## Friday, 3/04/2022

Objective: The students will be able to isolate unfamiliar words in a reading.

### Lesson Agenda:

- · Reading: Wonder, Part 2 Via, Chapter: "High School"
- Vocabulary (Discussed)
- "My Reading Response Journal" (English w/Spanish Translations)



- 1. Greetings in Spanish (Welcoming; acknowledging students' diversity/culture)
- 2. Instruction in both English/Spanish.
- 3. Vocabulary:

stroller
earshot (compared to word, longshot)
Drew Barrymore (famous U.S. actress)
deformed

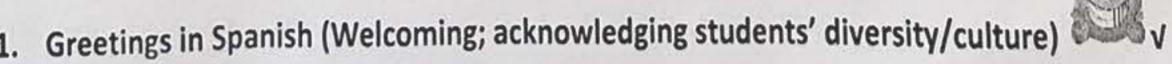
fixture (used as a metaphor)
bump into (verb/preposition)
recital (should add)
adorably

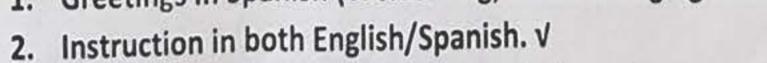
- 4. Reading: Read aloud (students took turns) of: Wonder, Part 2 Via, Chapter: "High School"
- 5. "My Reading Response Journal" -
  - A) Students completed sentence frame about the character, VIA (Olivia) with guidance:

Ex. I noticed that the character (name) did/said				
		Pg. #		
I think				

- B) Students referred to list of "response starters"/sentence frames and instructed to choose one to complete on their own.
- C) Discussion of answers/check understanding assessment/further explanation by teacher.
  - Asked students if they believed VIA will continue to protect her brother.
     (Prediction skill)
  - Pointed out evidence in text to support prediction.
- 6. Homework: Read next chapter, "Major Tom"

#### Mentor Reflections:





 Encouraged student read aloud and discussions to assist in pronunciation, fluency, comprehension. √

- 4. Encouraged/monitored/redirected students to ensure understanding and completion of assignments. 

  √
- 5. Addressed derogatory behaviors in a calm, supportive manner. V
- 6. Enjoyed the lesson...Great job! √

#### Recommendations:

- Students were told they COULD translate their answers into English (Google Translate). I
  recommend telling them that if they write their answers in Spanish, they MUST also have their
  answers in English, with the use of Google Translate. (Expectation: Work completed in Spanish
  & English OR English.)
- 2. Incorporate the use of technology for more student engagement. (I.e. Kahoot, Blooket, Quizziz, Nearpod, Flipgrid, WeVideo, Vocaroo)

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# Artifact 2: Evaluation feedback notes from mentor teacher during recording of Evaluation Cycle 2 video.

The lesson was based on a plan that was co-designed with the ELA PLC, which included my mentor teacher and the ELA teachers. The content followed the curriculum. I did not have the flexibility to teach my own content. The lesson was the product of a collaborative effort by the members of the PLC. The lesson script is on the left and the mentor teacher's feedback is on the right.