
- Sequencing words to organize a story. (First, next, then, last)
- Introduces words and has students repeat them in their correct order.
- Realia: Balloon, "why might a character have a balloon, talk w/ your partner.
  - When was the last time you had a bday party?
- encourages students to use sequence words to talk about what happened at the party
- Teacher includes a timer to keep students on track.
- "give me a clap if you're paying attention"
- Has students try to read a word, if unable, gives the chance to someone else, has student try again.
- Each student gets a picture to describe to their partner.
  - As they share, they sequence the photos using sequence words
- Students stand up in order that their pictures go in correct sequential order and explain their thinking
- constantly refers to rereading vocabulary words.

- "Let's see if your predictions were right!"
- "What's happening in this picture?"
- point to the word "my", "set", "is", "yes",
  - As they go through the book, they talk about events they see in the pictures, identify vocab words
- Students read out-loud as they point.
- Stickers used to encourage/identify good work!

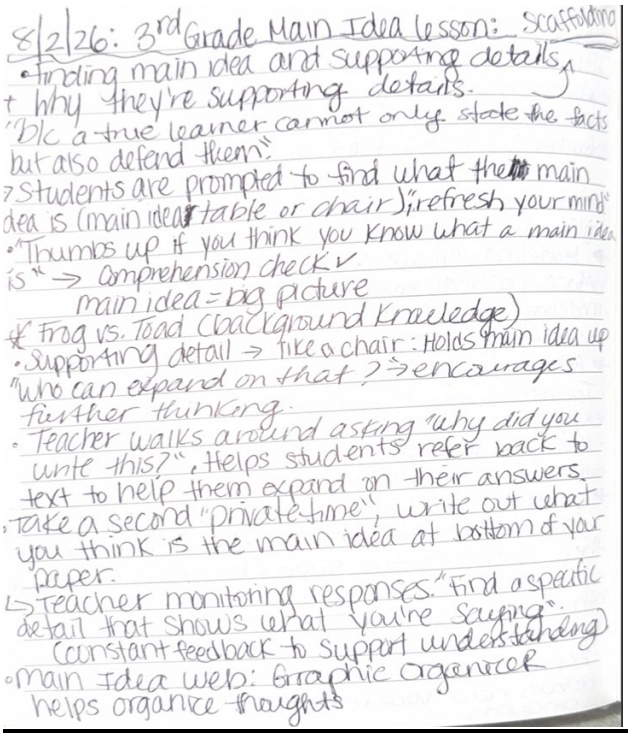
* Sequence words constantly scaffolding the events in the story chronologically

* Pictures along w/ sequence words support comprehension of events and use of words.

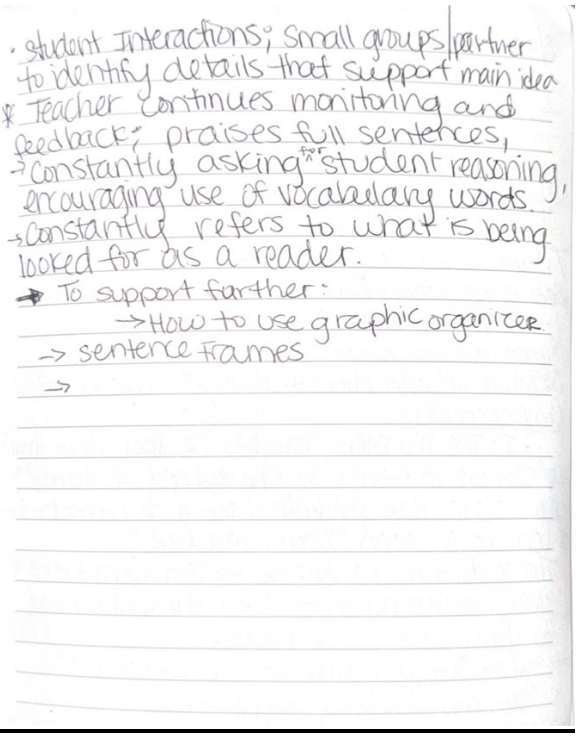
* Repeating vocabulary / looking for these words in the text allows better understanding and connections.



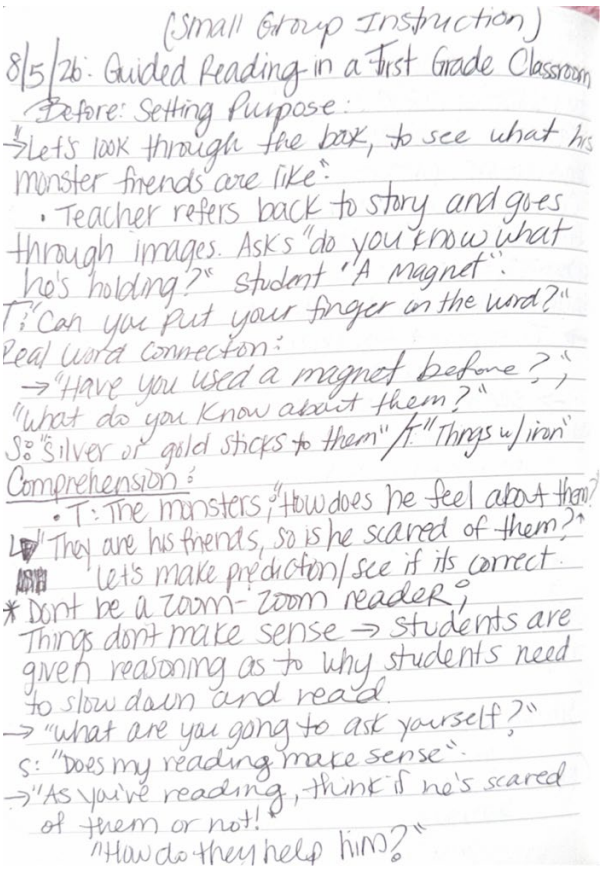
7/25/26: SIOP Heat Lesson:
- "How many of you like pizza?"
  - partner activity where students asked each other questions, provided definitions & gave feedback.
    - provides low-pressure environment for students to practice speaking/listening in English. Allows them to build confidence.
- Modeling "Quiz Quiz trade" activity before having students try it too.
- modeling provides clear expectations; activity can be performed correctly helps understand task.
- Activated Prior Knowledge / Real World Connection
- Teacher connects concept to student's real experiences (Hot pizza) / Friction = Rubbing Eraser
- New info. + existing knowledge makes students build connections / integrate new vocabulary
- constantly checking for understanding/scaffolding:
- Assessing real time comprehension / where they need more support. (paraphrasing, question)
- Scaffolds help students clarify thoughts without feeling pressured.
- Explicit vocabulary:
- Repeated exposure to vocab, helps them retain new vocab and understand concepts



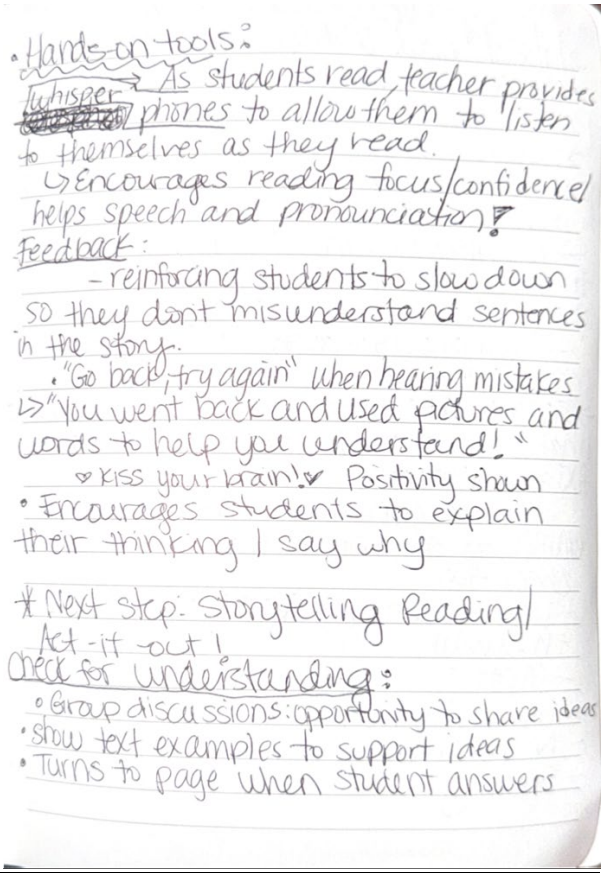
8/2/26: 3rd Grade Main Idea Lesson: Scaffolding
- finding main idea and supporting details
+ why they're supporting details.
"b/c a true learner cannot only state the facts but also defend them."
- Students are prompted to find what the main idea is (main idea: table or chair); refresh your mind
- "Thumbs up if you think you know what a main idea is" → comprehension check ✓
main idea = big picture
(Background Knowledge)
* Frog vs. Toad Cloak
- Supporting detail → like a chair: Holds main idea up
"who can expand on that?" → encourages further thinking.
- Teacher walks around asking "why did you write this?", helps students refer back to text to help them expand on their answers.
- Take a second "private time", write out what you think is the main idea at bottom of your paper.
↳ Teacher monitoring responses. "Find a specific detail that shows what you're saying".
(constant feedback to support understanding)
- main idea web: Graphic organizer
helps organize thoughts



- student interactions; small groups/partner to identify details that support main idea
* Teacher continues monitoring and feedback; praises full sentences,
→ constantly asking "" student reasoning, encouraging use of vocabulary words.
→ constantly refers to what is being looked for as a reader.
→ To support further:
→ How to use graphic organizer
→ sentence frames
→

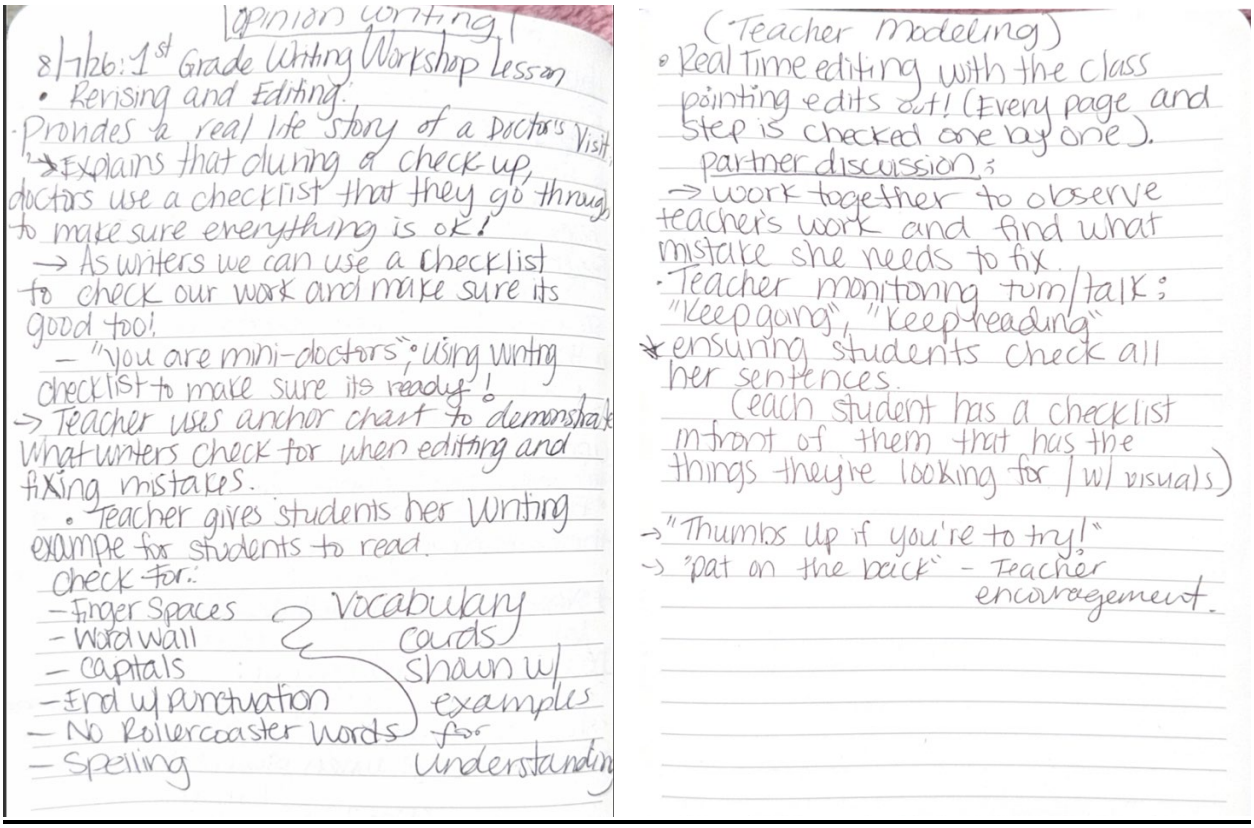


(Small Group Instruction)
8/5/26: Guided Reading in a First Grade Classroom
Before: Setting Purpose:
→ Let's look through the box, to see what his monster friends are like."
- Teacher refers back to story and goes through images. Asks "do you know what he's holding?" student "A magnet".
T: "Can you put your finger on the word?"
Real word connection:
→ "Have you used a magnet before?"
"What do you know about them?"
S: "Silver or gold sticks to them" /t "Things w/ iron"
Comprehension:
- T: The monsters, "How does he feel about them?
↳ "They are his friends, so is he scared of them?"
Let's make prediction/see if its correct.
* Dont be a Zoom-Zoom reader,
Things dont make sense → students are given reasoning as to why students need to slow down and read.
→ "what are you going to ask yourself?"
S: "Does my reading make sense".
→ "As you're reading, think if he's scared of them or not!
"How do they help him?"



- Hands-on tools:
→ As students read teacher provides ~~whisper~~ phones to allow them to listen to themselves as they read.
↳ Encourages reading focus/confidence/ helps speech and pronunciation!
Feedback:
- reinforcing students to slow down so they dont misunderstand sentences in the story.
- "Go back, try again" when hearing mistakes
↳ "You went back and used pictures and words to help you understand!"
♥ Kiss your brain! ♥ Positivity shown
- Encourages students to explain their thinking I say why

* Next step: Storytelling Reading/ Act-it-out!
Check for understanding:
- Group discussions: opportunity to share ideas
- show text examples to support ideas
- Turns to page when student answers



Opinion writing

8/7/26: 1st Grade Writing Workshop Lesson
• Revising and Editing:
- Provides a real life story of a Doctor's Visit.
→ Explains that during a check up, doctors use a checklist that they go through to make sure everything is ok!
→ As writers we can use a checklist to check our work and make sure its good too!
– "you are mini-doctors"; using writing checklist to make sure its ready!
→ Teacher uses anchor chart to demonstrate what writers check for when editing and fixing mistakes.
• Teacher gives students her writing example for students to read.
Check for:
– Finger Spaces
– Word wall
– capitals
– End w/ punctuation
– No Rollercoaster words
– Spelling

Vocabulary cards shown w/ examples for understanding

(Teacher Modeling)
• Real Time editing with the class pointing edits out! (Every page and step is checked one by one).
partner discussion:
→ work together to observe teacher's work and find what mistake she needs to fix.
- Teacher monitoring turn/talk:
"keep going", "keep reading"
* ensuring students check all her sentences.
(each student has a checklist in front of them that has the things they're looking for / w/ visuals)

→ "Thumbs up if you're to try!"
→ "pat on the back" - Teacher encouragement.

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