

TSL 694, Spring 2016, Brewer
April 26, 2016, Tuesday
General Observation Log 3, #3

Kingsbury High School
Beginning Low Level, 11 students
Teacher: Ms. Shepard

I observed my second class at Kingsbury High school, with the largest group of international students in Memphis. This teacher Ms. Shepard, has a bachelor's degree and is getting a Masters' degree in ESL from the University of Memphis. She has a large class of eleven high school girls for the last period of the day. They are very giggly and she does not correct that behavior or one student playing with another girl's hair. She just tells the whole group to listen up. She had their attention and they seemed to be enjoying the lesson and learning.

Teacher has on board:

Do Now: Vocabulary

Classwork: Think aloud, Pair reading summaries, questions game, writing prompt

Closure activity: Use 3 vocabulary words in writing prompt

I observed my second class at Kingsbury High School with the largest group of international students in Memphis. This teacher Ms. Sheperd, has a bachelors and is getting a Master's in ESL from the University of Memphis. She has a large class of eleven high school students-all female. They are very giggly and she does not correct that behavior or one student playing with another girls' hair. I think she still had their attention and they seemed to be enjoying the lesson and learning.

The teacher has students repeat vocabulary. Decided. Student says: decidio. Teacher explains: When you decide you make a choice. T: Who ate lunch in the lunchroom? You decided

on pepperoni pizza not cheese pizza. Think of two things you ate. Students call out what they ate.

Teacher: Vadala, can you make a sentence? She calls on several students to tell what they ate.

Later, the teacher actually explained to me she uses the Calderon method. On the board she has a sentence. "Yesterday I decided to eat _____ instead of _____ the lunch lady made a _____ I _____ with her. But really, I _____, that I told _____ her the wrong thing. The teacher says let's look up here and has the Spanish and Arabic (one student speaks Arabic) for: en lugar de – instead of; error-mistake; argumentar-argued; confesar- confessed. (I think she might have had: confesado like argued shows the infinitive too) The teacher has several students fill in the sample on the board (blanks) with the vocabulary word. They make their own choice about what to use.

It seems like the blanks should be all the vocabulary words or all random words. Students discuss what beef tacos are because the teacher suggested filling in the blank with: I decided to eat beef tacos instead of chicken. The teacher has students spell mistake in unison. She asks: where can you make a mistake? Can you make a mistake on a test? Maybe homework? Spell it. The students spell it loudly. Teacher says the next one is argued. Ready? Yesterday Linda argued with her. A student asks: Cual es? I argued with____. She giggles. The students seem to be enjoying the learning. Teacher everybody tries---spell argued (they spell it) confess (they spell it). Teacher says: Demora go first. Student: I confess to that I hate her boyfriend. Everyone goes ohhhh. Teacher says you should be able to do the whole thing.

Next the teacher divides the class into groups of four. One student checked out. The teacher told me she tries to pair one strong student in each group. The instructions are to take the reading and summarize after each paragraph. She gives them time to do the work. Teacher says: Are we finished? Let me hear your beautiful summaries using the words we just learned. Summarize the first paragraph I will summarize the second paragraph. Second paragraph, can

you summarize the second one for me? Teacher explains three men and one woman shot him; he went to the hospital and died. Student: One girl explains in Spanish the drug cartel lost money. Teacher moves quickly to the game she says; you have 30 seconds to think of a team name. The teacher writes the team names of the groups on the board and the game is questions beginning with: who, what, where, when and why and are about the reading. After one question from each of the categories she hands out a piece of paper to each group.

The students take the piece of paper and the teacher says, you know what to do. Write as many words as you can from the reading. Then she gives them a chance by saying; ok grab your test and study for 1 minute. Teacher pauses then says turn your paper over. She tells them to write words that we used today and yesterday. When they are done she asks groups to use words they had on their list. Meanwhile she erases the remaining words she left on the board. She asks groups to read words they covered. Teacher says we learned words you could have listed. What else did we learn? Yesterday we learned nickname, infamous, devastated, infamous, punishment, and today we learned participate, mistake, instead of....what else? One more. Lastly, the teacher says to do the writing. Each person writes a sentence. You can edit by adding words on another paper.

The teacher completed everything in the lesson. I learned about the google online timer which the teacher used for the game. I also got a demonstration of the Calderon method of teaching reading and comprehension to English learners. I like the Calderon method and plan to use it. I decided to research the method and found some information about it. The students were able to use the vocabulary in context with this method. I felt like I was in a demonstration of the method in a teacher training session. This teacher is very interested in using the best methods and

the students are learning. I am enriched with the methods used and the rapport she has with her students.

TSL 694, Spring 2016, Brewer
April 27, 2016, Wednesday
General Observation Log 3, #4

Cordova High School
English 10, ESL Students, 9 students
Teacher: Mrs. Smith

This school, Cordova High School, is very large school building but they have two ESL teachers. This teacher has classes that are low level ESL students but she told me to visit the English 10 ESL class to observe something different. She follows the curriculum so I believe her choice of material is supposed to be taught. They were reading Antigone. The seats are spaced apart, three across and three rows. Apparently this is needed. One student was at the back using headphones on the computer. The teacher says Annie, no (Annie had music in the headphones). She might have been testing.

Teacher asks if they had the summary chart they did yesterday and did their parents sign it. One student read an introductory paragraph. This is the tragic hero Oedipus, the main character. The teacher is going over questions about Antigone. She says that's enough evidence in C we can throw it out. What is wrong with B? Student answers. Why is answer D wrong? When she gets no answer she says let's start with an easier question. If I have to choose the best summary, what tells the most important ideas in a shorter way. Teacher asks, how about #2? Student replies, D is correct. Not all tragic heroes are polytheistic. Teacher says "doomed by

fate” and gets dramatic. Teacher asks, explain to me again: what is a paraphrase? Student answers summary.

Teacher proceeds with questions. Which of the following details could be left out of the summary? Student: D. Teacher asks them to turn back to 810 C. She reads the paragraph about Aristotle. Teacher: Who is the protagonist? A student says Antigone. T: Who is the antagonist? Student: Creon. Teacher: Does she have a tragic flaw? She told us the god’s law is higher than our law. The teacher then said, Michael, I need to you to pay attention. Again, I see Creon has a tragic flaw too. It is his pride he refused to listen to reason. Next, the teacher mentions the three papers I gave yesterday. She said, I’m not here to grade your handwriting so summarize the most important part in another way.

She said also there is a study guide because there is a test. The multiple choice is not open book but the other part is open book. Student asks: We have to write essay on test? Teacher says yes, you can choose one of the three topics – turn back to 812. Teacher says there is a part A and a part B. Now they go to vocabulary. Teacher asks: What would you say to someone who offered you a big dinner? You are sated. Student replies: No, thank you. Teacher: I believe we already covered one. Teacher says: Hello, I am trying to help you get started. Complete sentences. Teacher asks Michael do you have any more make up work to give me? Student: I have at home. Teacher says: start by writing your name. Students are working independently on work.

The teacher gets back with the group and explains: when we have a faculty meeting the principal says do we have any question for the good of the group. Do you have a question? For example #4 looked hard. She gives another example: Who was the pope before? Any Catholics here? Benedict, right? His name means “good word”. I hear a benediction at the end of every

church service. Where do we hear it? No one answers. She said they only have about four minutes and adds: if it's OK with you I want to put your test off until Tuesday I won't be here tomorrow or Friday. The students turn their papers in and leave when the bell rings.

First of all the teacher has the group sitting in an arrangement that shows they need discipline. If it is necessary then it needs to happen. I like how she explained the test in advance and explained what they should prepare for on the test. The teacher explains well through using examples like the name of the Pope; concrete examples. The students can do the regular English assignments with clear, assisted explanations. The ESL students need their own class, I believe to all receive the necessary help in English by a trained individual.