

00:00:00.000 --> 00:00:15.000

Thank you everyone who came in quietly and got started on the do now right away .

00:00:15.000 --> 00:00:21.000

Good afternoon boys and girls.

00:00:21.000 --> 00:00:23.000

Good afternoon Ms. Groves.

00:00:23.000 --> 00:00:24.000

Thank you.

00:00:24.000 --> 00:00:28.000

My name is Tamika Groves and I teach an ELD class at Westlake Middle School.

00:00:28.000 --> 00:00:30.000

It's a class with students who are diverse.

00:00:30.000 --> 00:00:32.960

developing and learning English as their second language.

00:00:32.960 --> 00:00:35.000

Can I have a volunteer to read the directions

00:00:35.000 --> 00:00:36.639

for today's Do Now?

00:00:36.639 --> 00:00:39.479

Let's hear from Julia.

00:00:39.479 --> 00:00:41.680

Review the following expectations

00:00:41.680 --> 00:00:46.079

from the discussions quiz checklist.

00:00:46.079 --> 00:00:51.079

Highlight areas where you can improve your participation

00:00:51.239 --> 00:00:53.360

in today's academic discussion.

00:00:53.360 --> 00:00:54.440

Well read, thank you.

00:00:54.440 --> 00:00:55.639

When students come in,

00:00:55.639 --> 00:00:57.940

they're given a Do Now sheet of paper.

00:00:57.940 --> 00:01:00.540

So the Do Now is usually reflecting on.

00:01:00.000 --> 00:01:01.919

what we've learned the day before

00:01:01.919 --> 00:01:04.159

or what I'm preparing to teach that day.

00:01:04.159 --> 00:01:06.880

Who can raise their hand and tell us one area

00:01:06.880 --> 00:01:09.960

they circled or highlighted or put a star in?

00:01:09.960 --> 00:01:10.880

Gialin.

00:01:10.880 --> 00:01:13.800

I actively listen to other speakers.

00:01:13.800 --> 00:01:15.279

All right, I'm glad you said that.

00:01:15.279 --> 00:01:19.639

What's an example of actively listening to other speakers?

00:01:19.639 --> 00:01:20.459

Jesus.

00:01:20.459 --> 00:01:23.520

You listen to the person that is talking.

00:01:23.520 --> 00:01:24.360

Exactly.

00:01:24.360 --> 00:01:27.440

How do I know if Gialin is actively listening?

00:01:27.440 --> 00:01:29.600

What does that look like?

00:01:29.600 --> 00:01:30.440

By looking.

00:01:30.000 --> 00:01:37.000

eye-to-eye. Hello, what else? We are not talking. So you're looking eye-to-eye, one

00:01:37.000 --> 00:01:42.359

person is talking, and we talked last time about also leaning in, so you can

00:01:42.359 --> 00:01:48.639

see, oh she's leaning in, she's listening. After we shared out the do now, I go to

00:01:48.639 --> 00:01:52.159

the learning target, and we read the learning target for the day. This is

00:01:52.159 --> 00:01:55.600

another opportunity for someone who hasn't said something yet to read an

00:01:55.600 --> 00:01:59.020

idea from the board. For the students, it's just so they know what we're

00:01:59.020 --> 00:02:02.020

focusing on.

00:02:00.000 --> 00:02:02.519

we're learning and we try to kind of tap into it

00:02:02.519 --> 00:02:04.360

with the do now and then wrap around again

00:02:04.360 --> 00:02:05.719
with the exit ticket.

00:02:05.719 --> 00:02:07.079
All right, Lanqing.

00:02:07.079 --> 00:02:10.920
I can set goals and reflect on my education.

00:02:10.920 --> 00:02:12.039
Academic.

00:02:12.039 --> 00:02:14.880
Academic discussions, participation.

00:02:14.880 --> 00:02:16.040
One, two, three.

00:02:16.040 --> 00:02:17.200
Yes.

00:02:17.200 --> 00:02:19.239
All right, are we ready?

00:02:19.239 --> 00:02:22.079
Over the course of the week, we had read and researched

00:02:22.079 --> 00:02:24.879
about Siddhartha's journey to becoming the Buddha.

00:02:24.879 --> 00:02:27.280
So they had read and highlighted information

00:02:27.280 --> 00:02:31.000
and then used that to answer the discussion.

00:02:30.000 --> 00:02:33.000
Just a quick review, once you get together with your groups,

00:02:33.000 --> 00:02:35.000
remember that the person holding the rock

00:02:35.000 --> 00:02:37.000
has a turn to speak or pass.

00:02:37.000 --> 00:02:40.000
The talking rock is the sacred tool.

00:02:40.000 --> 00:02:43.000
And I think it's just the idea that having something in their hand

00:02:43.000 --> 00:02:47.000
that lets them know who should be speaking at that time

00:02:47.000 --> 00:02:50.000
and the expectation that whoever doesn't have the rock

00:02:50.000 --> 00:02:51.000
should be listening.

00:02:51.000 --> 00:02:54.000
Let's see which groups can move their desks

00:02:54.000 --> 00:02:57.000
so they're perfectly round together

00:02:57.000 --> 00:03:00.000
so you can see and hear everyone.

00:03:00.000 --> 00:03:00.839
in your group.

00:03:00.839 --> 00:03:02.579
Please do that now.

00:03:02.579 --> 00:03:05.280
I used Common Core in the planning of the lesson,

00:03:05.280 --> 00:03:07.659
first having the academic discussion,

00:03:07.659 --> 00:03:11.060
and they read a non-fiction text

00:03:11.060 --> 00:03:13.539
that they had to do several close readings of,

00:03:13.539 --> 00:03:17.020
and the questions they're asking to analyze what happened,

00:03:17.020 --> 00:03:19.420
thinking about whether they agree or disagree,

00:03:19.420 --> 00:03:22.059
and not just close-ended questions.

00:03:22.059 --> 00:03:24.840
I'm kind of pushing myself to ask questions

00:03:24.840 --> 00:03:27.620
that require more than just one right response.

00:03:27.620 --> 00:03:30.020
And using evidence from the text.

00:03:30.000 --> 00:03:32.440
in their own words to back up what they said.

00:03:32.440 --> 00:03:36.719
Remember the legend of Siddhartha's birth?

00:03:36.719 --> 00:03:40.600
Which part of the story do you find most interesting

00:03:40.600 --> 00:03:43.600
or unbelievable part?

00:03:43.600 --> 00:03:46.680
Story said that flowers come from the sky.

00:03:46.680 --> 00:03:49.639
This is unbelievable because flowers don't fall

00:03:49.639 --> 00:03:50.479
from the sky.

00:03:51.920 --> 00:03:53.760
I wanna add on to this.

00:03:53.760 --> 00:03:58.319
The most interesting and unbelievable is Siddhartha

00:03:58.319 --> 00:04:00.319
talked and walked when he is.

00:04:00.000 --> 00:04:05.000
It's a baby because I never see a baby talk and walk like this.

00:04:05.000 --> 00:04:07.000
I got the same answer.

00:04:07.000 --> 00:04:11.000
Okay, so what about if you look up here at the talk moves,

00:04:11.000 --> 00:04:14.000
what could you say that again, like using that top one?

00:04:14.000 --> 00:04:18.000
I have a connection to what she said.

00:04:18.000 --> 00:04:19.000
Diana.

00:04:19.000 --> 00:04:20.000
Better.

00:04:20.000 --> 00:04:23.000
We've looked at talk moves quite a few times and clarifying questions,

00:04:23.000 --> 00:04:27.000
like adding on to what people say, asking someone can they repeat that,

00:04:27.000 --> 00:04:30.000
agreeing and disagreeing, asking for connections.

00:04:30.000 --> 00:04:32.119
I feel like they give him a good starting point.

00:04:32.119 --> 00:04:33.880
I like that everyone's sharing their ideas,

00:04:33.880 --> 00:04:37.900
but make sure, like how Michael responded to someone else,

00:04:37.900 --> 00:04:40.880
I want to hear talk moves too, okay?

00:04:40.880 --> 00:04:42.979
These kids come to me and they want to learn

00:04:42.979 --> 00:04:45.039
to read and write and speak English

00:04:45.039 --> 00:04:47.079

with so much of who they are.

00:04:47.079 --> 00:04:49.600

However, I saw resistance in the beginning

00:04:49.600 --> 00:04:50.879

for them to talk.

00:04:50.879 --> 00:04:53.559

It's just hesitance to speak whole group

00:04:53.559 --> 00:04:56.120

or even with partners in English.

00:04:56.120 --> 00:04:58.639

I think the third trip was important

00:04:58.639 --> 00:05:00.639

because he learned about.

00:05:00.000 --> 00:05:03.000

If before you die you do many good things,

00:05:03.000 --> 00:05:05.000

people will remember you forever.

00:05:05.000 --> 00:05:07.000

Can I say something?

00:05:07.000 --> 00:05:09.000

You guys are still doing an excellent job,

00:05:09.000 --> 00:05:12.000

and I love how we all have our ideas out on our paper.

00:05:12.000 --> 00:05:16.000

Remember, you can read your idea, or you can just say it.

00:05:16.000 --> 00:05:19.000

Because sometimes it might be easier for you to just say,

00:05:19.000 --> 00:05:22.000

oh, I agree, because his parents spoiled him.

00:05:22.000 --> 00:05:25.000

You don't have to read from the paper for every answer

00:05:25.000 --> 00:05:27.000

if you don't need to.

00:05:27.000 --> 00:05:29.000

But keep going.

00:05:29.000 --> 00:05:30.000

Okay.

00:05:30.000 --> 00:05:37.000

He gave up his real life because he saw the people in the real world as suffering.

00:05:37.000 --> 00:05:41.000

Part of it's having the confidence that it's okay if they mess up,

00:05:41.000 --> 00:05:46.000

having the starters up there so they have something to kind of lean on and a crutch.

00:05:46.000 --> 00:05:59.000

I agree with what Davin said because he wants to have a better life than being spoiled.

00:06:00.000 --> 00:06:04.880

Once the discussion finishes, the students are given an exit ticket and they're given

00:06:04.880 --> 00:06:09.319

time to reflect on how their group did and how they did in the discussion.

00:06:09.319 --> 00:06:13.840

For the first idea, I want you to think about if there was something challenging about your

00:06:13.840 --> 00:06:15.279

group discussion.

00:06:15.279 --> 00:06:17.159

Was there a problem in your group?

00:06:17.159 --> 00:06:20.040

Was it hard thinking of ideas?

00:06:20.040 --> 00:06:24.520

Then for the second idea, you're going to decide, did you meet your goals or did you

00:06:24.520 --> 00:06:25.520

not?

00:06:25.520 --> 00:06:30.000

So for example, if I was doing this, I would say, I did meet my goals.

00:06:30.000 --> 00:06:34.239

for today's discussion, because I used talk moves,

00:06:34.239 --> 00:06:38.739

I was listening, I used evidence, I was speaking clearly.

00:06:38.739 --> 00:06:41.180

I think it just brings the lesson full circle,

00:06:41.180 --> 00:06:43.079

and it holds them accountable at the end, I think,

00:06:43.079 --> 00:06:45.720

to give me the work, not only the work,

00:06:45.720 --> 00:06:48.559

but then the reflection on what they learned.

00:06:48.559 --> 00:06:50.520

And then the last part was giving a shout out

00:06:50.520 --> 00:06:54.299

or recognizing group members or people that did well.

00:06:54.299 --> 00:06:56.559

I want to shout out all people of my group

00:06:56.559 --> 00:06:59.399

because everyone did a good job.

00:07:00.000 --> 00:07:02.880

our ideas and listen to other people when they're sharing.

00:07:02.880 --> 00:07:05.159

I like that his feedback was specific.

00:07:05.159 --> 00:07:07.440

He went back to the actual goals we had

00:07:07.440 --> 00:07:09.220

about listening to each other

00:07:09.220 --> 00:07:11.220

and sharing their ideas in their own words.

00:07:11.220 --> 00:07:12.079

Thanks, Dabin.

00:07:12.079 --> 00:07:14.840

I want to give a shout out to everybody in this room

00:07:14.840 --> 00:07:17.120

because you worked hard every day this week

00:07:17.120 --> 00:07:18.780

on getting the reading done,

00:07:18.780 --> 00:07:21.120

taking good notes, and writing and sharing

00:07:21.120 --> 00:07:22.879

your own ideas about the text.

00:07:22.879 --> 00:07:25.479

I think that if I were to evaluate

00:07:25.479 --> 00:07:28.280

their full understanding of who Siddhartha was

00:07:28.280 --> 00:07:30.079

and his journey, they have.

00:07:30.000 --> 00:07:35.119

a core understanding of who the Buddha was, as far as my first target, and then

00:07:35.119 --> 00:07:36.920

as far as the reflection and the

00:07:36.920 --> 00:07:41.119

understanding the importance of an academic discussion, I'd say yeah,

00:07:41.119 --> 00:07:44.880

they got it. I used my own words to speak and used evidence

00:07:44.880 --> 00:07:48.239

to support my idea. Awesome, great reflection.

00:07:48.239 --> 00:07:51.520

Something challenging of

00:07:51.520 --> 00:07:55.559

my discussion was it's hard to explain my response.

00:07:55.559 --> 00:08:00.319

I'm sure it is, so you have this idea in your head and you want to explain it in English.

00:08:00.000 --> 00:08:04.039

right? It's hard. Thank you for sharing a challenge, Jalen, and you've gotten so

00:08:04.039 --> 00:08:08.560

much better for this school year. You have.