Kindergarten ELA Farms
Pre-Interview

Interviewer: Why did you choose to teach this lesson?

Teacher: I chose this lesson because the Wonders Reading Program is a nationally mandated program that capitalizes on English language acquisition and subsequently, if you look at my input chart, I aligned it with the HCPS III Science standards because I read that best practices indicate that young children learn best with contest is presented holistically rather than in isolation.

                 So this lesson is just a small snapshot of a week-long lesson of crops that are grown on a farm.

Interviewer: What are the learning outcomes for this lesson and how are they related to that

Teacher: The learning outcomes for this lesson primarily capitalizes on the English language acquisition kindergarten standards which fosters the development of early literacy skills, which is conducive for students to develop a positive attitude toward reading and hopefully set the foundation for subsequent school years.

Interviewer: How would you describe this lesson as meaningful, useful, or relevant to students' lives?

Teacher: The Wonders English Language Acquisition, HCPS III, was researched to be developmentally appropriate for kindergarten students, and my thematic approach to learning Fosters, my predominately economic disadvantaged students, to gain an understanding of the outside world, and simultaneously it targets the developmental domains for early learning.

Interviewer: What are the big questions that you are using to drive student discussion?

[00:02:00]
Teacher: Developing questioning techniques to improve comprehension is a critical need for our school, therefore the Bloom's Taxonomy ... I use questioning with the Bloom's Taxonomy. You're going to see me today using various levels of questioning and that facilitates my discussion and gives students an opportunity to deepen their understanding and also at the same time it individualizes instruction by scaffolding their learning.

                 All three models begin ... the three models meaning the Bloom's, as well as Marzano Stems, as well as our guided language acquisition design questions, starts with the basic and progresses to the more complex hierarchy.

Interviewer: How are you planning to check for understanding or assess the students' outcomes?

Teacher: I will be utilizing assessment in various ways. I'm going to be using formative

assessment. It's religiously incorporated in my classroom practices. In this lesson, you'll observe me using anecdotal notes, so I'll put it on a clipboard and I'll take notes, whether it be on sticky notes or I have this form so I make sure that all students are accounted for. So you're going to see me walking around during discussion time using the questioning and looking at the individual student, for example, the ELL students, of course I'm going to start on a lower level and over the course of the year, slowly trying to bring them to another level.

Interviewer: How would you describe this lesson as engaging for students?

Teacher: [00:04:00] I will be using the GLAD input chart and the GLAD meaning the guiding ... It's a program I believe from California. GLAD stands for Guided Language Acquisition Design, so what it is is really targeting early literacy skills, especially helping those English language learners, for which our school has a predominately high percentage of those students.

I will be engaging students by illustrating the ideas in front of them, showing them pictures, providing reality ... reality is bringing actual objects, conceptualizing thoughts tangibly. After the direct instruction, students will be assigned to learning labs. The learning labs gives the students an opportunity to actively engage in exploring the theme and the literacy skills through imaginative play, and at the same time learning is fun for them.

Interviewer: The last question: how do you plan to manage student behavior throughout the lesson starting at expectations?

Teacher: Our three personal standards were well established from day one, therefore you're going to observe the students teaching and reminding each other about adhering to the rules. Also increased student engagement, to me, minimizes behavioral disturbances and ensures personal accountability. I also, don't laugh, but I also use silly songs that I create on the spot and you're probably going to see a glimpse of that. It's targeted to whatever the problem is at the time, and I feel that it's a really subtle way to grab their attention.

I've been teaching for a long time and I find that things ... if I say, "okay everybody look at me," it takes a long time. But if I start to sing, it's a calming way and at the same time [00:06:00] it really captivates their attention.