Week Three: SLA Student Plan

Tyler Wood

OTL565 – Cultural and Linguistic Diversity in the Differentiated Classroom

Colorado State University – Global Campus

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Your Name:	Tyler Wood	CSU-G Course:	OTL 565

Subject / Course:	English as a Second Language
Topic:	Text Evidence
Lesson Title:	Summary with Evidence Support

Level:	Grade 4 level 2 (of 4 English Proficiency Levels)	Lesson Duration:	40 minutes

Common Core or State Standard(s):
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Description of Lesson as *currently* taught:
The students read the story before class so they have a chance to look up words or phrases they don't understand to bring those questions to class. During class we read the story together, usually picking at random who gets to read or playing "popcorn" for reading so they can stay active while following along if they are not reading. After reading, I lead a discussion of the elements of the story, who are the characters, when and where is the story happening, and what is happening. Then we use a worksheet and answer questions about the story. They need to write in examples of text from the story for evidence of where the answer came from. We then share our ideas at the end of class.

Pre-Assessment

    All of my students are SLA students in the intermediate fluency category based on level testing and my own class assessments in discussion and assorted work. Their L1 is Korean and L2 is English. Most are studying an L3 of Chinese as well.

Learning Target

    The objective for this class is to get students to connect the text in the story to their ideas about the book. To understand what evidence is and how it can be used.

Essential Questions: Where does your opinion of the story come from? (FNO, 1997)

Number of Days: 1

<div align="center">**Learning Task**</div>

<div align="center">**Student Differences**</div>

I will be differentiating this lesson based on student readiness. Some of the students are already able to point to a part of the story and use it for evidence of their opinion or to support their opinion, but most have trouble connecting the two together. I will offer a challenge to those higher level students while offering a more scaffolded approach to those that are struggling. This will also involve some differentiation in learning style as we will have some students have study partners (Alder, 2014).

<div align="center">**Varying Tasks**</div>

The varying tasks will be differentiated on the basis of content and process. The content for those students that understand the link between evidence and opinion already will be more challenging. The process will be different because they will be using their higher order thinking skills to explain and help those students who are having trouble by being the teacher. The students who are struggling will have a different task of writing a summary of a story with evidence from the text that supports their opinion. This will provide "language learning environments that foster the construction of meaning from context and from communication." It will "encourage language interactions that are cognitively demanding and academically relevant (Herrera & Murry, 2011, p.92)."

Feedback Strategy

The feedback for this class will consist of constant oral feedback from me for each team, plus they will have peer feedback as well, since they are in a group. One student will offer feedback for the other. They will also receive written feedback on the assignment (Focus on Effectiveness, 2005).
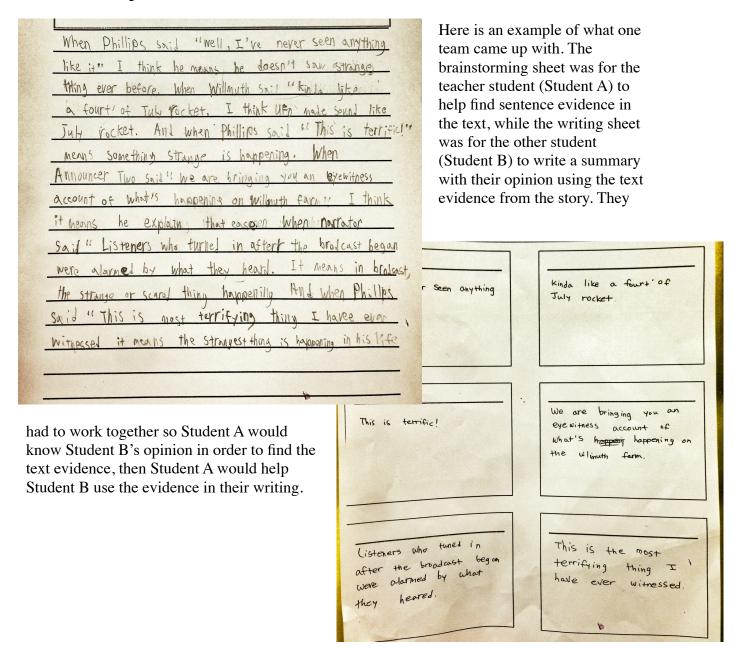
Summative Assessment

Each team of students, one teacher student and one writer student, will turn in a paper together that will be assessed on the understanding of the use of evidence in an opinion piece. I will also ask questions of the student being helped to assess their understanding of the ideas after the class to see how well the teacher student explained it and to make sure they did indeed explain it and not just told them what to write, which will be part of the assignments explanation before beginning. The students will have a pre-made rubric to consider before writing (Mueller, 2013).

Self-Reflection for Continuous Improvement:

In implementing this class, I thought the "peer-to-peer interactions (Herrera & Murry, 2011, p. 116)" went very well. At first it was a bit messy and the kids were slightly distracted talking to each off-topic, but as they settled into their positions of learning the classroom naturally quieted down and the kids were focused and actually working together to finish this assignment. The

teacher students seemed very much engaged because they were being challenged and the motivation I saw was intrinsic. It wasn't a test it was "teaching by discovery (Center for Teaching, 2014)." The teacher student was motivated by the problem at hand. The student being helped was seeing first-hand, perhaps for the first time, what one of the stronger students' methods for finding evidence was and putting it into practice. Both students in each group was focused and working together. Hopefully, the students will "attain higher level thinking and preserve information for longer times than students working individually (Teachthought, 2012)." The next step is to continue to work on student collaboration so the students are more comfortable with that style of learning. What I would have liked to see more was a better start. The kids spent a bit of time adjusting to their positions and that used up some time to finish the assignment. I would give the groups more time to work in pairs next time I teach this lesson. As the students get used to this collaboration, they will start quicker and work together smoother and easier.

Evidence of Implementation:

Here is an example of what one team came up with. The brainstorming sheet was for the teacher student (Student A) to help find sentence evidence in the text, while the writing sheet was for the other student (Student B) to write a summary with their opinion using the text evidence from the story. They

had to work together so Student A would know Student B's opinion in order to find the text evidence, then Student A would help Student B use the evidence in their writing.

<u>SOURCES:</u>

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