EDU 570 -- Inquiry to Practice 1
Lesson Study Memorialization Document

Team Members

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Lesson Study Team Excellence Norms

- Communication
- Flexibility
- Solve problems
- Setting expectations

"Building Towards the Research Lesson" Resources

Session 2 Agenda Link: Norming / Hopes and Dreams - Problem of Practice: - How to support EML students without isolating them.
Session 3 Agenda Link: Study Phase - Knowing Our Students & Identifying an Equity Theme
Session 4 Agenda Link: Study Phase - PDSA Cycle 1
Session 5 Agenda Link: Study Phase - PDSA Cycle 2
Session 6 Agenda Link: Study Phase - Revising Team's Equity Theme & Preparing for PDSA Cycle 1
Session 7 Agenda Link: Study Phase - Studying the Curriculum

Lesson Date:

2/2/24

Instructor(s):

Ms. Cat

Grade Level:

1st

Summary Box # 1: Title of the Research Lesson

Story Sequencing and Social Reflection

Summary Box # 2: The Equity-Based Research Question and Rationale

How do we support EML students without isolating them? By providing visual scaffolding in lessons, we will improve our EML student's ability to engage with the lesson material and advocate for their learning needs.

Summary Box # 3: What's the Research - Input Synthesis of Research Here

Empathy Interviews & Student Responses
- Kamal
- Jazmine
- Catalina
- Isabella
- Cliff

Summary Box #4: The Research Lesson Content Topic

Resource adapted from:

The Lesson Study Group
at Mills College

The content topic of the lesson is comprehension and story sequencing. Since Cat is working with 1st graders, they will have to put pictures in order based on what happened in the story. Students will then listen to Cat read a short story where students will then number in order the sentences/events that happened in the correct sequence order.

Summary Box #5: Background and Research on the Content Topic

[Supporting English Learners in The Middle](#)
Team Member notes:
Cliff:
- Found surprising that individuals who were not born and immigrated from another country might identify as an immigrant. This is important because this identity guides and shapes how they conceptualize themselves as an English learner.

Cat:
- How can we take scaffolding from middle and older grades and apply those to elementary?
- Contradictions: students being more aware of their social identity. Some students in elementary school are already aware of their social identity.
- Having students and family members who are not open to inclusivity and connection. Avoidance of specific topics, not trying to understand or accept inclusivity (race, gender and sexuality).

Kamal:
- Emphasis on use of storytelling in classrooms – honoring and leveraging student identity and culture in the classroom
- When students are an expert about themselves, and something from them is represented in the classroom, they become more engaged.

Jazmine:

Isa:
- Kindergarten - 12th grade is when students often seek some form of individuality and uniqueness, a time when they are forming their own identity, while still seeking the approval of their peers
- Isolating students from the class will negatively affect their identities as they are becoming more aware of their social identities (race, gender, social class, religion and sexuality)

Resource adapted from:
The Lesson Study Group
at Mills College

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- As educators we need to create a more diverse instruction in order to create an inclusive environment while respecting and/or valuing our students

[What Matters In The Education of Emergent Bilinguals?](#)

Cliff:
- The article suggests that honoring and centering EML student's home culture and family is one of the best methods for engaging these students. This parallels our learning about culturally responsive pedagogy. It also backs up Kamal's takeaway from the previous article

Cat:
- Having school leaders and qualified teachers is important and beneficial as this supports other teachers with having these tools and resources available in case / when teachers have wonderings and need support with how to support students in their class
- Some people, even the students own family may think speaking two or more language isn't seen as a benefit/assets

Kamal:
- Making sure that the design of the lesson is planned out from the start to support EML students and feel apart of the community of the classroom

Jazmine:
- Purpose of the primary and secondary education act- ed equity is defined as providing resources students need to achieve their potential. Sometimes, students are linked to resources that don't have a research backing or don't align with goals. The act is designed to counter this tendency and create goals with resources that match
- Schools push students out of being an EL by 3rd grade, this act allows students to stay as an EL.

Isa:

Resource adapted from:

HTH
Graduate School of
EDUCATION

San Diego
Teacher
Residency

- It is crucial to design our instruction to center around inclusion, no matter what the topic is.
- We can find ways to allow students to bring their funds of knowledge into the lesson.

Summary Box #6: Theory of Action

If we employ visual scaffolding for instructions (change idea) while students are making sense of story sequencing (content understanding goal), then EML students will engage with the lesson with greater confidence (equity-based research theme). We'll see if it's working by looking at scores on a story sequencing task (data collection).

Summary Box #7: Relationship of Unit Standards

Prior learning standards that unit builds on	Learning standards for this unit	Later standards for which this unit is a foundation
RI. K. 5. Identify the front cover, back cover, and title page of a book. *Kinder, Part II: Learning About How English Works, A. Structuring Cohesive Texts: 1. Understanding text structure, 2.*	*RI. 1. 5: Know and use various text structures (e.g., sequence)* *Grade 1, Part II: Learning About How English Works, A. Structuring Cohesive Texts: 1. Understanding text structure, 2.*	*RI. 2. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.* *Grade 2, Part II: Learning*

Understanding cohesion	*Understanding cohesion*	*About How English Works, A. Structuring Cohesive Texts: 1. Understanding text structure, 2. Understanding cohesion*

Summary Box #8: Goal of the Unit

By the end of the unit, students will be able to identify what parts of a story happened first, in the middle, and last. Students will be able to make meaning of texts by reading, and answer literal questions about a text.

Summary Box #9: Flow of the Unit/Rationale for the Design of Instruction

Students have been working with understanding informational texts and stories. Students have previously received short texts, read them closely, and pulled specific facts from the text. Students annotate their reading while answering these questions. Students will eventually be able to give summaries for these texts, including events and processes in their natural order. To work towards giving summaries of a text that fit the order of events or process, students will engage in a story sequencing lesson and an associated task. This will allow them to bridge the skill of pulling specific facts into putting facts in order to create a summary.

Summary Box #10: Unit Plan

The lesson sequence of the unit, with the task and learning goal of each lesson. The asterisk (*) indicates when the research lesson will take place in the sequence.

Lesson	Learning goal(s) and tasks

1:	Students were read a narrative and asked specific questions about the narrative. Then, students read a brief informational piece related to their science unit. After this, students answered specific questions about the text. This lesson was repeated every other day for 2 weeks.
2:	Students were given explicit instruction on sequencing in stories. Students were read a narrative, or read the narrative themselves, then cut out and pasted pictures that match the sequence of events in the story. The hand out for this lesson already has a location for "first" "then" and "last." This lesson was repeated with an informational text.
3:	Students will be given a narrative text. Students will be read the narrative text aloud, and be given a copy of the text. Students will be asked to complete a handout in which a spot for "first" "then" and "last" are already written. Students will be asked to write or draw and annotate each part of the story in sequence. Then, students will repeat the lesson with an informational text.

Summary Box #11: Content Understanding Goal

By the end of the lesson, students will be able to place events of a story in their natural order on sequencing worksheets.

Summary Box #12: Scripting the Lesson
[Lesson Slides](#)

Summary Box #13: Data Collection Plan
Ⓦ **Data Collection Cat's Lesson.docx**

Resource adapted from:
The Lesson Study Group
at Mills College

Summary Box #14: End of Cycle Reflection

Overall, as a group we felt that it was exciting to see students engaged with the lesson by asking insightful questions and for more stories. Ms. Cat pushed students to further think by asking the students thoughtful questions like "Why wouldn't Liam and his dad put shells into a bucket before going to the beach?" This helped students explain their reasoning behind the sequence of events in the story. Students showed mastery in the skills needed to show understanding of the content.