

	<p>that she is experienced. There is a Smart Board in the middle of two chalkboards.</p> <p>This class is the second lesson within a week-long series of classes that focus on writing a Social Studies Enduring Issues Essay.</p>	<p>believe that the desks could be arranged in a better way which would create more of a collaborative environment that best supports ELLs (Courtney, 2021).</p>
<p>Learning Objectives:</p>	<p>The teacher had both content and language objectives posted on the Google Classroom next to their Do Now question.</p> <p>Before students begin the lesson for the day, the teacher asks for a volunteer to read out loud the content objective. Next, the teacher asks another student to read out loud the language objective. The content objective for the lesson was, <i>“Students will be able to analyze historical documents and sources.”</i> The language objective for the lesson was, <i>“Students will be able to orally describe and write about an Enduring Issue.”</i></p>	<p>I really liked how the teacher provided and clearly defined the content and language objectives both orally and written.</p> <p>Having clearly defined content and language objectives that are based around Bloom’s Taxonomy allows students to know exactly what they will be learning and helps the teacher develop objectives that connect new ideas to those already learned (Kramer, 1970).</p> <p>Having the students read the objectives out loud is a great way for students to practice their English speaking skills.</p>
<p>Activating Prior Knowledge:</p>	<p>Ms. M. activated prior knowledge of the content of the lesson in numerous ways. The Do Now question, <i>“What were the four main causes of World War I?”</i> activated prior knowledge as it prompted students to think about the historical topic they had previously learned about and will be continuing to study in today’s lesson.</p> <p>The teacher also activated prior knowledge as she reviewed Enduring Issues and the Enduring Issues Essay. She asked questions such as <i>“What is an Enduring Issue?”</i>, <i>“How many Enduring Issues do you write about in your essay?”</i>, <i>“How</i></p>	<p>I thought that Ms. M did a nice job activating prior knowledge. Asking the students multiple questions that required them to think and reflect on what they already knew helped prepare them to complete the task of the lesson which was to begin an outline for the essay.</p>

	<p><i>many documents do you have to use the day of the test?”, and “Can you share with me some Enduring Issues you can choose from?”</i></p>	
<p>Key Vocabulary:</p>	<p>Ms. M. provided a list of the different Enduring Issues which was the key vocabulary of the lesson. She wrote them on the board for all the students to see and she also had the words listed on a Word Wall in the back of the room. Some of the key vocabulary words were “<i>Conflict, Desire for Power, Inequality, Scarcity, Innovation, Environment</i>”</p>	<p>I believe Ms. M. did a wonderful job explicitly listing the key vocabulary of the lesson. She not only wrote it on the board, she had the words listed on a Word Wall. It was clear to me that the students were extremely familiar with the words and already have previous schemas of the words and their meanings. Word walls are great support for ELLs as they are able to interact with key vocabulary and benefit from being able to access key words in many places (A World of Language Learners, 2019).</p>
<p>Materials:</p>	<p>The teacher used the Smartboard and used Google Classroom to display the Do Now, the directions, the key vocabulary words, and the outline. Ms. M. also provided printed copies of the packet with the events of World War I and printed copies of the Enduring Issues Outline that students will use to begin their essays. There were Spanish to English dictionaries in the room and Ms. Miller offered them to the students if they wanted them.</p>	<p>I liked how Ms. Miller had a variety of materials for students and provided both online and printed copies. I also liked how Ms. Miller had Spanish to English dictionaries available to help support students if needed.</p> <p>While Ms. Miller provided online versions of the outline and directions, she did not provide an online version of the packet with the different documents depicting the events of WWI. Since there were different visuals, maps, and charts in the packet, I believe it would have been a good idea to also display the visuals, maps, and charts on</p>

		<p>the SmartBoard so students could see the visuals in color which would help them visualize the historical events.</p>
<p>Strategies Used to Motivate & Engage Students:</p>	<p>While a lesson on writing an essay about a historical event can be boring, Ms. M. engaged and motivated her students by asking them questions about Enduring Issues that could relate to any event in their native country. Ms. M, also provided positive feedback to her students' answers to the questions.</p>	<p>The teacher has students in her class that immigrated from various Spanish-speaking countries and they seem to like to talk about their native countries. Asking the students to think about an Enduring Issue that can relate to their home country excited them as it gave them an opportunity to reflect upon and celebrate their native countries.</p> <p>I thought the way Ms. M. always encouraged her students as they answered questions was extremely motivating. For example, when a student made a mistake pronouncing a word when reading the directions out loud, Ms. Miller said <i>“That’s okay! It is a difficult word. You are doing an awesome job!”</i> This positive affirmation encouraged the student to continue reading and not give up.</p>
<p>Lesson Plan Procedures:</p>	<p>1) Ms. M, began the lesson by having students open up their Chromebooks and open up the Google Form which contained the objectives <i>“Students will be able to analyze historical documents and sources,”</i> and <i>“Students will be able to orally describe and write about an Enduring Issue.”</i> The Google Form also contained the Do Now question, <i>“What were the four main</i></p>	<p>Ms. M. had students practice their English speaking skills by reading the objectives out loud. She provided the content and language objectives both orally and written.</p>

	<p><i>causes of World War I?</i>” The teacher had students read both the content and language objectives out loud to the class. One student struggled pronouncing one word as he read out loud and the teacher explicitly provided the correct pronunciation of the word. Students completed the Do Now question and completed a Think-Pair-Share to discuss their answers.</p> <p>2) Ms. M. asked students to think about what an Enduring Issue is and to think about one Enduring Issue that relates to their native country. Students were excited by this question and were eager to share their answers.</p> <p>3) Ms. M. handed out the WWI events packet to her students and also the outline. She reviewed the directions with her students and activated students prior knowledge on writing an Enduring Issues Essay. The teacher activated prior knowledge as she reviewed Enduring Issues and the Enduring Issues Essay. She asked questions such as: <i>“What is an Enduring Issue?”</i> <i>“How many Enduring Issues do you write about in your essay?”</i> <i>“How many documents do you have to use the day of the test?”</i> and <i>“Can you share with me some Enduring Issues you can choose from?”</i></p> <p>4) Ms. M. reviewed the elements of the outline with her students. The outline is detailed and contains sentence frames that help students organize their thoughts for their paragraphs. The outline includes frames for the introductions, body paragraphs, and the conclusion. An example of some sentence frames from the introduction section of the</p>	<p>The explicit correction supported the student as he tried to produce the word again.</p> <p>I really liked how Ms. M had the students complete a Think-Pair-Share which allowed them to collaborate with their peers. This type of instructional strategy allows students to think about a question and then discuss their answer with a partner which gives students the opportunity for increased interaction, and teachers can monitor comprehension (Robertson, 2020).</p> <p>Ms. M. hooked her students into the lesson immediately by asking students to think of an Enduring Issue that relates to their native country. The students in her class enjoy talking about their native countries as it makes them feel proud to be who they are.</p> <p>The teacher did a nice job activating students’ knowledge with her different questions. Students were familiar with the task of writing an Enduring Issues Essay as they had been practicing this skill for the regents since September.</p>
--	--	---

	<p>outline is listed below: <i>The enduring Issue is</i> <hr/> <i>The definition of the enduring Issue is</i> <hr/> <i>Documents _____, _____, and _____,</i> <i>have the enduring issue of</i> <hr/> _____.</p> <p>5) Students began writing and filling out their outline with information they previously read and took notes about from the WWI packet.</p> <p>6) The students continued working on filling out the sections of the outline for the rest of the period. The teacher walks around and confers with the students often to see if they need any assistance and to check how they are doing.</p>	<p>The outline provides sentence frames to help support her ELL as they work through the essay writing process. Sentence frames are a great tool that help English Language Learners organize their thoughts and visualize the writing process. Sentence frames are a great starting point for ELLs to begin forming English phrases on their own (Brakebill, 2018).</p> <p>Ms. M. constantly went around the room to confer 1:1 with her students. She asked them questions and checked over their outlines to assist them in any way possible.</p>
<p>Differentiated Instruction:</p>	<p>Ms. M. differentiated instruction by scaffolding the essay by providing a detailed outline for her students to use. The use of this scaffold was extremely helpful for her students who are still acquiring the English Language. Ms. Miller provided students with a Spanish to English dictionary to help them translate words if needed.</p>	<p>I found the outline to be an extremely supportive scaffold. As the students worked, it seemed that the outline was an extremely helpful tool for the students. I know that many general education students struggle with organizing their thoughts for the Enduring Issues Essay and I imagine that it is even more difficult for English Language learners.</p>
<p>Opportunities for Practice:</p>	<p>Students had ample time to organize their thoughts and fill out their outline. Ms. Miller also told students that they could finish the outline the next day if they didn't get to finish today. She provided them with plenty of time to focus and work on their outline. ELLs need ample time to work through the language barrier.</p>	<p>I really liked the way that Ms. Miller devoted a whole day to writing the outline for the essay. It is important for ELLs to have ample time to practice their English and Social Studies skills. Students receive unlimited time on their regents exam in June so</p>

		it is important that the teacher allows them plenty of time in class to practice for the exam.
Comments:	Ms. M. was extremely encouraging the entire lesson. At the very end, she told the students how impressed she was with them and how they are going to be ready for the regents exam in June. She ended the lesson by asking students to share the Enduring Issue they chose to write about. Students were eager to share their answers. When the bell rang, many of the students thanked Ms. M. and told her to have a good day.	Students seemed to respond very well to Ms. M's lesson. She was very encouraging and students were working hard on their outlines. Asking students to share their Enduring Issue at the end of class engaged students to think about the main idea of the essay once more. Students were visibly thankful when they said thank you to Ms. M. and it is clear to me that she was a positive role model in their lives.
Assessment:	Ms. M. checked for understanding constantly throughout the lesson. She asked the students numerous questions before they began writing and during. Ms. Miller also assessed students as she conferred with students individually.	Checking for understanding helped Ms. M. to see if she needed to go back and re-teach any aspect of her lesson.
Classroom Management:	Ms. M. had complete control of her very big class. While there were almost 30 10th graders in her room, not one student was out of line. The few students who were not focused on their outline were redirected.	I could tell that there was mutual respect between Ms. M. and her students. The classroom rules and expectations seemed to be well-known and understood. The students worked quietly on their assignment.
Promoting an Environment Where Diversity is Celebrated:	Ms. M. promotes an inclusive classroom environment in her room. She has flags from all different countries hanging around her room. Ms. Miller also has a variety of multicultural books on the bookshelves and textbooks from regions all over the world. Ms. M made students from all different backgrounds feel included by asking them to relate an	Ms. M's classroom is deliberately multicultural and inclusive. She clearly aims to create a positive environment for her students where they know that their cultures and languages are respected and celebrated.

	Enduring Issue to their native countries.	
--	---	--

Reflection 1

My observation took place at Comsewogue High School in a 10th Grade ENL Global History class. The school is in a suburban area of Long Island, however the student population is very diverse. The school has many English as a New Language classes. Some classes consist of a content area teacher and an ENL teacher who co-teach, while others are taught by only an ENL teacher who has certifications in the content area. The class I observed is taught by one ENL Social Studies teacher. The class consists of 27 English Language Learners. 26 of the students are native Spanish speakers and one student is a native French speaker. The teacher teaches the class alone and planned Social Studies lessons around the NYS Social Studies Framework and around the students' English proficiency levels. The students in the class all fall within the transitioning and expanding proficiency levels. I learned a lot from the lesson I observed as I am a certified Social Studies teacher who is pursuing TESOL.

The lesson I observed was a lesson on the writing process of an Enduring Issue. This is an extremely important lesson as it prepares students for the Enduring Issues Essay that is on the regents examination. This class is the second lesson within a week-long series of classes that focus on writing a Social Studies Enduring Issues Essay. The teacher used various instructional strategies and methods to support her diverse students such as activating prior knowledge, using different modalities of learning, building background knowledge, and the use of sentence frames. These instructional methods help to differentiate instruction to cater to the needs of all students.

Ms. M. differentiated instruction for her students in multiple ways. Ms. M. started her lesson by clearly posting and defining the language and content objectives. Having clearly defined content and language objectives that are based around Bloom's Taxonomy allows students to know exactly what they will be learning and helps the teacher develop objectives that

connect new ideas to those already learned (Kramer, 1970). Ms. Miller did a nice job activating prior knowledge by asking the students multiple questions that required them to think and reflect on what they already knew which helped prepare them to complete the task of the lesson.

Vocabulary instruction was differentiated for students by explicitly listing the key vocabulary on the board and also listing the words on a Word Wall. Word walls are a great support for ELLs as they are able to interact with key vocabulary and benefit from being able to access key words in more than one place (A World of Language Learners, 2019).

The teacher had a variety of materials for students and provided both online and printed copies. I liked how Ms. M. had Spanish to English dictionaries available to help support students if needed. There were different visuals, maps, and charts in the packet to provide an array of supplemental material to the lesson. Ms. M. engaged and motivated her students by asking them questions about Enduring Issues that could relate to any event in their native country. Ms. M. also provided positive feedback to her students' answers to the questions. The outline the teacher provided was a supportive scaffold and included sentence frames to help support her ELL students as they work through the essay writing process. Sentence frames are a great tool that help English Language Learners organize their thoughts and visualize the writing process. Sentence frames are a great starting point for ELLs to begin forming English phrases on their own (Brakebill, 2018).

It was obvious to me that Ms. M had wonderful classroom management skills. Ms. Miller had complete control of her very big class. While there were almost 30 tenth graders in her room, not one student was out of line. The few students who were not focused on their outline, were redirected. I could tell that there was mutual respect between Ms. M. and her students. The classroom rules and expectations seemed to be well-known and understood. The

students worked quietly on their assignment. There was ample time for students to organize their thoughts and fill out their outline. Ms. Miller also told students that they could finish the outline the next day if they didn't get to finish today. She provided them with plenty of time to focus and work on their outline. ELLs need ample time to work through the language barrier. Ms. M. promotes an inclusive classroom environment in her room. She has flags from all different countries hanging around her room. Ms. M. also has a variety of multicultural books on the bookshelves and textbooks from regions all over the world. Ms. M's classroom is deliberately multicultural and inclusive. She clearly aims to create a positive environment for her students where they know that their cultures and languages are respected and celebrated.

The opportunity to observe a crucial lesson in preparing ELL students for the Global II regents was extremely beneficial to me as a Social Studies teacher. It is important that students master the Enduring Issues Essay to do well on the NYS Regents Exam. English Language Learners need the appropriate support in order to work through their language and cultural barriers. ENL teachers like Ms. M. must differentiate instruction and provide scaffolding in their lessons to allow students to do their absolute best. Using various methods and strategies when teaching helps provide students with the opportunities they need to succeed.

Field Notes Journal

Location: Comsewogue High School, Port Jefferson Station, NY

Purpose: To observe a class paying close attention to instructional modalities, class participation, and the meeting of learning outcomes.

Date: April 26th, 2023

Time: 11:22-12:01pm

Instructor: Ms. M

Lesson: Chinese Communist Revolution

Criteria	Description	Reflection
Setting:	<p>The class I observed is in a suburban high school on Long Island, New York. The class is an ENL class and consists of students from culturally and linguistically diverse backgrounds. I observed an ENL Social Studies teacher in her Global II History class. The class consists of 27 English Language Learners. 26 of the students are native Spanish speakers and one student is a native French speaker. The teacher teaches the class alone and planned Social Studies lessons around the NYS Social Studies Framework and around the students' English proficiency levels. The students in the class all fall within the transitioning and expanding proficiency levels.</p> <p>The classroom is pretty large and accommodates the big class size well. There are posters, maps, and pictures all around the classroom making it very inviting and colorful. The desks are arranged in rows in order to fit the amount of students in the room comfortably. The teacher's desk is organized and I can tell</p>	<p>There are posters, maps, and pictures all around the classroom making it very inviting and colorful. I know that this classroom is a designated ENL classroom and I notice a wall with flags from all different countries. I assume that many of these flags represent the native countries of the students. While most of the class speaks Spanish, the class is still extremely diverse. The students are energetic, yet they quiet down as soon as the teacher is ready to get started with her lessons.</p> <p>The vibrant and colorful aesthetic of the classroom combined with the very friendly, hands-on teacher creates a positive classroom environment. While the classroom environment is overall extremely positive, I</p>

	<p>that she is experienced. There is a Smart Board in the middle of two chalkboards.</p> <p>This class is the first lesson introducing the Chinese Communist Revolution. The lesson begins the unit's focus on the events that led to the establishment of the People's Republic of China.</p>	<p>believe that the desks could be arranged in a better way which would create more of a collaborative environment that best supports ELLs (Courtney, 2021).</p>
<p>Learning Objectives:</p>	<p>The teacher had both content and language objectives posted on the Google Classroom next to their Do Now question.</p> <p>Before students begin the lesson for the day, the teacher asks for a volunteer to read out loud the content objective. Next, the teacher asks another student to read out loud the language objective. The content objective for the lesson was, "<i>Students will be able to analyze primary and secondary sources to determine what led to the People's Republic of China.</i>" The language objective for the lesson was, "<i>Students will be able to explain orally and in writing the events that led to the People's Republic of China.</i>"</p>	<p>I really liked how the teacher provided and clearly defined the content and language objectives both orally and written.</p> <p>Having clearly defined content and language objectives that are based around Bloom's Taxonomy allows students to know exactly what they will be learning and helps the teacher develop objectives that connect new ideas to those already learned (Kramer, 1970).</p> <p>Having the students read the objectives out loud is a great way for students to practice their English speaking skills.</p>
<p>Activating Prior Knowledge:</p>	<p>Ms. Miller activated students' prior knowledge with the use of the Do Now questions which were "<i>What is a Dynasty?</i>" and "<i>What kind of government does China have today?</i>" These Do Now questions activate prior knowledge as they require students to think about what they already know about dynasties and what they already know about China. Having prior knowledge of dynasties and about China will support students as they learn about the fall of the Qing Dynasty and about the Chinese Communist Revolution.</p>	<p>I thought that Ms. Miller did a nice job activating prior knowledge. Asking the students questions that required them to think and reflect on what they already knew helped build their background knowledge of what they were going to be learning about in the lesson.</p>

<p>Key Vocabulary:</p>	<p>In the lessons prior to this one, Ms. M had pre-taught key vocabulary of the Chinese Communist Revolution unit. Ms. Miller had students take out their vocabulary sheets to help them as they completed readings during the lesson. The vocabulary sheet followed a Frayer Vocabulary Model. The sheet was divided into six boxes. One box in the middle for the vocabulary term, one box for the definition, one box for characteristics of the word, one box for examples, one box for non-examples, and a box for a symbol or picture representing the word.</p> <p>Students were prompted to have this sheet on their desk as they worked through the lesson and to refer to the sheet when needed.</p>	<p>I believe Ms. Miller did a wonderful job explicitly providing the key vocabulary words for her students. Pre-teaching key vocabulary words is a crucial element in vocabulary instruction for ELLs as it is an essential component in increasing overall comprehension and academic achievement (Echevarria, 2017).</p>
<p>Materials:</p>	<p>The teacher used the Smartboard and used Google Classroom to display the Do Now, the Exit Ticket, the directions, the key vocabulary words, the worksheet, and to play short videos.</p> <p>Ms. M also provided printed copies of the directions and the worksheet. Students had their vocabulary sheets out on their desk to supplement learning. There were Spanish to English dictionaries in the room and Ms. Miller offered them to the students if they wanted them.</p>	<p>I liked how Ms. M had a variety of materials for students and provided both online and printed copies. I also liked how Ms. M had Spanish to English dictionaries available to help support students if needed.</p> <p>I especially liked how students had their vocabulary sheets with them throughout the lesson. This was a great scaffold that Ms. M provided.</p>
<p>Strategies Used to Motivate & Engage Students:</p>	<p>Ms. M engaged and motivated her students by praising students constantly and by encouraging students to practice their English linguistic skills often through positive affirmations. Ms. M motivated students by giving extensive positive affirmations. These affirmations such as <i>“Keep going, you're doing a great job!”</i> encouraged students to continue working on their skills. Ms. Miller engaged students</p>	<p>I thought the way Ms. always encouraged her students as they answered questions was extremely motivating. When students would finish reading out loud, Ms. M praised them extensively even if they made a few errors. Ms. M focused on the good and how</p>

	<p>by providing a variety of modalities of learning such as different visuals and videos to supplement learning.</p>	<p>students were practicing their English rather than narrowing in on specific errors in their speech. It is important that teachers do not harp on their ELLs mistakes as they learn English in order to motivate students to keep working on their skills as acquiring a second language is no easy task.</p>
<p>Lesson Plan Procedures:</p>	<ol style="list-style-type: none"> 1) Ms. M began the lesson by having students open up their Chromebooks and open up the Google Form which contained the objectives <i>“Students will be able to analyze primary and secondary sources to determine what led to the People’s Republic of China”</i> and <i>“Students will be able to explain orally and in writing the events that led to the People’s Republic of China.”</i> The Google Form also contained the Do Now questions, <i>“What is a Dynasty?”</i> and <i>“What kind of government does China have today?”</i> 2) The teacher had students read both the content and language objectives out loud to the class. Students completed the Do Now question and completed a Think-Pair-Share to discuss their answers. 3) Ms. M introduced the lesson by writing the word <i>“dynasty”</i> on the SmartBoard. She asked students to think of words that go along with dynasty so they could complete a Concept Map. Students brainstormed different words and ideas and Ms. Miller wrote them on the board creating a concept map. She then showed a brief YouTube video which introduced the Qing Chinese Dynasty. This video built 	<p>Ms. M had students practice their English speaking skills by reading the objectives out loud. She provided the content and language objectives both orally and written.</p> <p>I really liked how Ms. M had the students complete a Think-Pair-Share which allowed them to collaborate with their peers.</p> <p>I wish Ms. M would have hooked the students into the lesson a bit more. I feel that she just kind of dove right into the lesson without an engaging introduction. However, students did get to work right away and were invested in what she had to say so it is clear to me that there is already an established rapport.</p> <p>I loved that Ms. M used a concept map to build</p>

	<p>students' background on the dynasty which is an important topic to grasp before learning about the Chinese Communist Revolution. The teacher used Spanish subtitles on the video.</p> <p>4) Next, Ms. M handed students the worksheet packet that they would be using the next few days of the unit. Students worked in collaborative learning groups to complete pages of the packet. Before students went into groups, Ms. Miller modeled how to complete the pages of the packet by completing the first page with the students. She reminded students the importance of annotating as they read documents and she modeled how to do so. She also asked for volunteers to read the text about the Opium Wars outloud. She broke up the text into smaller chunks and assigned one chunk to different students. She praised students as they read out loud.</p> <p>5) After the first page of the packet was complete, Ms. M broke students into their groups which she planned ahead of time. Students were placed in groups of mixed academic and language abilities. Ms. Miller conferred with each group as they worked.</p> <p>6) Ms. M closed the lesson by having students return to their normal seats and she had students complete an Exit Ticket that was on the same Google Form as the Do Now. The Exit Ticket asked students <i>“What are three events that led to the establishment of communist China? Please write a paragraph response.”</i> The exit ticket contained the below sentence frame to help students organize</p>	<p>background knowledge. This is an effective way to enrich students' understanding of a new concept (Najam, 2022).</p> <p>Using a video to supplement learning and build background knowledge engaged students in learning as well.</p> <p>Students were excited to watch a video and this was a nice way to differentiate learning.</p> <p>I thought that Ms. M did a fantastic job modeling how to read and annotate a text. I also loved that Ms. Miller encouraged students through positive affirmations to read outloud and practice their English reading and speaking skills. By dividing the reading into chunks and having multiple students read, many students had the chance to practice their skills without feeling overwhelmed by a massive amount of reading.</p> <p>Having collaborative learning groups of mixed abilities was a strategic way of grouping students. Mixed ability learning groups provide opportunities for language use and practice with peers which is beneficial for ELLs (Lbreiseth, 2021).</p> <p>Ms. Miller constantly went around the room to confer 1:1 with her students.</p>
--	---	--

	<p>their thoughts.</p> <p><i>One event that led to the establishment of communist China is</i></p> <hr/>	<p>I thought that the use of sentence frames in the Exit Ticket was an excellent way to help scaffold instruction and guide students as they wrote their paragraphs.</p>
Differentiated Instruction:	<p>Ms. Miller differentiated instruction by providing multiple modalities of learning, by modeling instruction, by creating mixed ability learning groups, and by scaffolding instruction. Students received information through the use of texts, charts, maps, visuals, and with educational videos. Students were strategically placed into cooperative learning groups of mixed abilities. Ms. M modeled instruction by showing students how to read and annotate to find answers. Ms. Mscaffolded instruction with the use of sentence frames. Ms. M also provided students with a Spanish to English dictionary to help them translate words if needed.</p>	<p>I thought Ms. M did a really nice job differentiating instruction for her students. It was clear that modeling and mixed learning groups were beneficial to the students. Students can learn just as much if not more from their peers as they can from their teachers.</p>
Opportunities for Practice:	<p>Students had ample time to work on their worksheet packet in their cooperative learning groups. Ms. M told students that they will continue working on the packet in their groups the next day. By providing students with ample time to complete their work, Ms. Miller did not rush students and provided slower-paced instruction that met their language needs.</p>	<p>The opportunity to practice with their peers is beneficial to students. It is important for ELLs to have ample time to practice their English and Social Studies skills.</p>
Comments:	<p>Ms. Miller was extremely encouraging the entire lesson. When students read and asked questions anytime throughout the lesson, she praised them extensively. If students had trouble pronouncing words, Ms. Miller explicitly supported them by telling them the right pronunciation and having them practice it. She then would praise them as they practiced.</p>	<p>Students seemed to respond very well to Ms. M's lesson. She was very encouraging and students were working hard in their groups. It is extremely evident to me that she was a positive role model in their lives.</p>
Assessment:	<p>Ms. Miller checked for understanding constantly throughout the lesson. She asked</p>	<p>Checking for understanding helped Ms. Miller to see if</p>

	<p>the students numerous questions before they worked in groups and during. Ms. Miller also assessed students as she conferred with each group. The Exit Ticket assessed students to see if they mastered the objectives for the lesson.</p>	<p>she needed to go back and re-teach any aspect of her lesson.</p>
<p>Classroom Management:</p>	<p>Ms. M had complete control of her very big class. While there were almost 30 10th graders in her room, not one student was out of line. The few students who were not focused on their task were redirected.</p>	<p>I could tell that there was mutual respect between Ms. M and her students. The classroom rules and expectations seemed to be well-known and understood. The students worked quietly on their assignment.</p>
<p>Promoting an Environment Where Diversity is Celebrated:</p>	<p>Ms. M promotes an inclusive classroom environment in her room. She has flags from all different countries hanging around her room. Ms. Miller also has a variety of multicultural books on the bookshelves and textbooks from regions all over the world.</p>	<p>Ms. M's classroom is deliberately multicultural and inclusive. She clearly aims to create a positive environment for her students where they know that their cultures and languages are respected and celebrated.</p>

Reflection 2

My observation took place at Comsewogue High School in a 10th Grade ENL Global History class. The school is in a suburban area of Long Island, however the student population is very diverse. The school has many English as a New Language classes. Some classes consist of a content area teacher and an ENL teacher who co-teach, while others are taught by only an ENL teacher who has certifications in the content area. The class I observed is taught by one ENL social studies teacher. The class consists of 27 English Language Learners. 26 of the students are native Spanish speakers and one student is a native French speaker. The teacher teaches the class alone and planned Social Studies lessons around the NYS Social Studies Framework and around the students' English proficiency levels. The students in the class all fall within the transitioning and expanding proficiency levels. I learned a lot from the lesson I observed as I am a certified Social Studies teacher who is pursuing TESOL.

The lesson I observed was the first lesson introducing the Chinese Communist Revolution. The lesson begins the unit's focus on the events that led to the establishment of the People's Republic of China. Ms. M used different techniques to instruct the students and to make the content comprehensible for a diverse audience. The teacher activated prior knowledge, explicitly taught key vocabulary, developed background knowledge, modeled instruction, and used collaborative learning groups to support learning. These different strategies and techniques aided the students' comprehension of the material.

I thought that Ms. M did a nice job activating prior knowledge. Asking the students questions that required them to think and reflect on what they already knew helped build their background knowledge of what they were going to be learning about in the lesson. Ms. M did a wonderful job explicitly providing the key vocabulary words for her students with the use

of a vocabulary sheet. Pre-teaching key vocabulary words is a crucial element in vocabulary instruction for ELLs as it is an essential component in increasing overall comprehension and academic achievement (Echevarria, 2017). I loved that Ms. M used a concept map to build background knowledge. This is an effective way to enrich students' understanding of a new concept (Najam, 2022). The use of a video to supplement learning and build background knowledge engaged students in learning.

I thought that Ms. M did a fantastic job modeling how to read and annotate a text. I also loved that Ms. M encouraged students through positive affirmations to read outloud and practice their English reading and speaking skills. By dividing the reading into chunks and having multiple students read, many students had the chance to practice their skills without feeling overwhelmed by a massive amount of reading. Having collaborative learning groups of mixed abilities was a strategic way of grouping students. Mixed ability learning groups provide opportunities for language use and practice with peers which is beneficial for ELLs (Lbreiseth, 2021).

Ms. M differentiated instruction by providing multiple modalities of learning, by modeling instruction, by creating mixed ability learning groups, and by scaffolding instruction. Students received information through the use of texts, charts, maps, visuals, and with educational videos. Students were strategically placed into cooperative learning groups of mixed abilities. The teacher modeled instruction by showing students how to read and annotate to find answers. Ms. M scaffolded instruction with the use of sentence frames. Ms. M also provided students with a Spanish to English dictionary to help them translate words if needed.

Observing Ms. Ms lesson on the Chinese Communist Revolution was very beneficial to me as a future TESOL instructor. She used various instructional strategies and methods to

make the content comprehensible to her students. English Language Learners need appropriate support in order to work through their language and cultural barriers. ENL teachers like Ms. Miller must differentiate instruction and provide scaffolding in their lessons to enable students to do their absolute best. Using various methods and strategies when teaching helps provide students with the opportunities they need to succeed.

References:

- A World of Language Learners. (2019, April 28). *How to display words to support ELLs*. A World of Language Learners. Retrieved May 7, 2023, from <https://www.aworldoflanguagelearners.com/word-walls-vocabulary-folder/>
- Brakebill, A. (2018, April 2). *Why you should be supporting your English language learners with sentence frames*. Edmentum Blog. Retrieved May 7, 2023, from <https://blog.edmentum.com/why-you-should-be-supporting-your-english-language-learners-sentence-frames>
- Courtney. (2021, July 8). *3 important considerations for class placement, seating, and grouping ELL students in the classroom*. The All-Access Classroom. Retrieved May 7, 2023, from <https://www.theallaccessclassroom.com/3-important-considerations-for-class-placement-seating-and-grouping-ell-students-in-the-classroom/>
- Echevarria Jana, Vogt, M.E., & Short, D. (2017). *Making Content Comprehensible for English Learners: The SIOP Model*. Pearson.
- Kramer, D. B., Lundgren, C., & Mabbott, A. S. (1970, January 1). Relating language objectives to Bloom's taxonomy: How to talk to your mainstream colleagues about language objectives. Relating language objectives to Bloom's taxonomy: how to talk to your mainstream colleagues about language objectives. Retrieved February 1, 2023, from <https://conservancy.umn.edu/handle/11299/109925>
- Lbreiseth. (2021, December 17). *6 strategies to help ELLs succeed in peer learning and collaboration*. Colorín Colorado. Retrieved May 7, 2023, from <https://www.colorincolorado.org/article/6-strategies-help-ells-succeed-peer-learning-and-collaboration>
- Robertson, K. (2020, February 10). *Increase student interaction with "think-pair-shares" and "circle chats"*. Colorín Colorado. Retrieved May 7, 2023, from <https://www.colorincolorado.org/article/increase-student-interaction-think-pair-shares-and-circle-chats>
- Submitted by Farah Najam (not verified) on June 17, Submitted by Karren Barlow (not verified) on March 18, Submitted by shampaign (not verified) on January 26, Submitted by Anonymous (not verified) on June 25, Submitted by Anonymous (not verified) on June 5, & Submitted by Anonymous (not verified) on November 28. (2022, August 8). *Concept maps: Classroom strategy*. Reading Rockets. Retrieved May 7, 2023, from https://www.readingrockets.org/strategies/concept_maps