

## ELD Lesson Observation

[REDACTED]  
Date of Observation: November 1, 2011

[REDACTED]  
ELD Proficiency Levels: 1 and 3

Type of ELD Lesson: Avenues – “From Sea to Shining Sea” (Day 1 of lesson)

Length of Lesson: 35 minutes

Materials Used: Avenues book, Document camera, Internet, Commercially made pictures, Vocabulary cards

### Target Vocabulary

Day 1 of the lesson was intended to build background knowledge and introduce the target vocabulary for Unit 5: “From Sea to Shining Sea.” The teacher activated prior knowledge to introduce target vocabulary by asking the students, “Do you know what the sea is?” and “Have you been to the ocean?” The unit was about the land and sea, therefore these questions were appropriate for introducing the vocabulary words. She began to show the two ELs pictures of canyons, dunes, waterfalls, mountain ranges, coastlines, and geysers. She had each student match and say the vocabulary words with the pictures. Once the teacher realized that the EL level 1 student was more behind than what she thought, she used the document camera to show more images of the different landforms from the internet. She was better able to contextualize the vocabulary words this way. The teacher also used gestures and body movement to contextualize the words.

### Listening

In the beginning of the lesson, the EL level 1 student listened as EL level 3 student described his experiences with the ocean. Even though she could not comprehend much of the response, she is able to become familiar with the sounds, rhythms, and patterns of English. Each student took turns listening to the other student say the vocabulary words. They also were

required to listen as the teacher described each vocabulary word. EL level 1 was also required to listen as EL level 3 described the vocabulary words.

### **Speaking**

The students had opportunities to use the vocabulary. Each student would repeat the vocabulary words after the teacher. In the end of the lesson, both students were able to correctly identify the vocabulary words with the appropriate pictures. All vocabulary was pronounced correctly. EL level 3 had more opportunity to speak. The teacher would ask him to describe the vocabulary words. She would also ask him to describe any experiences he has had with the various land forms.

### **Phonological Elements**

The teacher would model the appropriate way to pronounce each vocabulary word. She would use correct articulation and place proper stress and pitch on each word, syllable, and phrases. Through practice and repetition the students were able to correctly pronounce each word.

### **Reading**

The students practiced reading the vocabulary off the vocabulary cards provided by the teacher. The next day of the lesson requires the students to read text that contain the various vocabulary words.

### **Grammatical Structures**

There wasn't much emphasis on grammatical structures in this first lesson. The teacher modeled appropriate use of grammar when speaking. EL level 3 is pretty advanced, and did not have trouble using appropriate sentences when speaking. EL level 1 did not speak much because she is at a very low level; she was only able to repeat vocabulary.

**Writing**

The students were not required to write during day 1 of the lesson. Writing will be required later on in the following lessons.

**Practice**

The students practiced the vocabulary throughout the entire lesson. Both students would repeat and identify the vocabulary with the images. The teacher gave EL level 3 more opportunity to practice the vocabulary in context. She did this by asking him questions about the different landforms, such as "What makes a canyon?" She would also have him help EL level 1 if she got stuck. At the end of the lesson the students were assessed on the vocabulary. The teacher had the students match the vocabulary to the appropriate pictures, EL level 1 went first. She got 100% correct. EL level 3 went next and also got 100%.

40  
well done

## ELD Reflection

The teacher modified the lesson so that it was appropriate for the different proficiency levels of both students. The teacher did her best to tend to the needs of both EL Level 1 and Level 3. The teacher could have easily let EL level 3 fall in the cracks, but she made sure to include him even though he knew all the vocabulary words. She kept him engaged by giving him more opportunities to use the vocabulary in context and encouraged him to help out EL level 1. This made EL level 3 feel successful and important. Also, the teacher could have continued with the lesson and ignored the fact that EL level 1 was not understanding the vocabulary from the commercially made pictures. Instead, the teacher modified the lesson and provided more visuals for EL level 1 because she wanted her to be successful. "Especially when faced with a new language, many learners rely on visuals for understanding, such as textbook illustrations, gestures, photos, drawings, and charts (Diaz-Rico 79)." The teacher knew that a variety of visuals would help EL level 1 understand, so she adapted her lesson to fit EL level 1's needs.

Before the beginning of the lesson, I thought it was cool that the teacher made conversation with both students. The lesson was taught during lunch time, so the teacher was asking them what kind of food they like, what their parents cook for them, etc. I thought this was a great way to teach the students discourse skills. "Students learn needed discourse skills by interacting with different conversational partners: other students, the teacher, other adults at school, cross-age peers, classroom visitors, and so on (Diaz-Rico 76)." The teacher also used this opportunity to teach EL level 1 some vocabulary words. She asked her if she liked sandwiches, and what she liked inside of a sandwich. As the teacher named different parts of the sandwich, she picked up the tomato, lettuce, ham, etc. This interaction before the official lesson built on the student-teacher relationship and lowered the affective filter.

I thought all aspects of this lesson were carried out well, before, during, and after. In my future classroom, I will be sure to adapt and modify my lessons to fit the needs of my students. If the students do not understand something, I will not leave them in the dust and move on. I will do whatever needs to be done so that each student will be and feel successful. I will do my best to build positive relationships with my students. I really admire teachers who make an effort to connect with their students.



6  
clear understanding of  
key concepts