

This lesson was developed after reflecting on prior assessments and data. I reflected on my practice and learned from those results that I need to change my lessons to meet my students' needs. Prior to entering the room students were told to locate the sticky note with their name on it and sit there. They had no idea what the notes meant. They were color coded for me so that I knew which envelope was for which group. I knew from my place at the door and from listening to their conversations they were trying to figure out what could possibly be happening based off of groupings. Once the bell rings they naturally look to the projector for more clues. The video begins after I have already given students background information and explained to them the expectations for each group. I also instruct them not to open the envelopes until I tell them to. Because I know my students I do inform them that each group has a different task and that I will be around to help. At this point my students know that when they are in groups, they must first confer with each other before involving me. While I am responsible for managing and monitoring student learning I want to allow them the opportunity to manage their learning teams as much as possible.

Once students are given the go ahead, they become actively engaged. Students actively participated. I will admit I was a bit concerned about some groups because they were unlikely pairings and I thought about changing the groups but they would not be in the best interest of the students. Therefore, the instructional and pedagogical decisions I made were well suited for this lesson.

Because students were assigned based on their demonstrated need, the learning environment was fair and equitable for all students. Allowing them to work in small groups gave my normally reserved students the opportunity to be seen and heard. 0:14 Jerrod the student in the gray sweatshirt-no hood talks. This is the first unit he's been engaged in. Throughout the reading of this novel, he volunteered each day to read. There are no words to describe how this

made my heart smile. He is also my student in transition. At 0:53-0:59 and again at 2:42-2:59 Madison the student with the pink and blue hat on engages with her group. Not only is she usually quiet but she is also not very audible. These small groups were my way of providing a safe learning environment that was inclusive rather than exclusive & and gave me a better way to manage and monitor my students giving me access to another tool to assess them.

As I walked around the room I had to remind the students that they can use their novels and their texts. One group was confused about the scenario and its relativity to the novel. You will hear me at 18 seconds explaining to one group that the scenarios were created by me but they would need to rely on textual evidence to complete the task. The group in the back with the 4 girls, the one in green, Saneyah is heard telling her group which character she will focus on (1:11) This is good and lets me know that they are establishing which roles each member will take. Another group member in pink and black, Kellis asks Saneyah a clarifying question.

Harmony, the student at the back table with the teddy bear on her shirt is normally reserved but I was told later that she was the note taker. Saneyah and Kellis assigned her that role. I asked them why and they said because she won't talk and if we don't make her participate she probably won't. Based on my own interactions and observations of Harmony this is true.

Harmony is happy to take notes and be included. I also know that ELA is a subject she struggles in based on assessments. This group has been assigned the role of the Townspeople. They have witnessed all of the hysteria happening in Salem and have their thoughts but they can't voice them. The focus here is on character and conflict. Based on their discussions, Saneyah explaining which character she chose & what that character did and questions posed by other members they are on the right path so far. The camera briefly pans to the group with the student in the orange. The student beside him, Allison talks discusses how the visual representation(the movie) provided more clarity (2:26) and students also in that group talk about the challenges they face reading the text while reading the stage directions that were not separate from the text. This is the Religious Leaders group who like the RL's called in to evaluate people who

were witches they will evaluate the text. The camera then pans to the judges, this group is unique as it consists of students who have mastered previous assessments both formative and summative. It is important to note that in this group Ramses the student with the long sleeve off white hoodie on is an Multilingual Learner (ML) student who entered the US 2/21. One of his goals, per his initial letter to me was that he wished to improve his English and understanding of the language enough to be comfortable and master it. He is well on his way. He has demonstrated mastery on each summative assessment in ELA, taking all honors level (HL) course maintaining A's in each, WIDA scores increased form 2.0 overall to 4.0. This serves as another reminder that the instructional decisions I am making are appropriate. After listening to their discussion, I stopped to ask them if they needed clarification and was tickled when Marissa, the female student in the gray with the glasses slammed her fist down in protest to her fellow groupmate saying he didn't think they would be doing the actual judging. This is also why I asked them if the needed clarification, because they will be doing the judging. This group will be responsible for creating a rubric that can be used to assess all groups. This group is the only group that is aware of each task assigned. Marissa responded by asking me if I needed to clarify. I respond more with head nods (3:51) because here again I want to let them be in charge. This group realizes on their own why they have been selected to be judges. I have given this group sample rubrics in case they are needed. My group at the back with the two girls and two boys, boys have on gray and the girls light colors, there is a pink cup on the table have the task of creating an alternate ending. These students understand the plot and the two guys in the group were very active in assuming character roles and reading out loud each day. This helped them to think through what happened and at the end of our class reading they had a lot to say about what happened. They are the accusers. In order for them to create an alternate ending they also had to be reflective. I was concerned about my "accused" group. They did not seem to be talking as much, but I found out that was an unnecessary worry or less of a worry than I intended it would be. Knowing these students I knew I needed to peer at their screens

and at my screen via Dyknow to see what was being produced, and they were indeed producing work. This is not seen on the video. I worried that they would struggle with making the connections between the vocabulary and evidence in a way that once written it would make logical sense due to language barriers. Why this was a concern had more to do with me not being confident that the vocabulary we'd been using throughout the unit had been presented to them and used by me enough that it would transfer. Off camera you can hear one member of the group Giah, say confess (8:08). That is an appropriate term to use and while it may seem like a simple term for a native speaker it may not be for an ML student. We can't assume, it would be unfair to my students, and it worries me to be unfair.

The feedback that I had to provide for this activity was minimal. I believe it was because the students were able to use activities that they were able to make more of a connection with. Based on student conversation, engagement and monitoring the goals and objectives of this lesson were met. Throughout the video there is academic conversation demonstrating mastery of the goal. The next steps students will continue with their work. The first submission will be rough drafts and they will be able to see the rubric created by the judges. Students will also have the opportunity to assess the judges rubric to make sure that it is fair. All students will be given the chance to meet and discuss their assessments results for their first drafts. If they cannot come to an agreement I will mediate.

If I were to teach this lesson again I would use similar instructional strategies as such would enhance students skills of evaluating, collaborating, citing textual evidence, understanding and analyzing setting and character. It also allows students to make text to world connections. These will promote lifelong skills that students will be able to use to make an impact on society and be actively engaged in society. What I would do differently is to have students assess the lesson where they can provide me with feedback on how they think the lesson went, if it is one to keep or toss. This lesson did allow me to use a variety of strategies.