

LESSON BACKGROUND

Name: Kiria Cruz

Date: 3/15/2016

Topic of Instruction (strand):

St. Patrick's Day

Lesson # of the intervention plan or unit:
1 of 1

Class Type:

Heterogeneous ESL Class (Low beginners to Low Intermediate)

7 females, 4 males

120 minutes

Objective(s): (based on pre-assessment data)

After the lesson, students will be able to have a cultural understanding about St. Patrick's Day and why is it celebrated in the United States.

Common Core Standard Addressed:

CELP.9-12.1. Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

CELP.9-12.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

CT.9-12.2.4.d Analyze and evaluate themes and connections that cross cultures.

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Materials, Media, Resources:

- Computers/Chromebooks/Cellphones with Internet/wi-fi connection
- A set of headphones (provided by teacher if they do not have their own)
- [St. Patrick's Day WebQuest](#) (from [TalkTech570](#) Website)
- Google form (assessment embedded on the webQuest)
<http://goo.gl/forms/JZe6kKvfD2>

LESSON PROCEDURE

Initiation:

Teacher starts by explaining that today's lesson will be about St. Patrick's Day and that she created a website for them to learn about it. She will also explain that as ESL learners it is important to learn and know aspects about the North American culture. Then, she will proceed to ask: *why do you think that we need to learn about the North American culture?* (answers will vary)

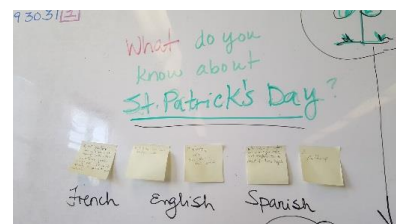
10 minutes

Differentiation strategies:

- Work alone/together
- Working on their own pace
- Multiple intelligence options
- Flexible seating
- Use of the computers
- The chance to use a hard copy for those who found difficult to read from the computer screen.

Teaching Process:

The first step will be to create an Inquiry Chart about St. Patrick's Day. An Inquiry Chart is a GLAD strategy (Guided Language Acquisition Design) that asks the students "*What do you know about St. Patrick's Day?*" and "*What do you want to know about St. Patrick's Day?*" After reading out loud (and letting the kids write in their native language) and altogether translate to English, the teacher will guide the students to access the WebQuest about St. Patrick's Day. At this point students will work independently. More pics [here](#).



10 minutes

After 35 minutes, we will read a portion of the WebQuest (*Who was St. Patrick?*) out loud. Teacher will focus on pronunciation. Teacher will carry out a short activity (clapping hands activity) to compare high digit numbers and low digit numbers (example: 16 vs. 60, 15 vs. 50).

60 minutes

Then, they will complete their assessment portion by accessing google forms.

15 minutes

Use of Technology:

Students will be able to access the WebQuest and the assessment through their computers/chromebooks as well as their phones. They will follow a set of questions posted in the introduction tab of the WebQuest, will listen to music, and watch a video linked to that website.

Closure:

After the students *traveled* through the WebQuest and completed the assessment (Google Forms), both students and teacher will summarize the story. Students will express which legends they believe are true and which ones they find difficult to believe. They will also express which parts of the WebQuest they enjoyed the most. We will also discuss the assessment and students will be encouraged to fill out the survey. During the last 5 minutes of the class, students will enjoy a shamrock shaped cookie.



20 minutes

Assessment Tool/Results:

100% (1 student)	83% (5 students)	67% (4 students)	50% (1 student)
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Narrative of Student Learning:

At first, 100% of the students did not know who St. Patrick was, which somewhat made the lesson easy since they were on the same level. During this lesson I also used the *clapping technique* to show the difference between low digit and high digit numbers. Students felt empowered to be able to tell the difference and they showed understanding. For those students who scored less than 75% in the assessment piece, I realized they were in the low-high beginners range. However, 100% of the students showed growth in regards to knowledge about St. Patrick's Day and they understood the number concept.

Data based decision making – Next lesson objective and differentiation based on assessment data

In regards to this topic, I will not teach another St. Patrick's Day lesson; however, I would use the same techniques because they seemed to be very successful. The only difference would be that I will incorporate more activities and would take more time reading all the of the WebQuest sections. I would also add another GLAD technique like que Pictorial Inquiry Chart and the sentence strip chart. I would like to convert a 120-minute lesson into a 3-day lesson.

Narrative of Teaching Effectiveness and student engagement:

This lesson was imparted to the after school ESL group (Immigrant Grant Tutoring Program). This class is a 100% voluntary class. The city of Bridgeport gave a grant to immigrant students who have been in the country less than 30 months and they use a program called ESL reading smart. This program is computerized and the students actually enjoy when I teach a lesson instead of them using only the computer. The level of engagement is very high and usually 95% of the students participate and show enthusiasm. Their favorite part was when we read the St. Patrick information and when they clapped when I showed them the difference between 13 vs. 30, 14 vs. 40, and so on. I am usually very dramatic and encouraging, which make the students very enthusiastic and happy. You could hear the "now I know!", "yes!", "now I got it!"

throughout the lesson. Some of the students “fought” for the reading turns and to a certain point we had different student read every 2 sentences. This aspect, not only engages them but engages me as a teacher.

Description of teacher individual strengths and areas in need of improvement

I can clearly say that an area of strength that I have is the bond and the relationship that I always create with my students. I let them be free and express themselves in my class. When they come to me, they know they can trust me and that they will not be judged. I also focus in their positive aspects and always try to encourage them to do more. Notwithstanding, every action has a reaction and the reaction of this is that students tend to talk too much about other topics and sometimes, the class takes more time than expected. I feel that I need to have better time management skills as well as classroom management. In this particular group, as I previously stated, students take the class voluntarily and the class is dynamic with a great flow; nevertheless, in some of my regular groups, behavior is an issue.