

Materials Critique & Redesign

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EDPN 673

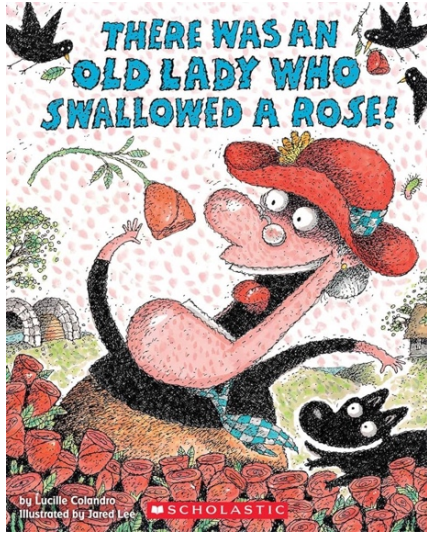
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To complete the Material Critique and Redesign assignment I used is a Second-Grade class that I was able to observe. The second-grade class consisted of English Language Learners and considered a bilingual class. The students in the class were primarily from South America and had little to no schooling in their home country or in the United States prior to the school year. To help me complete this assignment I chose to critique two read aloud the teacher used with the class and one book she suggested to use for middle school students. My goal was to take these books and redesign them to use with and support the English Language Learners. As an educator it is important to try picking books that are culturally related to the students, but it is not always easy to find books to complete that with. By picking culturally related books helps the students feel a part of the group and see the classroom is a well diverse learning environment. It also provides the students with a feeling of being comfortable and safe in their learning and want to participate in the reading activities.

As educators our goal should be wanting our students to feel welcomed and secure due to some students coming from backgrounds that may have faced many challenges to get to where they are now. The books that the teacher and I discussed that would fit best to critique and redesign are *There Was an Old Lady Who Swallowed a Rose* by Lucille Colandro, *The Day the Crayons Quit* by Drew Daywalt, and *Coraline* by P. Craig Russell and Neil Gaiman. These books show a diversity of topics for the students and allows the students to see different scenarios. The books also offer the students with bright and colorful illustrations to follow as the story is being read. As educators we want to provide our English Language Learners with as many visuals and visual supports as possible.

There Was an Old Lady Who Swallowed a Rose by Lucille Colandro



The first story I chose to critique and redesign is **There Was an Old Lady Who Swallowed a Rose** by Lucille Colandro. This story is for students in Grades Pre-K-2 with a Lexile Measurement AD370L. This story would be read in a small group or as a whole group. Topics that would be used with this story is sequence of events and character. The group of English Language Learners in the class are Spanish speaking and do not have an English dominance. The reason behind critiquing and redesigning There Was an Old Lady Who Swallowed a Rose is to help reach comprehension.

This story is about an old lady who is being silly and swallowing different art supplies to make a gift at the end of the story. In the end of the story it shows how the old lady made a gift for someone for Valentine's Day. The story discusses how it is an adventure of the old lady having different items and each item she swallows helps the other. The content of this story is simple and the illustrations throughout help tell the story to the readers. The illustrations and repetition throughout drew the student's attention in and they began to want to know what the old lady swallowed next on her journey. The illustrations in the story were very bright and colorful to help engage the English Language Learners into the reading.



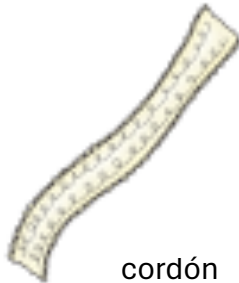





While the story was being read, I noticed that certain parts the students would get confused on why she was swallowing certain items or what item would be next for her to swallow. As educators we want our students to start to make predications and see at the end if their predictions were correct or incorrect. The story provides the students with an opportunity at the end to make a creative story of their own of items they may swallow to help make a Valentine's Day gift. The students can use their prior knowledge of Valentine's Day items to help them complete that task. The English Language Learners can think about items they are familiar with in their homes that could help them. The main idea of the story is to show even though the old lady was being silly she had a reason in the end for swallowing all the items that she did. The story could be used to help the students put in sequential order the different items they saw throughout the story that the old lady swallowed. This helps the students learn how to put items in order based on what they read.

The vocabulary in the story is very easy and words the students should be familiar with or have been exposed to at home already. When talking with the teacher she stated this book has a lot of words that can be easily translated into Spanish for the English Language Learner students to help them comprehend the items being talked about. As the teacher was reading the story she would state the items first in English that point to the item and say it in Spanish so the students can see and hear what the item is the old lady is swallowing. The items throughout the story are realistic items that can be given to the students to enhance their understanding and have an opportunity to use their five senses throughout the story.

To help support the English Language Learners in the classroom, I would redesign the book by translating myself parts of the story. Translating the story will help my students reach a better comprehension level of the story. Having the students able to comprehend the story will

help support them to complete the activity successfully with minimal support from the teacher or their peers. The activity after the reading is putting the items the old lady swallowed in sequential order. To redesign the activity, I would make the worksheet/pieces with the English words but translate them into Spanish to support the English Language Learner students to connect the English word with the Spanish translation. Throughout the lesson I would incorporate the vocabulary of the items multiple with visual supports to help the students connect the word with the picture of the item.

Example of how I would redesign by translating the words for the sequencing activity. This focuses on the vocabulary and having a visual to correspond with the meaning and picture.

 dama lady	 rosa rose	 cordón lace	 brillantina glitter
 dulce candy	 joya jewel	 corazones hearts	 tarjeta card

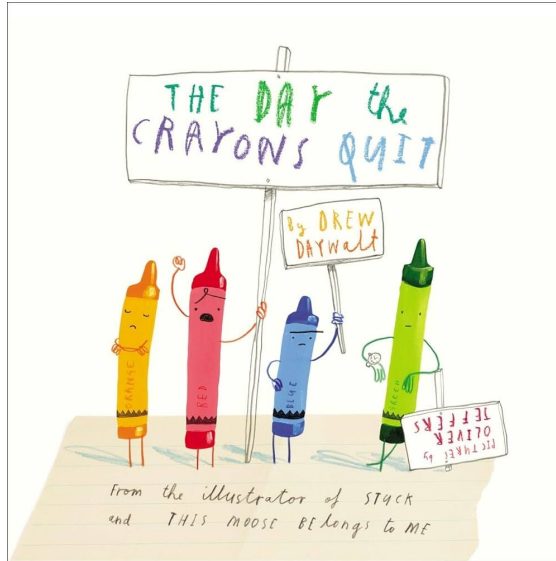
Example of adding translation into the pages of the story to support the students with visuals and connecting the English word to Spanish.



Había una anciana que se tragó una rosa.

There was an old lady who swallowed a rose.

The Day the Crayons Quit by Drew Daywalt



The second story I chose to critique and redesign is *The Day the Crayons Quit* by Drew Daywalt, illustrated by Oliver Jeffers. This book is for students in grades Pre-k to 3rd Grade and is appropriate for ages 3 to 8 years old. The Lexile rating of this book is 730L with a guided reading level of M. This is a book many teachers use during the halfway mark of the school year when they notice the students' supplies are running low or a lot of their supplies are broken. This is a book that all the students really enjoy, and it catches the attention of all the readers/audience. With this story it also helps the class review their colors and the different objects they can draw that include that color crayon. In second grade they should know all their colors but often students forget to color realistic pictures when drawing. It is also a great way for the students to learn how to say the colors in another language due to them being a bilingual classroom.

While looking through the story it is shown to have content that is basic and good for English Language Learners because it helps them with the basic knowledge, they should have with being in second grade. For this book the teacher started off with having the students review the colors they see in the rainbow. As the students are saying the colors the teacher is drawing a

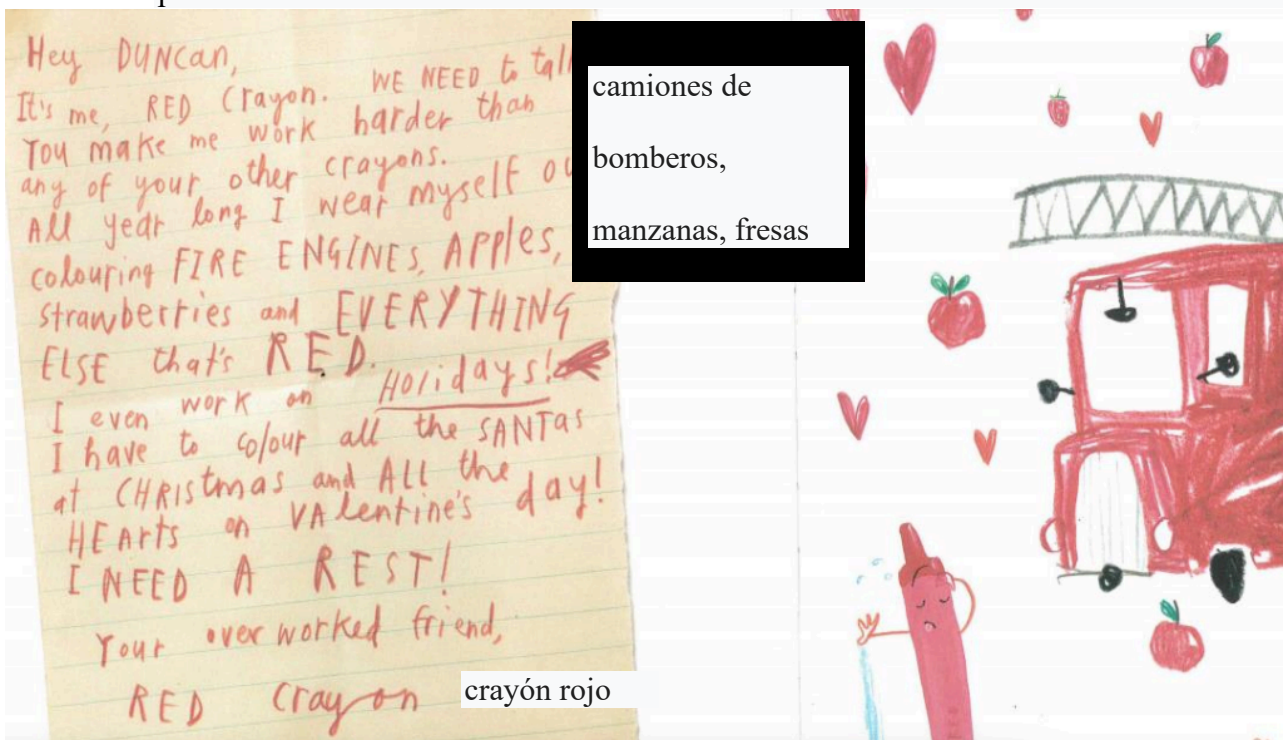
rainbow up on the board to help them picture the colors all together. Once the rainbow is made the students are asked a variety of questions to help review items that correspond to the colors. For example, “What is a food item that is red?”, “What color is the sky?”, “What color of the rainbow is your favorite and what item has that color in it?”. Providing these types of questions help build upon the students’ prior knowledge and start to make the students use their critical thinking skills to think about items/objects that correspond with the color being discussed. In the classroom the teacher provides the students with a visual of the different colors. On the poster it has the colors in both English and Spanish, this supports the English Language Learners to learn the colors in English but also have the support of their native language.

In the book it is mainly written with simple vocabulary and easy for the students to understand while they are reading with needing minimal support for certain words. Many of the words used in this book are sight words or easy decodable words that the students have been exposed to in order stories. For the words that the students may be stuck on while reading in a small group, I will provide them with the English version of the word and provide them with a visual aid if it possible and provide them with the word in Spanish so they can make a connection between the words. For example, in the story with the red crayon talks about engine and holiday, so when reading this part, I will ensure I have a picture of an engine and holidays to help support the students visually.

This story is one I would redesign to help support the English Language Learners more especially since each page is written in a short letter form. “When English learners are explicitly taught English vocabulary in a way that compares unfamiliar English words to analogous words in their home language, it can help them understand and remember the newly acquired word” (Wald, 2023). A way to help English Language Learners become better readers is to provide the

students with translations in their native language and provide visual supports so the students can make connections between the English and the Spanish words. After reading the story in English the first time, I would find a Spanish version online that the whole class can listen to the second time around of reading *The Day the Crayons Quit*. This allows the students to feel engaged by having the story repeated in their native language to gain a full understanding of the text. This also provides the students with comfortability knowing their native language is being supported in their classroom environment.

Example of how important vocabulary will be translated to Spanish to support the text and picture.



Coraline by P. Craig Russell and Neil Gaiman



The third book I chose to critique and redesign is *Coraline* by P. Craig Russell and Neil Gaiman. This book is for students in grades 3rd to 7th. The Lexile rating of this book is 740L. When speaking with the teacher she stated the 6th graders she used to work with loved this book anytime they would read it in their small groups. It is a simple graphic novel that has realistic pictures and storyline that the English Language Learners can relate to. The students loved the storyline because it is about a girl being in a new house. The teacher stated after a few pages in she can tell the students are thinking about how they can relate to the storyline and what they have read so far.

The book is about a young girl whose family moves to a new house and in the house, it has a door that leads her to another house that is like her own house. After the girl goes through the door, she finds a set of parents that want the girl to become theirs and they want her to change so they can keep her, and the girl must fight to save herself and return to the normal life that she is used to living with her actual parents. The girl finds different strategies to fight to go back to her life that she knows. The students enjoy this book because it is easy to read and has

realistic photos to help them picture everything that is happening throughout the novel. A teaching point that is used with this novel is to have the kids think about when they moved from their original home to the home they are in now and see what similarities and differences they may notice between the two homes.

Throughout this novel the vocabulary is easy to follow along for the students considering most of it is words they have been exposed to prior in other stories they have read. Some vocabulary may be new due to the author using the proper word to describe something in the house. To help the students with the new vocabulary that they may not be familiar with I would provide a realistic picture of the word with the word printed under it in English and Spanish to help them make a connection between the visual aid and the word.

The redesign I would use for this book would be adding translations into the pages to help the students become more familiar with the new vocabulary. Adding in the translation throughout the pages helps the students build a connection to the book and use their prior knowledge with the use of their native language. Providing the students with the use of their native language is very critical to help them gain more success in their reading skills. Especially with this book it will help the students understand how to make a connection in their personal life that is related to the book.

Example of how I would add translation into the pages of the book.



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