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

Mr. Brinckwirth's Lesson – 2nd Cycle
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	fixture (used as a metaphor)
earshot (compared to word, longshot)	bump into (verb/preposition)
Drew Barrymore (famous U.S. actress)	recital (should add)
deformed	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:

1. Greetings in Spanish (Welcoming; acknowledging students' diversity/culture) √
2. Instruction in both English/Spanish. √
3. 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. √
6. Enjoyed the lesson...Great job! √

Recommendations:

1. 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)

By: Cassandra Coyle-Griffin
ESL, Carver MS

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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.