

EXPLORING **READING** IN ESL CLASSROOMS USING CULTURALLY AND LINGUISTICALLY RESPONSIVE TEXTS

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- ✓ To develop an understanding of how to scaffold reading comprehension in ESL classrooms
- ✓ To connect instruction to the child's biography.
- ✓ To adapt culturally and linguistically responsive strategies to your own classroom
- ✓ To engage in new theories and practices associated with ESL instruction
- ✓ To implement Can do Descriptors (MPIs), reciprocal teaching and additional strategies.

INTENDED LEARNING OUTCOMES



WELCOME

- Warm up activity/mini lesson
- ***Comprehension Connections*** by Tanny McGregor



ESL & LEGAL IMPLICATIONS



SOURCE: IES/NCES



- In 2013-2014, public schools in Virginia served **93,995 EL** (English learners) students.

Not if, but when...



2011 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP):

- In Virginia, **7%** of 4th grade **English learners (ELs)** performed at or above proficient in reading.
- In Virginia, **41%** of 4th grade **non-English learners** performed at or above proficient in reading.



ESL: EQUAL IS NOT EQU



- Modifications and Accommodations: ?
- Informational Density (Wong Fillmore & Fillmore, 2011)
- Access to text complexity (de Oliveira & Schleppegrell, 2014)
- Access to grade and content level materials.



LANDMARK SUPREME COURT CASES



Lau v. Nichols (1974)

- (1) Identifying and evaluating national-origin-minority students' English-language skills.
- (2) Determining appropriate instructional treatments.
- (3) Deciding when LEP (limited English Proficiency) students were ready for mainstream classes.
- (4) Determining the professional standards to be met by teachers of language-minority children.



LANDMARK SUPREME COURT CASES



Castañeda v. Pickard (1981)

- (1) Based on a sound educational theory.
- (2) Implemented effectively with sufficient resources and personnel.
- (3) Evaluated to determine whether they are effective in helping students overcome language barriers.



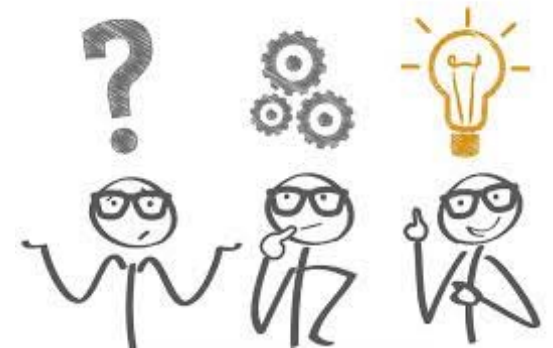
WHAT DO IMMIGRATION LAWYERS SAY?

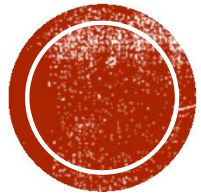
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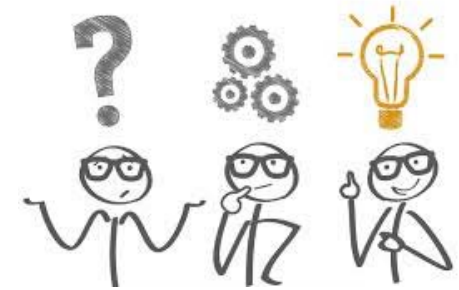
OUR ELs...

- <https://www.youtube.com/watch?v=uUiXtCgq19M>

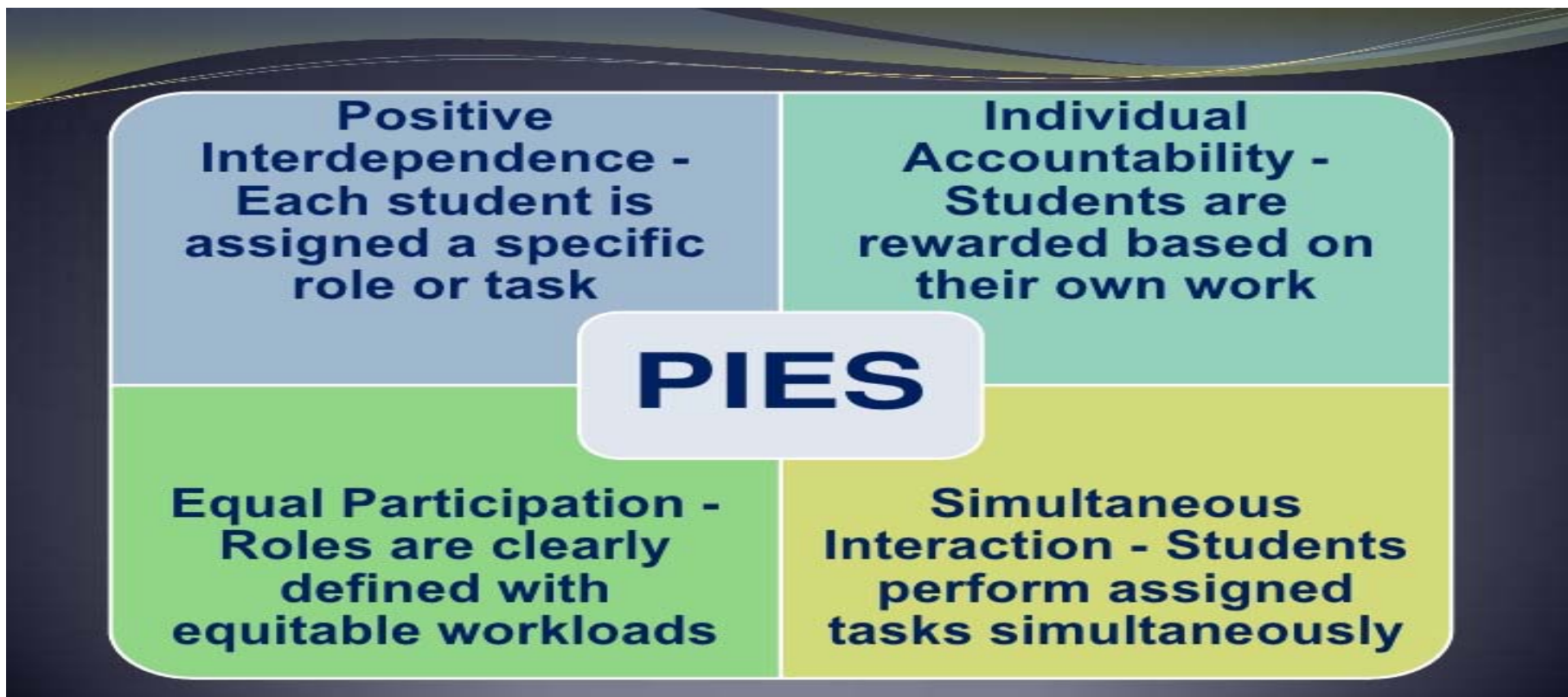




A QUICK REVIEW...



PIES-KAGAN (1981)-COOPERATIVE LEARNING STRATEGIES **INCREASING ORAL LANGUAGE PRODUCTION**



LITERACY (HERRERA ET AL., 2015)

- Literacy is biographical, fundamental, and research based.

Biographical	Socio-cultural, linguistic, academic, and cognitive
Fundamental	Listening, speaking, reading, and writing
Research-based	Phonemic awareness, phonics, vocabulary, comprehension, and fluency



LITERACY IS BIOGRAPHICAL

Sociocultural Dimension	Love, laughter, life	Socialized to literacy based on culture/family background? What type of resources and literacy experiences has the student had within the home? How is reading perceived, defined, and how does this fit the teacher/school definition?
Linguistic Dimension	Comprehension L1 & L2; communication L1 & L2; expression L1 & L2	Native language use as a resource to support ELs literacy What stage of language acquisition is the EL in? How is literacy instruction accommodated to meet EL's language proficiency level?
Academic Dimension	Access, engagement, and hope	What literacy skills does the student bring to the classroom based on her/his prior academic experience? Challenging tasks?
Cognitive Dimension	Know, think, and apply	Building on existing cognitive and language assets to promote literacy development Learning strategies taught to promote the cognitive academic language skills of ELs?



WHO IS SANTIAGO?

LEVEL 2 EMERGING (WIDA) CAN DO DESCRIPTORS



Santiago



Santiago is a **9 year old student in 4th grade**. His family is from Ecatepec, Mexico where **his parents ran a floral business**. He, along with his **father, mother, and sister have been in the United States for three years**. His father now works at a local soybean farm. **When using his first language Santiago reads and writes on a 4th grade level**. In Spanish his writing is expressive and **shows many elements of creativity**. Santiago can understand short conversations in English on simple topics. Santiago does best when presented with concepts that are familiar or when the teacher uses nonverbal cues to help present information. **When Santiago speaks he relies on gestures and repetition to express himself**. When reading in English, he understands basic narrative text but his reading fluency and comprehensions tests below grade level. He relies on contextual and visual cues to aid in comprehension. Santiago has consistently identified the main idea and supporting details of passages. He can write simple notes in English and make brief journal entries using basic vocabulary and common language structures. His writing in his L2 shows specific grammatical issues. Santiago loves to draw and if often doodling on the margins of his papers. Santiago does not speak up in class or in group work but has become close to a girl in the class named Olivia. He often talks to her and plays with her at recess. When they are together they often read comic books or play soccer.

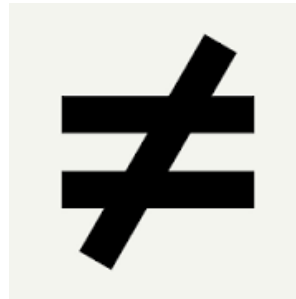


IMPORTANT

Students' **language proficiency** levels

Language Development Stages	WIDA
Pre-production	Entering
Early-production	Emerging
Speech emergence	Developing
Intermediate Fluency	Expanding
Advance	Bridging

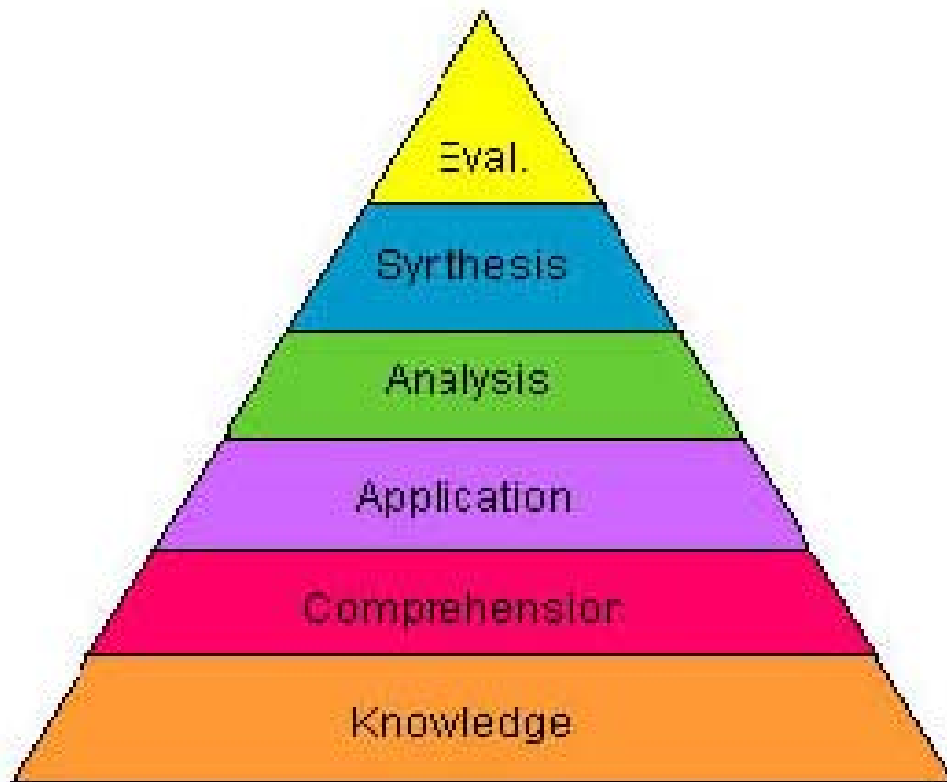
Students' **cognitive** abilities/multiple proficiencies



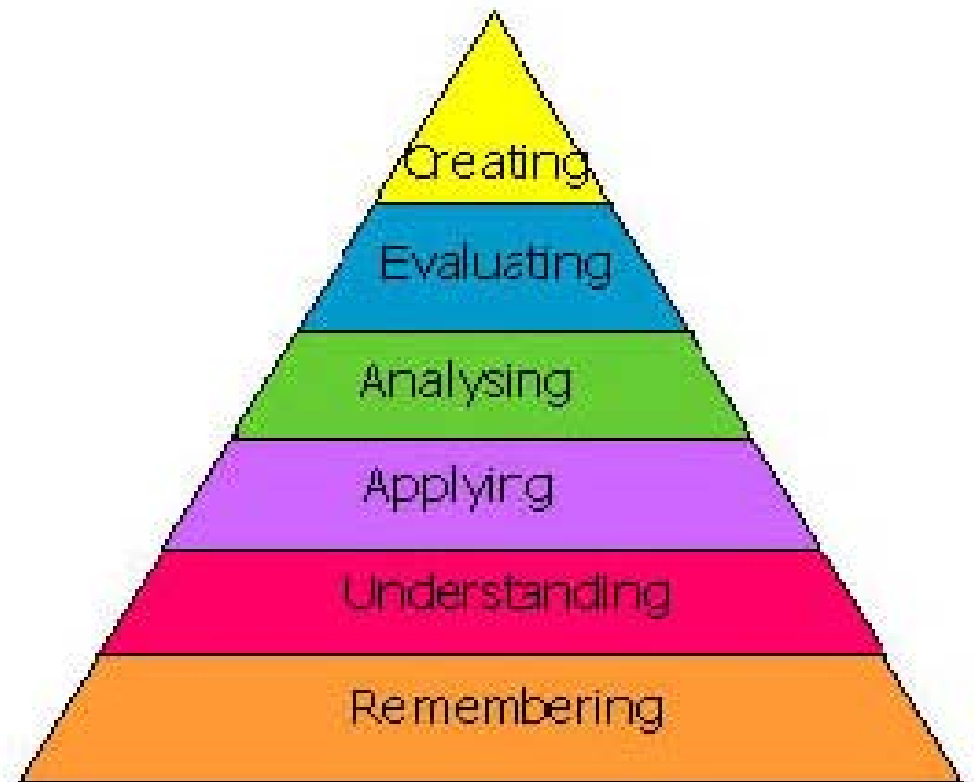
Remembering
Understanding
Applying
Analyzing
Evaluating
Creating



BLOOM'S TAXONOMY

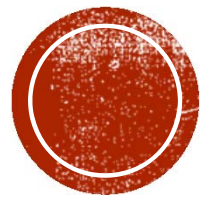


Old Version



New Version



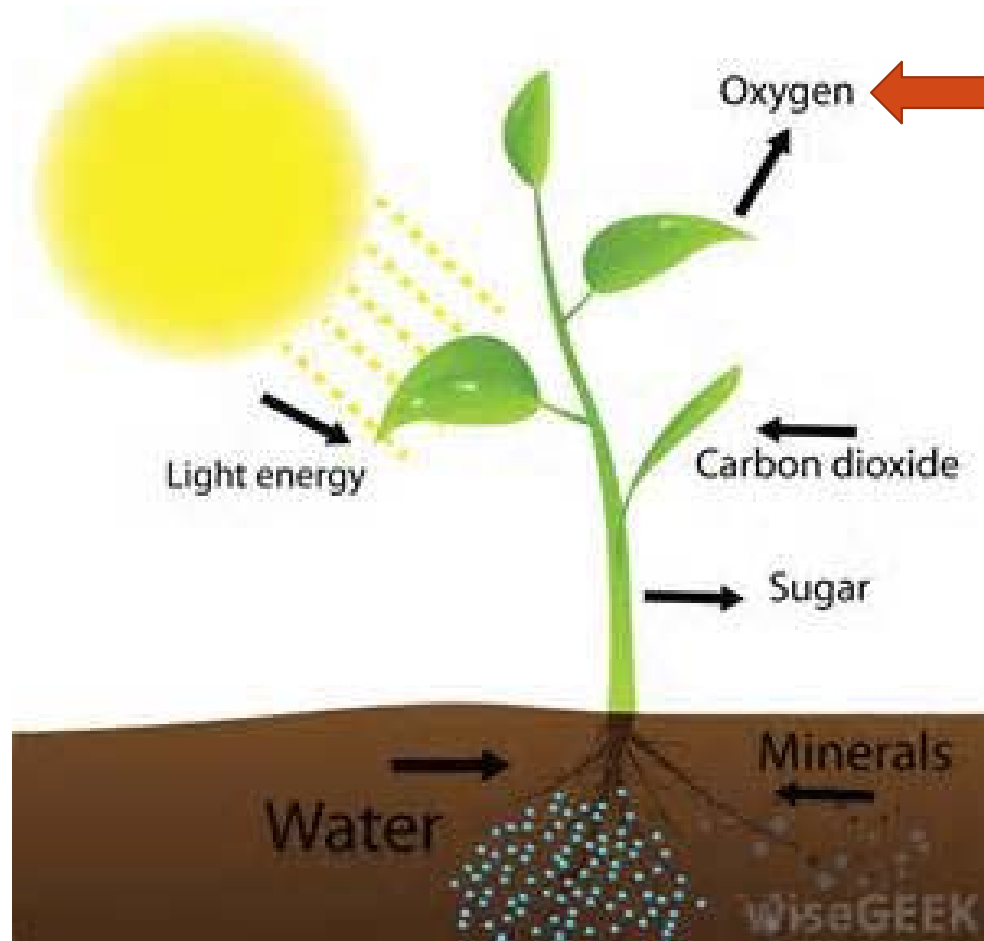


WHAT HAPPENS WHEN WE *ONLY* TEACH VOCABULARY IN OUR DL CLASSROOMS?



Pensando
en español

PHOTOSYNTHESIS



**Content Specific
Vocabulary/
Academic
Terminology**



Photosynthesis

green plants

organisms

carbon dioxide

. Photosynthesis

chlorophyll

oxygen

.

(Oxford English Dictionary)

PHOTOSYNTHESIS- *TO DESCRIBE (LANGUAGE FUNCTION)* THE PROCESS... LANGUAGE FOR ACADEMIC PURPOSES

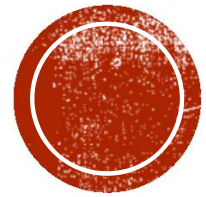
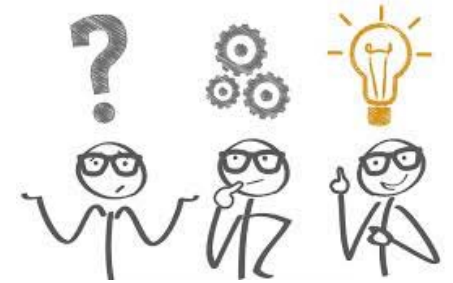
The process by which **green plants** and some other **organisms** **use** sunlight **to synthesize** foods from **carbon dioxide** and water. **Photosynthesis** in plants **generally involves** the green pigment **chlorophyll** and **generates oxygen** as a byproduct.

(Oxford English Dictionary)

Content-Specific Vocabulary: *photosynthesis, carbon dioxide, chlorophyll, oxygen, green plants, organisms.*

Language Features: *verbs: present tense including (3rd person singular and plural), adverbs, and infinitives.*





WIDA CAN DO DESCRIPTORS



FEATURES OF ACADEMIC LANGUAGE

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA PERFORMANCE DEFINITIONS FOR LISTENING/READING

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Organization of the Standards



	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for social and instructional purposes within the school setting.	Social and instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science .	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies .	The language of Social Studies

Figure E: Domain and Levels

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Language Proficiency
READING						Language Proficiency

The Features of Academic Language operate within sociocultural contexts for language use.

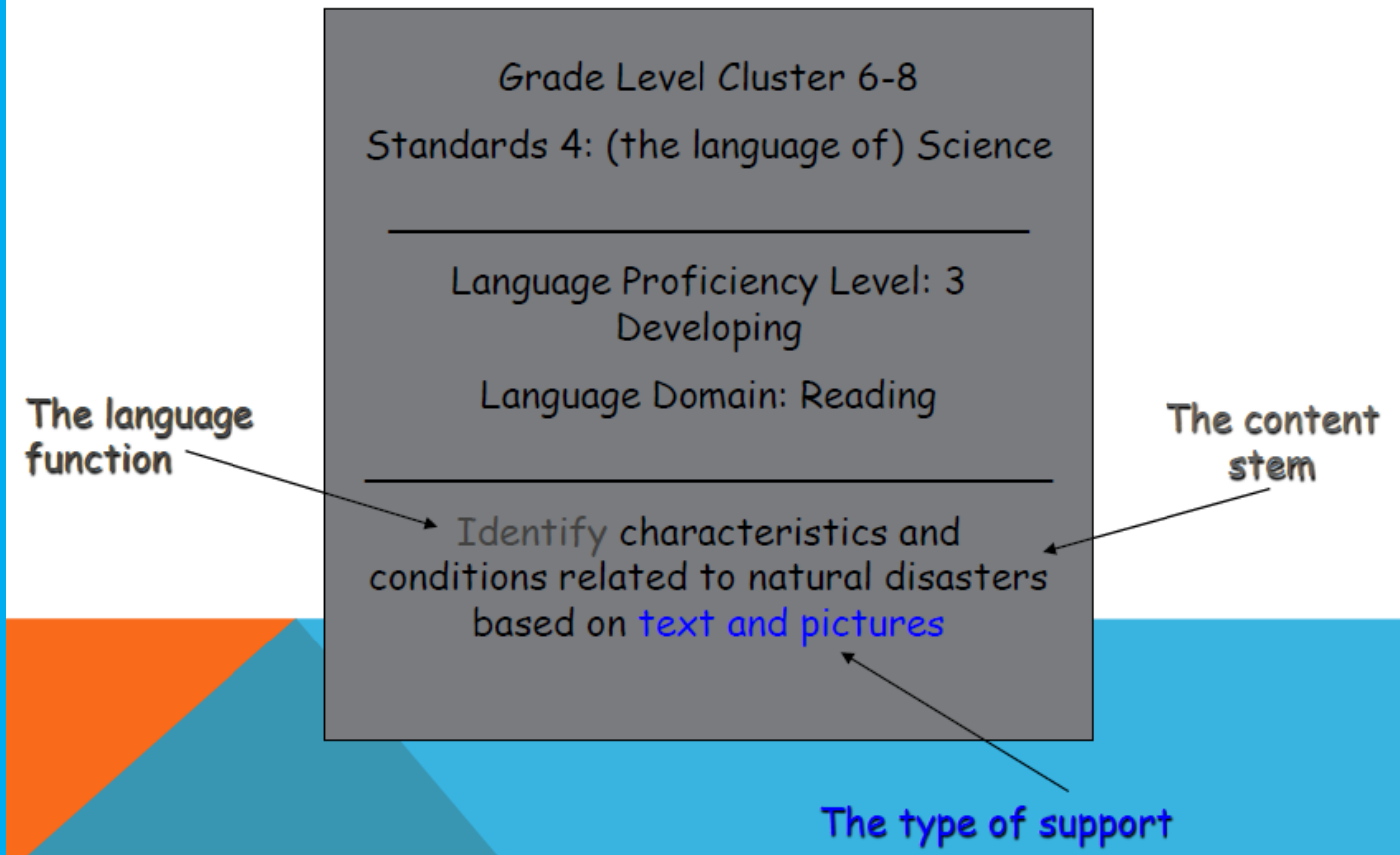
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WIDA

Model Performance Indicators



Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions

Sensory	Graphic	Interactive
Realia	Timelines	Pair
Visuals	Graphic organizers	Small group
Video	Charts	Use of L1
Hands-on		Technology

Can Do Descriptors for English Language Proficiency; PreK-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

CONNECTION: *Next Generation Science Standards, Physical Sciences, Chemical Reactions PS1-5 (High School):* Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observation on the impact of the specific variable. Finally, they will give a formal presentation on the results.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	LEVEL 6 - REACHING
SPEAKING	Describe the effects of modifying a variable using illustrated word banks in small groups.	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups.	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups.	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups.	Report on the effects of modifying variable in small groups.	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data.

	Levels 1-3	Levels 2-4	Levels 3-5	Level 6 - Reaching
Linguistic Complexity Discourse Level	Illustrated Word Bank: independent variable dependent variable water CO ₂ Carbon dioxide stayed the same changed	The independent variable was carbon dioxide. We changed the amount of CO ₂ each time. We saw the reaction slow down with less carbon dioxide and it did not occur without carbon dioxide.	In our experiment, varying the amounts of carbon dioxide impacted the reaction. First, we dissolved sodium bicarbonate in water to release CO ₂ , our independent variable. We knew how much CO ₂ to use because we had the chemical equation for photosynthesis. Decreasing the amount of CO ₂ in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction	
Language Forms & Conventions Sentence Level	stayed <u>ed</u> the same changed <u>ed</u>	We saw... with ... and it ...	vary <u>ing</u> , decreas <u>ing</u> , remov <u>ing</u>	
Vocabulary Usage Word/Phrase Level	stayed the same/changed same/different slow/fast	changed reaction each time without	impacted dissolve release chemical equation photosynthesis resulted in	

Sentence Frames

We saw the _____ slow down with less _____, and it stayed the same without _____.

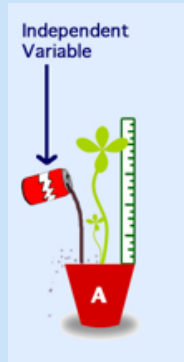
In our experiment, varying the amounts of _____ impacted the reaction.

Decreasing the amount of _____ in the experimental groups _____ the reaction rate.

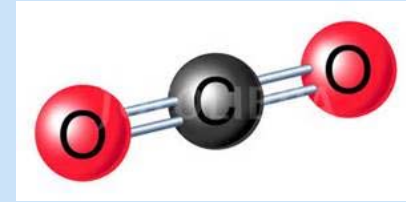
Removing the _____ resulted in no reaction.

ILLUSTRATED WORD BANK:

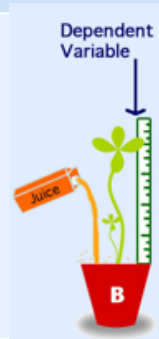
independent variable



CO₂ Carbon dioxide



dependent variable



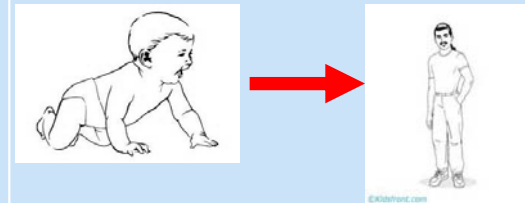
stayed the same

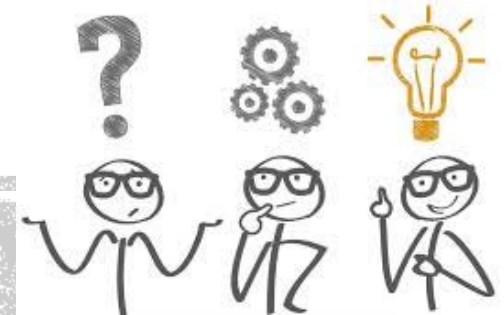


water

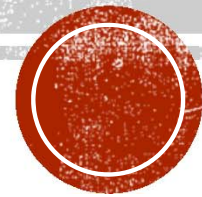


changed





SOLs & CONTENT OBJECTIVES: New Framework



READING VDOE STANDARDS OF LEARNING (2017)

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry

- e. Summarize plot events
- j. Identify theme

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry

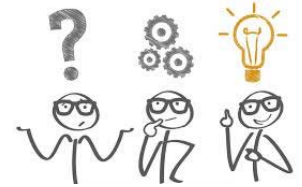
- b. Identify theme(s)**
- c. Summarize events in the plot**

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry

- a. Summarize plot events using details from the text
- b. Discuss the impact of setting on plot development
- d. Identify theme(s)



WHAT IS THE DIFFERENCE?



SOLs

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry

- e. Summarize plot events
- j. Identify theme

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry

- b. Identify theme(s)**
- c. Summarize events in the plot**

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry

- a. Summarize plot events using details from the text
- b. Discuss the impact of setting on plot development
- d. Identify theme(s)

Content Objectives: Group Work

- _____



CREATING SCHEMAS



VISUAL OUTLINE OF THE CHAPTER/SECTION: **CREATING A SCHEMA**

Outline	Visual Representation
1. _____	Image 1: Student Created
2. _____	Image 2: Student Created
3. _____	Image 3: Student Created



ESL IN PRAXIS:

- ❖ Language Variation Chart
- ❖ Theme and Plot Chart



SOME EXAMPLES OF LANGUAGE VARIATIONS

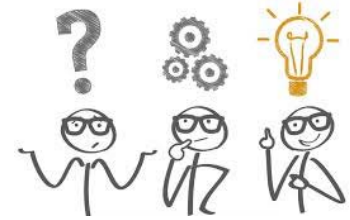
- Derivational Morphemes**

No	Affix	Change	Base Roots and Its Meaning	New words and Its Meaning
1.	-ment	V;N	Govern; to control something	government; group of people who control something/ country
2.	-ful	N;A	Cheer; shout of praise	Cheerful; feeling happy
3.	-ly	V; Adv	Cheer; give shouts of praise	Cheerily; with happy feeling
4.	-ness	A;N	Sad; unhappy looking	Sadness; the state of being unhappy
5.	-en	N;V	Fright; feels fear	Frighten; making somebody feels fear
6.	-able	V;A	Laugh; make the sounds that express amusement	Laughable; causing people to laugh

Source: Google Images



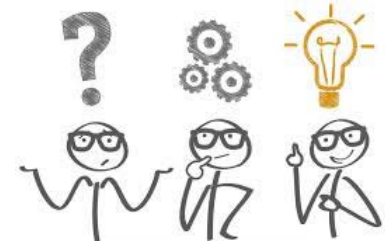
THEME



- **Theme** is larger message about life that the author wants you to understand.
- Think about **characters** to determine themes:
 - ❖ How are the characters feeling?
 - ❖ What have the characters learned?
 - ❖ How have the characters grown or changed?



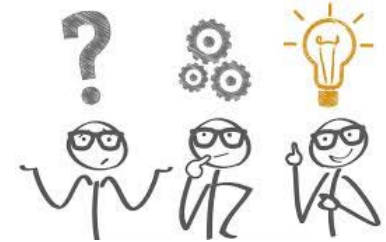
THEME



- **Tip #1: Use concrete ideas to build to abstract themes.**
 - Tyler is scared of strangers from other countries.
 - Tyler does not want to spend time with the girls.
 - Tyler is upset about all of new people on the farm.
- **Theme: Change is difficult.**



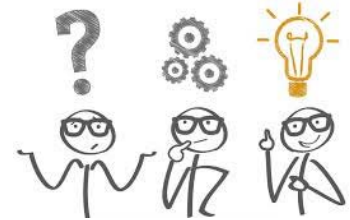
THEME



- **Tip #2: Use key questions to build to abstract.**
 - Why do you think Mari in the barn?
 - What do you notice about Mari and Tyler after they spend time together in the barn?
 - What do Mari and Tyler have in common? What are their differences?
- **Theme: Friendship** can form when you don't expect it.
- It is important to be **Accepting (Acceptance)** of others beliefs.





THEME



- **Tip #3: Connect to student background knowledge.**
- Have you ever done something you think is right, but you are afraid you might get in trouble for it?
- **Theme:** It is difficult to be **Courageous** when you have to take a risk or face a challenge.





THEME

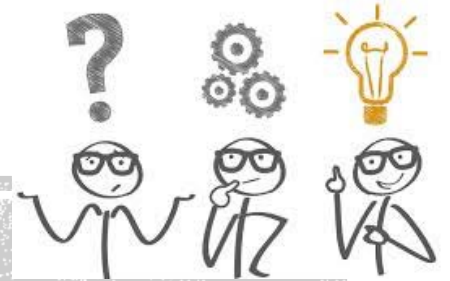
Friendship 		
Mari and Tyler look at the stars through the telescope and talk about their families.	After spending time with Mari in the barn what does Tyler think about her? How do you know?	Have you ever been forced to spend time with someone you did not know? What happened?
Change 		
Tyler's dad hurt his arm, so new workers come to the farm to help.	With his dad hurt, Tyler helps the workers adjust the <u>milker</u> on the skittish cows.	Has something ever happened in your life that made things very different than what they were before?



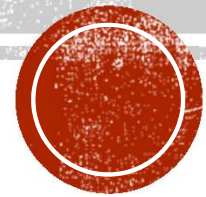
THEME & PLOT

Theme 	Plot 
Change is difficult.	Tyler's mother wants him to meet the girls next door.
Friendship can form when you don't expect it.	Mari gets upset when her sisters tell Tyler she was born in Mexico.
Acceptance can create new friendships.	Tyler finds Mari in the barn and they look at the stars through his telescope.
Courage means taking a risk and often doing something that is terrifying.	Tyler's parents talk to him about the risks involving the new workers on the farms.





WIDA CAN DO DESCRIPTORS: MPIs & LANGUAGE FEATURES



WIDA CAN DO DESCRIPTORS: MODEL PERFORMANCE INDICATORS: SOL 4.5.b

Cognitive Function	Students will be able to identify the theme(s) of the story.
Reading	<p style="text-align: center;">LEVEL 2: EMERGING</p> <p>Students will match the themes found in the chapter with specific supporting ideas (details) while using a matching puzzle created for this purpose and working with a partner. <i>Students may use their L1</i></p>
Topic related language	Students at all levels of English language proficiency interact with grade-level words and expressions, such as: theme and supporting details/ideas.
Task-related sentence frame	<p>The theme of _____ is supported by _____ because _____.</p> <p>I believe the theme of _____ goes with _____ because _____.</p>



WIDA Can Do Descriptors: Language Features: SOL (4.5.b)

LEVELS	1-3
DISCOURSE LEVEL Linguistic Complexity	The theme of the story is..... because.....
SENTENCE LEVEL Language Forms and Conventions	Verb to be (<i>present simple</i>) Because as a conjunction Capital and punctuation
WORD/PHRASE LEVEL Vocabulary Usage	Theme, story, chapter



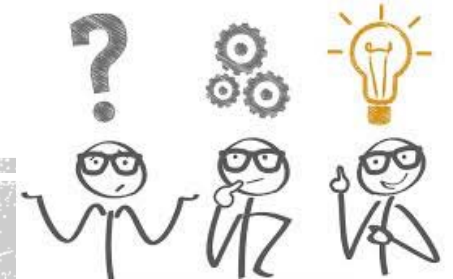
LEVEL 1: ENTERING

The theme is provided in sentence strips with a visual representation attached.

- *Point to the theme*



YOUR TURN: GROUP WORK:



4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry

c. Summarize events in the plot

4.5 THE STUDENT WILL READ AND DEMONSTRATE COMPREHENSION OF FICTIONAL TEXTS, LITERARY NONFICTION TEXTS, AND POETRY

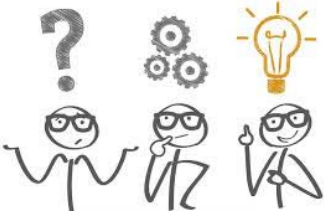
C. SUMMARIZE EVENTS IN THE PLOT

MPIs: WIDA Can Do Descriptors

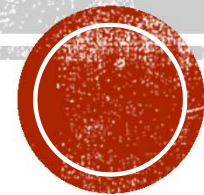
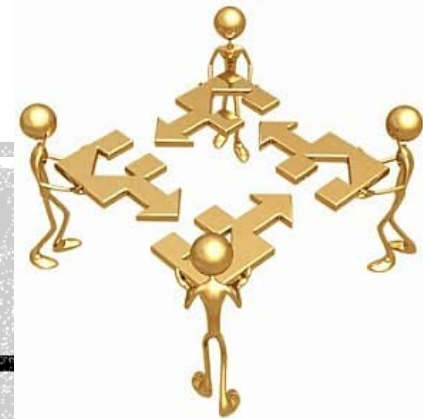
- _____

Language Features

- _____



RECIPROCAL TEACH



EXAMPLES OF RECIPROCAL TEACHING

[Colorin Colorado](#)

<http://www.youtube.com/watch?v=rbnwBVrJVdY&list=PLC5C31E95966A9BC0>



RECIPROCAL TEACHING: THE CONVENTIONAL MODEL

- Note: The leader role shifts to another student a new time a new section is read.



RECIPROCAL TEACHING TASKS

Reader

1. You will read one paragraph to your group and then stop.
2. You will ask members of your group for help with pronunciation or intonation if you need to



Clarifier

1. Your job is to pick out any vocabulary words or phrases that are new or difficult
2. Underline or circle those words or phrases
3. Context clues and clarifying the passage
4. Use sentences like the ones below:

I don't understand the word

One word I don't understand is

What does it mean?



RECIPROCAL TEACHING TASKS

Questioner

1. You will ask questions about the paragraph one of your group members just read
2. You will ask teacher-like questions. Also, try to produce some of your own

Predictor

1. You will ask what will happen next?
2. What clues tell you what would happen next?

Summarizer

1. You will explain what happened in the previous paragraph
2. Use summarize stems like the ones below
 - This paragraph is mostly about
 - The author is trying to tell me

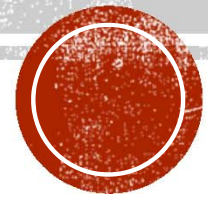


WHEN CAN RECIPROCAL TEACHING BE IMPLEMENTED?

- It depends on the standard.
- When working with students at different language proficiency language levels.
- During 20 to 30 minute block.
- Follow up.
- Reflection on the activity.
- Observation memos



CLOSING REFLECTIONS



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