

1. In Teaching Scenarios, Chapter 2 p. 57 rate Mrs. Hargrove's lesson on each of the Lesson Preparation features. Please be specific when you explain your rating.

Unlike Ms. Chen's teaching scenario, Mrs. Hargrove didn't refer students to the content objectives written on the board which should have been: Students will use map skills to find and label the three main routes to the West; Students will identify one or two facts about each of the three trails. The language objectives might have been: Students will take notes to distinguish among the trails; Students will categorize vocabulary terms. Instead, she told the students the topics they will be learning about and their actions during the lesson (coloring a map). I would rate her objectives a 2 since they were not stated but implied. I would rate her language objectives a 0 because she did not state them nor define them during the lesson.

She suggested that if students had difficulty with any words, they should hold up their hands and she would circulate to give assistance. Instead, she should read the text and anticipate which vocabulary would be difficult for students to decode or know. West trails is a topic that students will need background knowledge on and more content to make meaningful, personal connections with. Pre-teaching vocabulary words (accompanied by visuals) that the students will come across in the text would have been helpful - so they can utilize this vocabulary when explaining their maps to the class.

As a fourth-grade teacher, this lesson content is age appropriate for students. The fourth-grade curriculum involves American history and using maps as tools to gather information is an important skill for students to learn. I rate this section a 2 because it's age appropriate, but it is challenging for students who do not have the American culture background knowledge. Mrs. Hargrove should consider students who do not have any knowledge of this content and pre-teach key events for them to understand the interest in West and cause for multiple traveling trails. Mrs. Hargrove only used the text and map for the lesson, lacking videos, real photographs of the trails or the West, people on these trails, the hardships faced when traveling long distances, etc. Adding more supplemental material such as a vocabulary wall and a diary of someone on the trail would have been more effective and enriching for all students. For this reason, I rate this section a 1 for the map activity she included.

The only significant adaptation in her lesson that I can find is her allowing students to work with partners on their map, which is why I rate this section a 1 as well. She relied on her students to ask how to decode challenging words which I know most of my students wouldn't want to do in front of the whole class. There is no formative assessment on how well the students have comprehended what they read during the 20 minutes. Lastly, the one meaningful activity I can identify that integrates lesson concepts with language practice is having the students explain their maps to the class. In this case, the students are practicing their oral presentation skills but only three students had this opportunity which is why I rated this section a 1.

2. What Makes a Text 'Complex'? Share one short text excerpt you use in your teaching and analyze it for complexity.

"Text complexity" is the level of difficulty of written passage or text. It influences student reading comprehension, vocabulary development, and overall literacy skills. In text complexity, the vocabulary used in a text is a significant factor. The structure and complexity of sentences in a text play a role; complex texts may feature long, intricate sentences. Also, the use of figurative language, such as

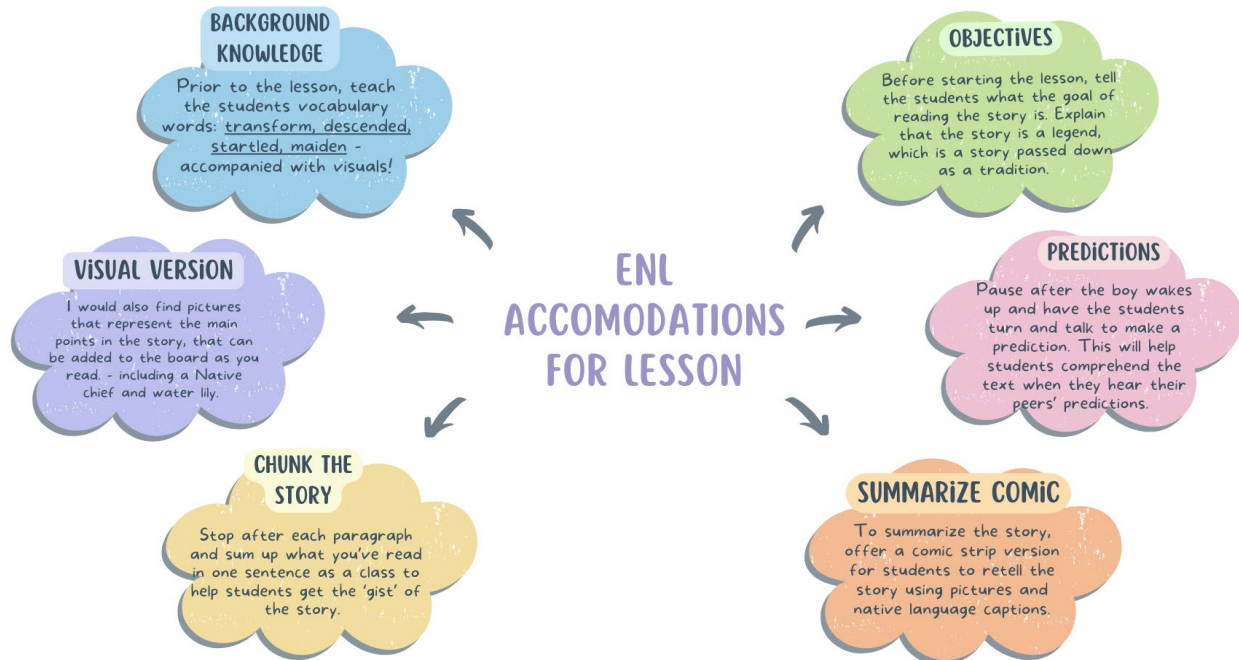
metaphors, similes, idioms, and symbolism, can increase the complexity and make it more challenging for students.

3. The following passage is excerpted from the Grade 4 NYSESLAT Student Practice Book. Analyze the text and give specific insight into its complexity, referring back to your ELLs students. Give 3 explicit ideas on how you might prepare your students for a text such as this. You can also use a mindmap to showcase your approach.

The Star Maiden: A Native American Legend

The text is complex because it is a legend, with fictional characters who transform into other beings. The students may need additional support in knowing that legends were told to appreciate nature and understand how the world works. They may also need vocabulary taught prior for words that they have not been exposed to such as *chief*, *maiden*, and *descended*. Here are the strategies I would use to accommodate ELL learners:

[Click this link if my image is too small on Canvas to see my accommodations!](#)



2. My text that I use in my class with my students is from Fountas & Pinnell, the reading program that I use as a reading interventionist. The students were able to identify the title and caption to help their comprehension. The students struggled with the word "peculiar" and "remarkable" so I had them pair up and discuss the meaning using context clues. For my ELL students, I showed a map before reading to point to where Australia is in regard to America. I also showed them the equator and what it means to help them better comprehend the text. I anticipated that these words would be challenging for them.

Australia: A Place Like No Other

Over 200 years ago, British **settlers** began arriving in Australia—an unknown land 10,000 miles from their home. Once they looked around, they discovered some big surprises.

Australia is south of the equator, so the weather seemed upside down and backwards to the British. The seasons were reversed, with winter in July and summer in January.

Even the trees seemed odd. Many trees kept their leaves all year and shed their bark instead. But the Australian animals were the strangest of all.

Most settlers had never seen animals that carried their young in pouches on their stomachs. They had never seen animals move like kangaroos, which did not run or walk but bounced along on big feet. But the strangest creature of all was yet to be discovered.

In 1797, a settler came across a remarkable animal at the edge of a lake. It had soft fur and was about the size of a rabbit. It also had a large bill and webbed feet like a duck. And under the webbed feet there were claws! What was this peculiar creature? The settler had stumbled upon a mystery.



Peer responses:

C.,

I like your idea about discussing Native American culture, especially before reading this legend. It would be interesting to see if our ELL students can connect this information to any traditions or stories that have been passed down orally through their cultures too. Visual aids can be very helpful as you mentioned! Sometimes, I like to find animated short films of stories so students can access a story in more than one way. Hearing the story in different ways can be helpful for them. Great post!

V.,

I agree with you on your ratings for Mrs. Hargrove's lesson. You made an interesting point. Mrs. Hargrove's lesson was not student centered but more teacher centered which I agree with! It is very important that our students are practicing the use of language in class and there is space for "student talk time". When the "teach talk time" is significantly higher than students, they can become disengaged and lose the attention or focus of the lesson. Students learn from discussions with their

peers and using the content in their conversations. Students should be provided with more time to explore the content in a meaningful way. Great post!