Field Work Paper

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Educator's Name:	Ms. Kavanagh	**School:**	North Middle School
Grade Level/Subject Taught:	6th Grade Science		
Appointment Status:			
Evaluator's Name & Title:		**Date:**	6/5/2023

Lesson:

Curriculum Standard(s) Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.	**MS-ESS2-6** **RI.5.7** **6SL1** Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.
Student/Class Profile Identify any accommodations in instruction to meet student learning needs.	This is a 6th grade science class consisting of 26 students: 11 commanding and 15 expanding. 5 of these students have IEPs. Accommodations have been made by delivering the instruction explicitly and clearly.
Learning Outcomes Identify the important concepts and skills that students will be expected to learn.	**Learning Objective:** Identify and evaluate data to construct an explanation of the structure and layers of Earth's atmosphere and their characteristics. **Language Objective:** Explain the components and characteristics of one layer of Earth's atmosphere both orally and in written form.
Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	There are multiple assessment examples in this lesson. For starters, students will complete a written DO NOW which will be checked and discussed as a class. Students will also be completing a chart on the layers of the atmosphere that will allow for assessment as they work. Finally, students will complete a written exit ticket that will be used for assessment as well.

Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.	• First, I will state the objectives so students know what they should have learned by the end of the lesson. • Students will then be given 3 minutes to complete a DO NOW on the atmospheric layers which requires them to put them in the correct order. • Next, we will discuss how the layers affect us (ex: ozone layer) • Next, we will watch a brief video on the layers of the atmosphere. During the video, students should write a few notes about each layer on their DO NOW sheets. • For the main activity, students will be given ten minutes to demonstrate the layers using multicolored legos and write characteristics/features of each layer on post-it notes with their group members. They will highlight key words in the reading to determine what to put on their post-its. Before they begin, I will demonstrate to students how I want them to make the model and do the first layer with them. • After the models are completed, students will share some characteristics they wrote on their post-its while they fill in the handout. • As a closure activity, students will complete an exit ticket that shows a picture of an item that would be present in a certain layer of the atmosphere that they will determine. On the back, students will complete a self-assessment of their participation and effort throughout the lesson.
Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.	If students require additional help understanding the layers of the atmosphere and what their purpose is, we will discuss it before students complete the reading. If following the exit ticket, I feel that more clarification is needed, then I will continue with the layers of the atmosphere on Monday. Additionally, I will identify and define any words that I feel may be difficult for the students, being that they are English learners.
Groups How will students be grouped for each activity of the lesson?	Students will have their desks in groups for the entirety of the lesson to avoid having to move desks during. However, the DO NOW and exit ticket will be completed individually. The reading and activity will be completed in groups and allow for peer discussion.

This was a science lesson I observed for a 6th grade class. The teacher provided both a learning and language objective for the students. The learning objective is aligned with the state standards and the language objective is aligned with TESOL standards. This lesson was done for review for the end of the year science final. The teacher clearly stated the objectives of the lessons to students so they knew what was expected of them. The teacher also activated the student's prior knowledge of the subject by asking "How do the layers affect our everyday lives". This engaged the students in the lesson and got them thinking and connecting this lesson to real world experiences. The teacher then had students complete a do now while she used visuals to engage the students further into the lesson. She showed a short video where students

got to visually see what the layers of the atmosphere are and give them more insight on what they would be reviewing. The teacher then did a hands-on activity for students where they students got to create and label the layers of the atmosphere using giant multi colored legos and post-its . Students were in groups for this activity which they also enjoyed. The lesson was both grade and age appropriate for the students. All of this information is a part of the science curriculum for 6th grade in my school. The teacher provided native language translations for students on worksheets if it was needed by students. I feel as though the teacher incorporated Principle 9 which is that “instruction needs to take account of individual differences in learners” (Ellis, 2005). “However, teachers can cater to variation in the nature of their students' aptitude by adopting a flexible teaching approach involving a variety of learning activities. They can also make use of simple learner-training materials (e.g Ellis and Sinclair, 1989) designed to make students more aware of their own approaches to learning and to develop awareness of alternative approaches. Good language learner studies (e.g., Naiman et al., 1978) suggest that successful language learning requires a flexible approach to learning. Thus, increasing the range of learning strategies at learners' disposal is one way in which teachers can help them to learn” (Ellis, 2005).

I had the ability to interview one student in this class. The student has been in the United States just under a year. She moved from Haiti with her family in order for better work opportunities and educational experiences. The language that is spoken with her family is Creole and French. Her favorite content area is science. She is a hands-on learner and likes when they are conducting experiments and doing other hands-on activities. She feels that is doing her best in science while ELA is the subject she is struggling with the most. She finds for the content area ELA and in learning English in general she has a hard time with writing, grammar, and pronunciation. Because she has a hard time understanding certain grammar rules which

ultimately affects her writing as well. She also always struggles with pronouncing certain English words that are more complex for her. For this lesson, she felt that she was extremely engaged and motivated throughout it. She liked the video aspect of the lesson because she was able to visualize the layers of the atmosphere and she also liked using the legos to build the layers because she is a hands-on learner. The only struggle in the lesson for her was some of the complex science terms and understanding their meanings.

After speaking with the teacher and breaking down the lesson, we were able to talk about what went well and what could have gone better. She liked the video she used for the students as well as the hands-on activity, but she feels like some of the complex vocabulary in the activity should have been retaught before the lesson. I enjoyed being able to reflect on this lesson with the teacher and going over the strategies that she used for her ELLs. Self-reflection is a huge part of being an educator and progressing to better the learning experience for students. “Reflection is beneficial for teachers and prospective teachers as well with the same mechanism. Reflection in the educational field mostly related to the teacher's practice in the classroom. Engaging in the reflection, teacher and prospective teacher can deal with uncertainty and unexpected situations in the classroom therefore they can have self-awareness of their current belief, attitude” (Bahtiar & Suryarini, 2021). Through this observation I was able to see what I want to incorporate into my lessons for students and some things I may do differently in order to inform instructional approaches, materials development, and assessment strategies in English language teaching.

References

Ellis, R. (2005). *Principles of instructed language learnin*g. System, 33, 209-224

Suryarini, Diah & Syehma Bahtiar, Reza. (2021). *Exploring Self-Reflection Practice As A Means To Self-Development For Student Teacher OF Elementary School Education Study Program*. PrimaryEdu - Journal of Primary Education. 5. 10.22460/pej.v5i1.2255.