



Lesson:
Chapter 15: Double Entry Journal

Essential Questions:

What connections can you make with the character, the text, or the author?

How does connecting with a character help us make meaning of a text?
What challenges do immigrant families face?

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):	Novel Studies: Front Desk: Making Personal Connections with Texts	
Essential Question:	What connections can you make with the character, the text, or the author? How does connecting with a character help us make meaning of a text? What challenges do immigrant families face?	
Duration:	45 minutes	Date: 12/11/19
Standards:	<ul style="list-style-type: none"> 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (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. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	
Objectives:	Content Objective(s):	SWBAT: <ul style="list-style-type: none"> Read & interpret a quote from a grade level text Make connections with the text Complete a double entry journal about the quote Write a complete paragraph with an introduction, body, and conclusion.
	Language Objectives:	<ul style="list-style-type: none"> Discuss guiding questions about the quote with a partner, using complete sentences. Express their connection with or explanation of the quote in writing, using academic language specific to the task (see Success Criteria)
Expected Evidence of Learning (Assessment):	Teacher will collect students’ Double Entry Journals. Students will be expected to follow Success Criteria or a model in order to be able to evaluate their completion of the learning target.	

Procedures:	<ul style="list-style-type: none"> • Teacher will read aloud chapter 15 to students, stopping along the way for discussion or clarification. • Teacher will introduce the quote to the students that will be used in the double entry journal. • Teacher will share with students that they will discuss the quote with a partner using the guiding questions (attached). • T will distribute guiding questions and students will meet in predetermined pairs (appointment agendas, attached) • Students will discuss the quote in partnerships, while T rotates the room, meeting with students in their partnerships • Afterwards, T will review the success criteria for the Double Entry Journal (attached) and the sentence starters for expressing a connection (attached) • Ss will work independently on their Double Entry Journals, and T will conference with individuals as they work • Ss will have a chance to share their work at the end of the lesson, expressing the connections they've made with the quote
Resources/Materials:	<ul style="list-style-type: none"> • Front Desk Book • Discussion Questions • Double Entry Journal Success Criteria Chart • Expressing Connections Sentence Starter Chart • Double Entry Journals
Differentiation strategies:	<ul style="list-style-type: none"> • Students may use a partially filled in Double Entry Journal • Students may use sentence starters provided, or may write freely • Talking their ideas out with a partner beforehand may help struggling students get started

Date: _____

Front Desk, Chapter 15

Consider the quote from the text and share some ideas, your reaction, an opinion, or a connection or comparison in the "from your mind" column.



They're not good at
either language."

[illegible]

Chapter 15 Reflection Questions

Distribute the discussion questions among the classroom. Have students find someone on their "appointment agenda" to discuss with.

Why do you think Mia's mom said this?

Do you agree with Mia's mother,
why or why not?

Have you ever had a similar experience
forgetting (some of) one of your
languages?

What are some reasons that it is important
to keep your first language?

Chapter 15 Reflection Questions

Distribute the discussion questions among the classroom. Have students find someone on their "appointment agenda" to discuss with.

What are some reasons that it is important
to learn English?

What are some ways you can try to hold
onto your first language?

Name: _____

Front Desk Appointment Agendas

Time:	Name:
1:00	
2:00	
3:00	
4:00	
5:00	

Date: _____

Front Desk, Chapter 18

Consider the quote from the text and share some ideas, your reaction, an opinion, or a connection or comparison in the "from your mind" column.



“There are two roller coasters in America- one for rich people and one for poor people. On the rich roller coaster people have money, so their kids get to go to great schools. Then they grow up and make a lot of money, so their kids get to go to great schools. And 'round and 'round they go... poor people are on a different roller coaster...” (p.81-82)

Mia says "We had* to get off the bad roller coaster and onto the good one.: (p. 83)



Name: Anastasia

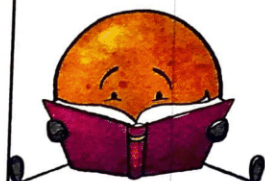
Date: 12/3/19

Double-Sided Journal Entry

Front Desk, Chapter 18

Use the anchor chart to help you complete the table below.

Consider the quote from the text and share some ideas, your reaction, an opinion, or a connection or comparison in the "from your mind" column.

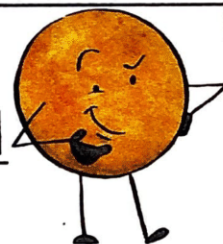


From the Text

In chapter 18, Lupe says:

"There are two roller coasters in America- one for rich people and one for poor people. On the rich roller coaster people have money, so their kids get to go to great schools. Then they grow up and make a lot of money, so their kids get to go to great schools. And 'round and 'round they go... poor people are on a different roller coaster..." (p.81-82)

Mia says "We had* to get off the bad roller coaster and onto the good one.: (p. 83)



From your Mind

In chapter 18, Lupe
talks about 2 roller
coasters of life. I think
there are 2 roller coasters
but lupe thinks that
most likely poor people
doesn't have a chance
to get off the bad
roller coaster and
go to good one
but Mia still has
a hope and she

Woot give up that easily. When I was new in
America I was connected to mia, Lupe, and "poor people"
but now I am slowly getting off the bad roller coaster
I think Lupe doesn't believe in herself but I
hope she soon will believe in herself and her and
mia will get off the bad roller coaster and get on
the good one. This is what I think ^{about} and now
am connected to Mia and Lupe.



Photo © Denise Pontak

SEEING YOURSELF IN BOOKS

BY KELLY YANG

When I was a kid, books were my only friends. My parents were first-generation struggling immigrants in the United States. I moved to eight different schools for eight different grades. I was always the new girl. Not only was I the new girl, but I was harboring a secret. My parents and I lived in a motel and every day, while my parents cleaned the rooms, I manned the front desk.



Kelly at the motel

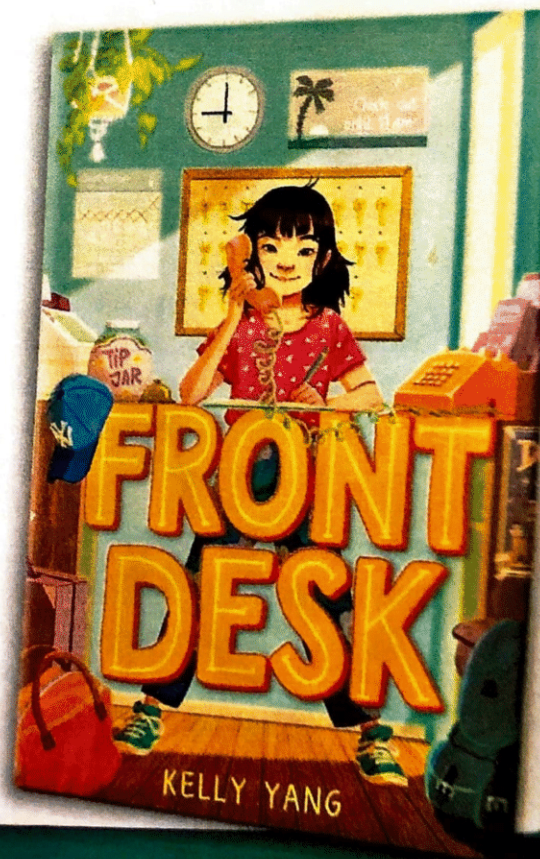
I remember being filled with anxiety whenever any of my classmates talked about what their parents did. This choking, painful anxiety as I squeezed my eyes shut and hoped they wouldn't ask me what mine did. Or where I lived. To cope, I buried my nose in books, but even there, I felt not normal. I remember reading books like *Tales of a Fourth Grade Nothing* and thinking, God, I wish I had those problems.

Instead, I had problems like: Did #3 check out? Is the key still in the room? Are we going to have enough food to eat tonight? These were very real concerns of mine growing up, and I couldn't find them anywhere in the books I was reading. And when you don't see yourself or your problems in the books you're reading, you start to feel invisible, which is why, 23 years later, I am so proud to be a part of changing that. To me, diverse books are our ticket to a brighter future. When children see themselves represented in a book—that magical moment when their eyes light up and they realize, someone else gets what I'm going through—it's the most empowering feeling ever and it changes lives.

Sincerely,

A handwritten signature of Kelly Yang in black ink.

Kelly Yang is the
author of *Front Desk*.



Success Criteria

- Read the quote from the text carefully and think about it.
- Discuss the quote with a partner
- Decide which kind of response you would like to write. (see chart)
- Write a thoughtful response to quote in paragraph form.

↳ Introduction

In chapter _____, _____ talks about _____. Character

• Response

Sentence starter from chart + reaction

• Details

Tell us more about that

• Ending sentence

Double Entry Journal Guidelines

From the text

- A passage
- A "quote"
- An important event
- A main idea
- A problem
- A conflict
- Evidence of a trait

From your mind

- A reaction

My reaction to this is...

I'd like to say...

- An idea

One idea I have about this is...

- A comparison

One way this is similar to ___ is...

One way this is different from ___ is...

- A connection

This reminds me of...

One connection I have with this is...

- An explanation

I think this means...

- An opinion

I believe... I think...

I feel...

- A question

One question I have about this is...



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Alison Dubois

Teacher ID: 0959235

School Year: 2019-2020

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: 12/11/2019 Time/Period: 8:20 am

Component	Ratings
<p><i>1a (obs): Demonstrating knowledge of content and pedagogy</i></p> <p>Mrs. DuBois's plans and practice reflect knowledge of a wide range of effective approaches and strategies to meet the needs of the students in her ENL program. It is evident through her planning and variety of resources used that she has extensive knowledge of the ESL standards and different approaches to engage the students and support them to make progress. This was evidenced through her planning and teaching by how she used a global read aloud novel, <i>Front Desk</i> by Kelly Yang which related to situations they may be dealing with in their own lives as immigrants. Having a familiar experience supported the students to make connections and contribute to discussions about the novel. To support her students and the instructional goals within the unit, a web page that the students could access at any time with an audible version of the novel and questions and resources aligned to each chapter. During this lesson, Mrs. DuBois utilized a double entry journal (response to literature graphic organizer - See Attached) to support the students to reach the instructional goals of this lesson. In addition, the group of students shared how they were going to write the author a letter and share how the novel effected them.</p>	4- Highly Effective
<p><i>1e (obs): Designing coherent instruction</i></p> <p>The lesson had a clearly defined structure, and the pacing of the lesson was appropriate, providing students the time needed to be intellectually engaged. At the beginning of the lesson, the students gathered together and discussed a quote from the novel they are reading together, <i>Front Desk</i>, by Kelly Yang. The referred to the criteria which stated on a chart displayed in the meeting area how to successfully complete a double journal entry. They discussed their thoughts about the quote before completing the writing task. Following the class discussion, the students were observed utilizing resources to complete the learning activities. Students were on task and could articulate what the instructional goal was and the</p>	3- Effective

<p>steps they were taking to be successful reaching them.</p> <p>During independent writing, Mrs. DuBois was observed inviting students to make their thinking visible. She stated, "Is there anything else you want to say about the quote? Talk to me about Mia's mother's feelings."</p>	
<p><i>2a: Creating an environment of respect and rapport</i></p> <p>During my visit to Mrs. DuBois's classroom, it was evident there has been a culture and environment established and maintained where all students feel respected, valued and are comfortable taking intellectual risks. This was evidenced by the way students shared their academic and personal challenges with one another and how they were observed supporting each other to make progress every day. Students were observed taking risks and providing support to open another during this lesson to clearly explain their thoughts about the text.</p>	4- Highly Effective
<p><i>2d: Managing student behavior</i></p> <p>Student behavior was entirely appropriate.</p>	4- Highly Effective
<p><i>3b: Using questioning and discussion techniques</i></p> <p>Mrs. DuBois posed questions designed to promote student thinking and understanding. She challenged students to justify their thinking. She asked, "Do you agree with Mia's mom?" Anatasia shared, "No! I think you can start learning a new language but still talk, read and learn in your language." Mrs. DuBois asked, "How do you think Mia feels about this?" Ryan shared, "Mad and upset because she's trying her best to keep up with both languages."</p> <p>Discussions were observed both during the lesson and independent writing. Students had adequate time with supportive tools accessible to them to engage in discussions around the instructional goals. Mrs. DuBois asked, "Why do you think Mia's mom said this?" Veronica stated, "Because it's not a good thing." Ryan elaborated on his thoughts, "My mom says things in Chinese sometimes and I forget what it means. But stop communicating is not a good idea. But instead I can teach her English or try to explain more in Chinese when talking to my mom."</p>	3- Effective
<p><i>3c: Engaging students in learning</i></p> <p>The learning tasks were fully aligned with the instructional goals and were designed to challenge student thinking, requiring students to make their thinking visible and provide an explanation. Eric shared the reaction he had to the quote with Mrs. DuBois. Mrs. DuBois asked, "Why is Spanish important to you?" Eric responded, "To speak with mom. To teach little brother Spanish.?" Mrs. DuBois asked, "Does speaking Spanish help you feel closer to ElSalvador? Does your little brother have the same opportunity you did to learn the language?" Mrs. DuBois asked ZhiYuan the same question. ZhiYuan responded, "It makes your brain smarter stronger. Many languages makes you smarter to learn other languages."</p> <p>After the students organized their thoughts, they began completing their double entry journal. They were observed referring to the chart and deciding how they were going to respond to the quote. Language frames and a criteria checklist were available to support their writing.</p>	3- Effective
<p><i>3d: Using assessment in instruction</i></p> <p>Mrs. DuBois monitored student learning. She used questions and student work to diagnose evidence of learning and understanding. She asked, "What type of</p>	3- Effective

<p>reaction are you going to write?" Anatasia shared, "I'm writing an opinion and a connection in mine." In addition, the students appeared to be aware of the assessment criteria. This was evidenced by the way they referred to the criteria checklist and used it to guide their writing.</p> <p>Her feedback to students was accurate and specific. Mrs. DuBois stated, "I like how you are using the restate from the chart." She spoke with another student, "If Mia loses her Chinese her mother would be sad. Why would that be?"</p>	
<i>4e (obs): Growing and developing professionally</i>	N/A

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&p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&p): Designing coherent instruction</i>	N/A
<i>4e (p&p): Growing and developing professionally</i> Mrs. DuBois has taken the initiative to research, develop and launch an after-school and Saturday program to support the beginner ENL community within our school. She has met with both the administration and ENL team to discuss ideas and develop a plan. The program is for students who have arrived in the United States within the past three years, and who are English Language Learners. This program will help students develop English language skills through a series of listening, speaking, reading and writing activities about immigration and starting a new life. The attached letter explains additional goals of the program and activities they will engage in. This is an area Mrs. DuBois is very passionate about and we are very excited to see the impact it has on the students and their families academically, socially and emotionally.	4- Highly Effective

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

I had such a nice visit with one of your fifth grade ESL groups as they engaged in discussions and writing activities around the novel you are reading together, *Front Desk* by Kelly Yang. I am also glad we had the opportunity to discuss the resources and activities you have planned and implemented during this unit of study. They align with several of the goals we have set to enhance our ESL curriculum and meet the instructional needs of our ESL sub-groups. Please bring this unit and the aligned resources to an upcoming ESL team meeting to share how they align to the professional learning we have been engaging in around advanced literacy and how the learning activities within the unit support the learning goals developed following the writing benchmark administered in the fall.

As we were discussing the writing activity planned for the workshop, you shared that the students will have an opportunity to complete approximately six or seven double entry journals throughout the unit. We discussed how this was a perfect time to focus in on their writing goals and analyze the impact of your instruction on their growth as writers. It was recommended when conferring with students to utilize models, mentor texts and success criteria to guide your conference and support your teaching point. We discussed how utilizing a model or mentor text the students are familiar with will provide clarity for the students regarding what you are teaching in the writing conference and the next steps they need to work on as a writer to make progress towards their writing goal. In addition, it was recommended that the writing conference notes be placed in their writing conference notebook. For example, after reading the restate that was provided for him, Ryan jumped right to the details from the text that supported his thoughts about the quote from the book. I asked him to state his reaction to the quote and he confidently said, "I think that would make Mia mad and upset. She was trying her best to keep up with both languages." I praised him for an accurate

Teacher ID 0959235

Teacher Name Alison Dubois

reaction and showed him how the details he used from the text supported his reaction. I asked him to revise his writing to include the reaction he shared with me. However, having a model accessible to me during my writing conferences would have better supported both my teaching and Ryan's understanding of his next steps as a writer. We discussed how developing models of the double entry journal with the students as they read the beginning chapters of the novel or creating your own are two ways to develop these resources to support your writing conferences. I have enjoyed working together to develop systems and structures this year to get to know our ESL students better as writers and develop action plans to support their growth. I think we are doing great work that will have a positive impact on student writing. I will be back to visit with you and this ESL group to check in on the writing and observe the models and/or mentor texts you will be utilizing during your writing conferences. If you would like to visit a colleague and observe writing conferences, I will gladly set up that professional learning opportunity for you. Please do not hesitate to ask.

As always, it is a pleasure to work side by side with you as we deepen our understanding of how children learn best. Your dedication to the profession and the students is admired and greatly appreciated.

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): Erin Ohanlon

Evaluator's signature: _____ **Date** _____