

Class:	Integrated ENL, grade 5	
Background of Students:	Georgia (Georgian), El Salvador (Spanish), Brazil (Portuguese/Chinese), Venezuela (Spanish, Chinese), USA (Spanish), Uzbekistan (Uzbek)	
Unit (Central Focus):	Water Unit Synthesizing Information: Rethinking our Thinking	
Essential Question:	Where in the world can we find water? How does people’s access to water around the world differ? How does access to water change people’s lives?	
Duration:	45 minutes	Date: 12/19/18
Standards:	5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R6: In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).	
Objectives:	Content Objective(s):	SWBAT: •Answer an Essential Question orally and in writing •Gather information from multiple sources •Make judgements and comparisons of information •Synthesize information in writing using the Stronger and Clearer Each Time Protocol
	Language Objectives:	•Discuss answers and ideas with partners •Use topic specific High Utility Academic Vocabulary (Access, Differ)
Expected Evidence of Learning (Assessment):	Teacher will collect students’ Stronger and Clearer Each Time Protocol	

Procedures:	<ul style="list-style-type: none"> <li>•Teacher will share with students that we will continue with another Stronger and Clearer Each Time Protocol today. (Students have done this protocol previously with another Essential Question and Text</li> <li>•Teacher will introduce the vocabulary words “Access” and “Differ” using the Academic Vocabulary Toolkit Template (attached)</li> <li>•Teacher will then ask Ss to use the vocabulary words in their answer to the essential question: How does people’s access to water differ around the world? (Attached)</li> <li>•Ss will independently write an answer to the question.</li> <li>•Following this, Ss will discuss with a partner their answer, and summarize their partner’s answer. They will then change partners and follow the same partner discussion procedure a second time.</li> <li>•After talking with partners, Ss will revise the initial answer based on the discussions with their friends. T will share with Ss that they will need to look for new information that wasn’t included in their original answer, make judgements about whether they would like to include this in their revised answer, and then synthesize the information to write a revised answer.</li> <li>•Following this, Ss will view videos and pictures on the class website (attached and linked below) of ways in which people access and use water around the world. They will take notes on the Stronger and Clearer Each Time Protocol Handout (attached).</li> <li>•Ss will revise their answers based on the information they saw in the videos and pictures. T will share with Ss that they will need to look for new information that wasn’t included in their original answer, make judgements about whether they would like to include this in their revised answer, and then synthesize the information to write a revised answer.</li> <li>•Lastly, Teacher will lead students in a close reading of the text “Access to the Well” *attached), collectively identifying the main idea of the text.</li> <li>•Ss will record the main idea of the text on their protocol handout.</li> <li>•Ss will write a final revision of their initial answer. T will share with Ss that they will need to look for new information that wasn’t included in their original answer, make judgements about whether they would like to include this in their revised answer, and then synthesize the information to write a revised answer.</li> </ul> <p>Students will share at the end how their thinking changed over the course of the protocol. Ss may use the synthesize sentence starters.</p>
Resources/Materials:	<ul style="list-style-type: none"> <li>·Vocabulary Template</li> <li>·Stronger and Clearer Each Time Protocol</li> <li>·Computers or ipads with access to the internet</li> <li>·Access to the Well Close Read</li> <li>·Synthesizing Success Criteria</li> <li>·Synthesize sentence starters</li> </ul>
Differentiation strategies:	<ul style="list-style-type: none"> <li>•Students may do a group or class share, and write a revised class answer as a shared writing alongside the teacher, as opposed to independent writing.</li> <li>•Different students may have access to different materials, such as only photos as opposed to videos, or a modified close read</li> </ul>

**Essential Question: How does how people access and use water differ around the world?**

**First Answer:**

Think about your answer to the essential question above. You can write it down or keep it in your mind, but be ready to share with a small group.

**Partner Discussion**

Partner 1:

Partner 2:

**Revised Answer:** (re-think your thinking):

**Exploration:** Explore videos and pictures. Take notes on what you find using the bullets below:

- 
- 
- 
- 

Share your ideas with the class.

**Revised Answer** (re-think your thinking) :

**Main Idea  
of Text:**

**Final Answer:**

# Accessing and Using Water



Edna's Long Walk for Water

Accessing Water



Prinka and Pranda Walk for Water

Accessing Water



Water Use





This is How We Take a Bath





Water Play

# Access

Word	Meaning	Examples	Images
<p>Access</p> <p><i>Noun/verb</i></p> <p>ac • cess</p> <p>access</p> <p>_____</p> <p>_____</p>	<p><b>Synonym:</b> To get Availability</p> <p><b>Definition:</b> <b>Noun:</b> The ability to get something</p> <p>The way to get something</p> <p><b>Verb:</b> To get, gather</p>	<p>She doesn't have <i>easy access</i> to her school because she lives so far away.</p> <p>Ramps give people in wheelchairs <i>direct access</i> to the entrance.</p>	 

# Differ

Word	Meaning	Examples	Images
<p>Differ</p> <p><i>Verb</i></p> <p>dif • fer</p> <p>differ</p> <p>_____</p> <p>_____</p>	<p><b>Synonym:</b> Be unlike vary</p> <p><b>Definition:</b> To be different from; To be unlike</p>	<p>Holiday traditions <b>differ greatly</b> around the world.</p> <p>Twins may look alike, but their character traits <i>often</i> <b>differ.</b></p>	 

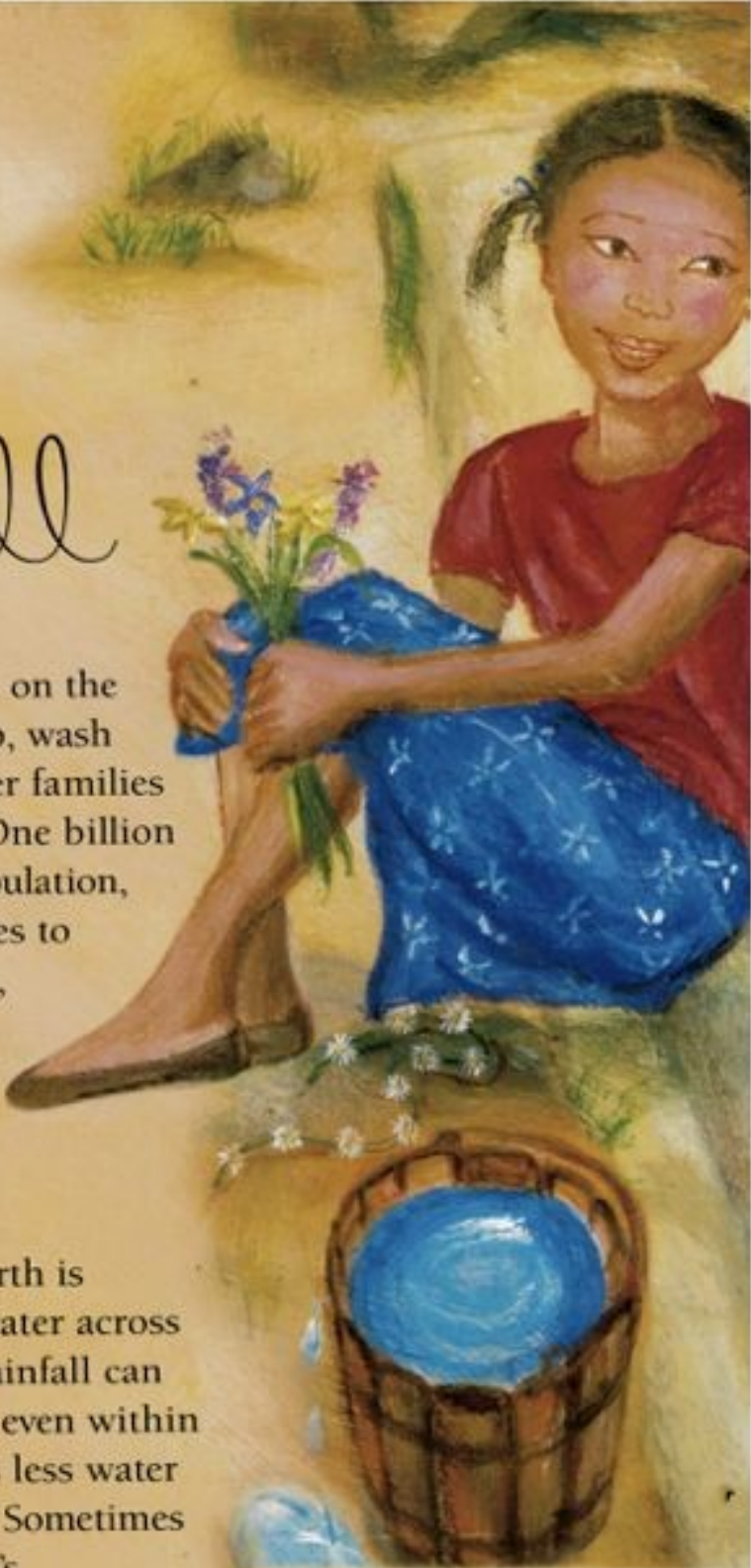


# Access to the Well

Some families are lucky. They can turn on the tap for drinking water, to fill a bathtub, wash their car or water the garden. But other families around the world are less fortunate. One billion people, almost 16 percent of Earth's population, have to walk more than fifteen minutes to get to the nearest water supply. There, they gather water for the day—just a few jugs, barely enough for drinking, cooking and cleaning. Other families don't have access to enough water to meet even these most basic needs.

While the amount of water on Earth is always the same, the *distribution* of water across the world isn't. Huge differences in rainfall can happen from country to country and even within the same country. Less rainfall means less water available in lakes, rivers and aquifers. Sometimes there just isn't enough water where it's needed most.

Because water is not evenly distributed across the globe, nearly one-fifth of the world's population does not have access to enough water. Many of these people live in Africa and Asia.



A bucket of water weighs about 10 kg (22 lbs.). Imagine if you had to carry a bucket or two from a well to your house every day.



North America has one-third the population of Africa, yet North Americans use three times as much water. How is this possible? Nearly 300 million people in Africa do not have access to enough freshwater.

## Place      Average daily water use per person

1 bucket = 10 L (2.6 U.S. gal.)

North America



Russia



Poland



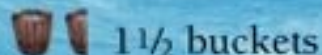
India



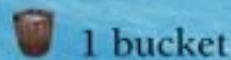
Nepal



Haiti







Ethiopia







China and India are home to over one-third of the world's population, yet they only have access to one-tenth of the world's freshwater.



# Access

Word	Meaning	Examples	Images
<p>Access</p> <p><i>Noun/verb</i></p> <p>ac • cess</p> <p>access</p> <p> <u>access</u></p> <p> <u>连接</u></p>	<p><b>Synonym:</b> To get Availability</p> <p><b>Definition:</b> <b>Noun:</b> The ability to get something</p> <p>The way to get something</p> <p><b>Verb:</b> To get, gather</p>	<p>She doesn't have <i>easy access</i> to school because she lives so far away.</p> <p>Ramps give people in wheelchairs <i>direct access</i> to the entrance.</p>	 

# Differ

Word	Meaning	Examples	Images
<p>Differ</p> <p><i>Verb</i></p> <p>dif • fer</p> <p>differ</p> <p> <u>differ</u></p> <p> <u>不同</u></p>	<p><b>Synonym:</b> Be unlike vary</p> <p><b>Definition:</b> To be different from; To be unlike</p>	<p>Holiday traditions <b>differ greatly</b> around the world.</p> <p>Twins may look alike, but their character traits <i>often</i> <b>differ.</b></p>	 



Name: Janice Fung

Date: Dec, 14 / 2018

Stronger and Clearer Each Time

Essential Question: Where is water on earth?

Initial Writing:

Water come from pond, ocean, sea, river, nature...  
in earth

First  
Partner  
Discussion:

The water on earth come from ocean,  
sea, ponds, rivers, and the earth.

Second  
Partner  
Discussion:

There is water in river and ocean  
and many else.

Revised Writing:

The water on earth come from waterfall, sea,  
ponds, river, ocean, nature, the bottom of earth, soil,  
and many more.

Main idea  
of Text:

There is a lot of water on Earth  
but it is not all available to us.

Final Writing: In conclusion theres a million place  
we could find water, such as oceans, Groundwater,  
ponds, sea, river, waterfall, atmosphere...  
and more but some of the water are  
not available to us.



Name: Sanice Fung

Date: \_\_\_\_\_

Stronger and Clearer Each Time

Essential Question: How does people's access to, and use of water differ around the world?

Initial Writing: The way that people access to and use of water differ because some people use the water for electric or for a clock or decoration but some people does not do this, some people get it from the soil other from their house.

First  
Partner  
Discussion:

The way that people access water from land and differ ways is a you can drink from your kitchen.

Second  
Partner  
Discussion:

Some people digging for water and some fresh water lakes but they use it same drink wash, use for pool.

Revised Writing: the way that people access to water is different and similar, and the use of water differ around the world but it is also similar. Some get it from river. But al

Main idea  
of Text:

Not all people have easy access to enough water so the way people use water probably differs.

Final Writing: The way that people access to, and use of water differ around the world, because some of them don't have easy access to water but some do, which mean they also use it differently.



## ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

**Teacher Name:** ALISON DUBOIS  
**School Year:** 2018-2019

**Teacher ID:** 0959235  
**School Name/DBN:** 20K247-P.S. 247 Brooklyn

### CLASSROOM OBSERVATION (OBS):

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)

☐

**Formal Observation (full period)**



**Informal Observation (15 minutes minimum)**

Date of Observation: 12/19/2018 Time/Period: 8:15 am

Component	Ratings
<p><i>1a (obs): Demonstrating knowledge of content and pedagogy</i></p> <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> <p>This was evidence in the way Mrs. DuBois incorporated scaffolds and supports into the different components of the lesson. The video, photographs, sentence starters, academic vocabulary and graphic organizer to support the strategy work, evidence Mrs. DuBois' understanding of how ESL students learn best and the tools they need to take risks and engage in learning. (See Attached Resources)</p>	4- Highly Effective
<p><i>1e (obs): Designing coherent instruction</i></p> <p>The learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. Utilizing the strategy, Stronger and Clearer Each Time supports strengthening the ESL students ability to synthesis information they are learning in their units of study. Developing success criteria for the strategy and the graphic organizer that was a tool to guide them supported engagement.</p> <p>The learning activities have reasonable time allocations and they represent significant cognitive challenge. Students had the opportunity to meet with multiple partners to discuss the essential question.</p> <p>As discussed at the post observation conference, this lesson around synthesis is a</p>	3- Effective



strategy that could really support them as a learner across all subject areas.	
<p><i>2a: Creating an environment of respect and rapport</i></p> <p>Classroom interactions between the teacher and students and among students are highly respectful. Throughout the entire period, students were observed attentively listening, responding to both questions posed by Mrs. DuBois and responses their classmates were sharing.</p>	4- Highly Effective
<p><i>2d: Managing student behavior</i></p> <p>Student behavior is entirely appropriate. There was evidence that rituals and routines have been set in ESL program and that expectations of student responsibilities is clear.</p> <p>Students were observed working successfully in groups and with partners.</p>	4- Highly Effective
<p><i>3b: Using questioning and discussion techniques</i></p> <p>The teacher poses questions designed to promote student thinking and understanding.</p> <p>The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</p> <p>The teacher challenges students to justify their thinking.</p> <p>The lesson required students to share their thinking and engage in discussions with different partners in the ESL class. Mrs. DuBois encouraged, "Remember to take notice of, how is your thinking changing as you talk to another partner?" At times Mrs. DuBois had to provide scaffolding questions to support discussions, "How to you get (access) water in your home?" "Do you think everyone gets water the same way around the world?"</p>	3- Effective
<p><i>3c: Engaging students in learning</i></p> <p>The groupings of students are suitable to the activities.</p> <p>The lesson had a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.</p> <p>This technique results in active intellectual engagement by most students with important and challenging content.</p> <p>This was evidenced throughout the entire lesson. Students worked together with Mrs. DuBois to talk about what they knew about synthesis and explored some new ideas regarding this strategy. Mrs. DuBois asked, "When and why do we synthesis?" They also reviewed academic vocabulary required to be successful with the task. With appropriate tools and resources, students were observed working on the strategy, Stronger and Clearer Each Time, with the essential question, "How does people's access to, and use of water differ around the world?"</p>	3- Effective
<p><i>3d: Using assessment in instruction</i></p> <p>Students appear to be aware of the assessment criteria, and the teacher monitors</p>	3- Effective

<p>student learning for groups of students. This was evidenced by the way Mrs. DuBois co-constructed the success criteria with the students before working in partners. Mrs. DuBois checked in on all groups and guided or supported partnerships where needed. She asked one group, "What were some similarities and differences in your answers and what is some new thinking you have?"</p> <p>Questions and assessments are regularly used to diagnose evidence of learning. Mrs. DuBois asked, "How did your thinking change from your initial idea to your revised idea?"</p>	
<p><i>4e (obs): Growing and developing professionally</i></p> <p>Teacher seeks out opportunities for professional development and makes a systematic effort to support PS 247 as we continually revise and strengthen our curriculum with new approaches and resources. This is consistently evidenced during professional meetings and in her lesson planning when she shares and incorporates ideas presented in professional literature and research, as well as strategies she has learned about from these resources or colleagues both in our school and from across New York City.</p> <p>This year many of the content shared revolves around the District 20 focus, Advanced Literacy. In addition, Mrs. DuBois has always been willing to support new teachers to the department or working with ESL students with planning and gathering of materials needed to support our ESL students make progress and reach their goals.</p>	<p>4- Highly Effective</p>

**ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):**

In this section of the form, evaluators should rate evidence for components 1a, 1e, and 4e that was observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each form must contain teacher-specific evidence for each of the components observed.

Component	Ratings
<i>1a (p&amp;p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&amp;p): Designing coherent instruction</i>	N/A
<i>4e (p&amp;p): Growing and developing professionally</i>	N/A

**Additional Evaluator Notes (please attach more pages, as necessary):**

As discussed following the observation, I loved the idea of incorporating synthesizing lessons throughout the units of study. In addition, you are to be commended for at the lesson plans and resources for the thematic unit on water you voluntarily shared and asked for feedback on. You are always thinking about what's best for your students and how your lessons can support them to reach their goals. We had a wonderful conversation about techniques that have been successful with the students and planned some revisions in the upcoming tasks aligned to a new strategy you are exploring with the students, "Stronger and Clearer Each Time.." It was recommended to tweek a few details of the task to require less independent writing and recording and incorporate more engaging activities. For example, we discussed in place of a writing response to the essential question (See Attached - Stronger and Clearer Each Time) students could have the option to draw a picture or gather photographs from resources provided to display their knowledge so far regarding how people access and use water around the world. In addition to discussing what they know with two partners and just recording what their partners shared, we discussed possible group activities that would be more engaging, provide a "thrill" and provide the students with more factual information than what a peer may or may not have shared. For example, we discussed having stations, where the partners would watch a short video. read a fiction or informational text on the topic or look at photographs. As mentioned earlier, I really like this synthesizing strategy, "Stronger and Clearer Each Time," and would love for you to share this at the grade level administrative periods at the conclusion of the water unit. I am excited to see the students continue this work and how they respond to the ideas we discussed at the post observation conference to raise the level of engagement while exploring with this strategy.

**Teacher's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

*(I have read and received a copy of the above and understand that a copy will be placed in my file.)*

**Evaluator's name (print):** OHANLON, ERIN

**Evaluator's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_





