

Kindergarten Science Weather Pre-Interview

Interviewer: Why did you choose to teach this lesson?

Teacher: I chose to teach this Next Generation Science Stem Scopes lesson using the Guided Language Acquisition Design which we referred to as GLAD. GLAD was mandated by the Farrington Complex for the schools in our complex to use because, I guess, we have a high population of ELL students. It helps to address issues with language development. On the other hand, our school has made a concerted effort for kindergarten to fifth grade teachers to teach science religiously, at least three times a week. I'm trying to perfect that art, and therefore, I'm trying to kill two birds with one stone and using the GLAD strategies. It's something really new for me, but I'm finding out that it's working.

Interviewer: Glad it is. What are the learning outcomes for this lesson and how are they related to the larger...?

Teacher: The student will recognize that weather is a combination of sunlight, wind, snow, or rain, temperature in our particular region at a particular, whether it be spring, summer, winter or fall. The student will also be learning about different types of weather measurement tools. They'll also be cognizant of why data is important to collect. Today, I'll be placing a lot of emphasis on the thermometer. Maybe later if you want, I can explain the GLAD instructional strategies and what the premises behind that and maybe give you a better understanding of it.

[00:02:00]

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

Teacher: I feel this lesson is relevant because it's aligned with the Next Generation Science Kindergarten Standards. At the same time, it provides my high population of immigrant students a glimpse of what's going on beyond the walls of our classroom. Their life experiences are very limited.

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

Teacher: The two big questions that driving my student discussion revolves around the two Kindergarten Science Standards, which is: How does a scientist collect data to record weather conditions? and Why it is important to track the weather conditions? I created a weather station board so they're going to be tracking the weather on a daily basis.

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

Teacher: I will be utilizing various methods of formative assessment. For example, I pre-formulated a rubric to document the students' understanding in alignment with the Standards. I'll be taking anecdotal notes on my clipboard. I also provide hands-on opportunities to get a feel of their level of understanding. For example, I made these hand-made, home-made, teacher-made thermometers with different temperature

readings. It's an indirect way to assess their understanding of how a thermometer works.

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

Teacher: [00:04:00] I will be using as many Guided Language Acquisition strategies within this hour to engage my students. The project GLAD instructional model provides differentiation. Therefore, you're going to see my ELL students in the front with me after the lesson because I'm trying to get a feel of their understanding and give them an opportunity to be engaged, more or less, one-on-one. I feel that the students will have equity in the classroom, but yet at varying degrees. I also use the GLAD framework but created the lessons to go along with it. It's not like GLAD comes in a box. It's just a strategy. Therefore, when I did create it, I had my students' interests in the forefront of my mind. Year to year, it changes, but for the most part, for what I know of the kids this year, I think that they will be engaged or have high interest in hands-on activities.

Interviewer: How do you plan to manage student behavior throughout the lesson?

Teacher: [00:06:00] GLAD provides the framework for the three behavioral standards. Using that as a springboard, my class created a fun way to address the behavior standards. We have addressed it in various ways, but just recently we created our own 'song / dance' kind of thing that they're moving and they're singing, but at the same time reminding them of those standards. In addition to that, I have establish those behavior expectations from day one. Therefore, like I said the last time, you will probably a glimpse of students reminding other students about adhering to the rules. Aside from that, this is kindergarten and developmentally, sometimes it's hard for them to sit and focus. Of course, there's going to be kids who stray from the lesson. I try to use subtle ways to redirect them by asking questions that relate to the lesson so that I don't disrupt the lesson for the rest of the kids. At the same time, behavior's a part of learning too. I try to not to single them out or belittle them or speak to them in a condescending way.