Voice Thread and Teaching Cases, 6250 Methods Class; Fall 2016

Group2, VT 1 L & T
Data includes: VT with comments (no discussion board comments found)-
T: Teacher S: Student/s

**Video:** Students read LO and CO.
Teacher: L
L: These objectives - this is what you should learn by the end of the lesson; you should **measure things on an electronic scale and a triple beam balance.** So if you don’t - haven’t learned that then you haven’t learned what I intended you to learn. Second thing, the Language Objective. It is important we **incorporate science vocab in our writing.** J do you have a question? How much total mass could we measure using a triple beam balance? Close... Tina? 610. The total amount we can measure using this tool. Everybody - (teacher walks around to desks, T distributes materials). OK, hold on - you **have to collect the data. Look at the lab sheet** where it says data table - it says triple beam; measure using electronic scale. (video edited here by teachers)

T: Ms. N I have a question before you get started. Earlier you asked them to **make a prediction** - about whether or not the predictions would be the same or different and I’m just curious whether you think they would be the same....and how many thought it would be different (students raise hands); Interesting.

Students begin work in pods of 4. Teachers move around to assist.

**T** Remember this is our first time using a triple beam. I’m not sure if .... treat the equipment nice (video edited here) ....

**Students measure objects.** Four male students get out of seat around 5 - 6 minutes and walk around, milling around talking.

8 minutes - L: **Everyone should be seated;** work on your Exit Ticket. Were you surprised by your results, why or why not? You feel like you are not understanding measurement? The triple beam takes practice. St: “I don’t get any of it” .....  

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**VT: SIOP Component 1: Lesson Preparation: VOICE THREAD**
Z comment: Lesson Preparation: **CO and LO** clearly defined at beginning; the CO measure on electronic scale and triple beam balance. The CO: Use scientific vocabulary in their writing. Not only did you state it but

**CODING**
Lesson starts with students engaged with and reading LO and CO (pasted below from VT)
Clear statement of **learning objectives**
Content and process
Content and language in writing
Teacher-directed questioning
L & T assist students

Helps students focus on using tools and data sheet

T clarifies
Asks students about their predictions

Students work in groups; teachers assist
Teacher reminds students about using equipment;
video edited out by Ts
Students engage in the activity measuring objects

End of lesson - teacher reminds students to work on **Exit Ticket** (assessment).
Dr. S comment: Thank you for sharing your video and power point. When I visited, I saw lots of interaction, talking, collaboration, L is content teacher and T is co-teacher who is helping walking through each of the tables who needs more help. I am wondering if you could add your contribution with specific ELLs and using this opportunity with specific ELLS you have helped; what could be done better academic achievement in science class - your contribution to this co-teaching model. Your lesson topic is measuring mass.

**Power Point: SIOP Component 1: Lesson Prep**

**Next slide:** LESSON TOPIC: 1) Measuring Mass with a triple beam balance; 2) Measuring mass with an electronic scale)

**Next slide** Content Objective: I can compare the mass of various objects using a triple beam balance and electronic scale.

**Next slide** I can write a Claims Evidence Response using the following academic science vocabulary words: triple beam; balance; mass; electronic scale; grams.

**Next slide** Do Now: Do you think if you measure the mass of an object using a triple beam balance and an electronic scale you would get the same result? Why or why not? (L: There was a split between the same and different (in student responses).

Preservice peer comment: Recognizes that CO and LO were addressed from the beginning.

Interactions; teachers working as team; students talking, collaborating.

**Questions that remain:** What was done to support and scaffold specific ELLs; not always evident in classroom videos

“students with language diversity” engaged in hands-on learning as a goal. See Dr. Song’s comment on specific ELLs and questions above. How do these t’s include LCRCT strategies as visible in the video?

Students’ first attempt with the equipment. As I recall from 6250 when Lisa shared this on a poster board - was this her first time using CO and LO?