I Spy…in the Classroom

This activity is set at your practicum site and while it can be applied to any classroom, it is probably most meaningful if there are ELL students in that space. You can choose to complete this in one class period, one day, or even one week. Your observations can also be informal noticings during lessons or reflections after lessons.

**Please note: You are not expected to sit as a silent observer. Rather, go about your typical day while paying extra attention to the following dimensions**:

**I Spy…Opportunities for Supporting English Language Learners**

Opportunities for Talk

Opportunities for Modeling and Guided Practice

Scaffolding Academic Vocabulary

Using Manipulatives

Developing Background Knowledge and Drawing on Cultural Assets

Drawing on Language Knowledge (primary language)

Additional Strategies



**In Reflection**

1. Which strategies/opportunities seemed most prevalent in this classroom space?
2. Describe an instance where a strategy/opportunity might have made sense or been useful to support students **if it had been employed** (perhaps a missed opportunity).
3. These strategies can be employed across the content areas. Why might they be particularly relevant to an ELA classroom?
4. It is important not to group all ELLs as having the same needs or background to draw upon. How can you be attentive to individual differences? What resources might you draw upon to support your planning in this area?
5. Consider one of the articles you read for this week. In what ways did the authors attend to dimensions of planning we’ve discussed in this module (developing background knowledge, connecting new learning to prior learning, and/or supporting academic vocabulary)?