

Hybrid SOAR Model Vignette Disciplinary Communication

Ms. Alvarez has a high percentage of English learners in her first-grade class and has considered this in her teaching by giving them many opportunities to talk (oral communication) and use academic language. She has been focusing on the SOAR Teaching Frame, Disciplinary Communication. Her students will be reading Dr. Seuss books all week to celebrate Read Across America Day. Her hybrid classroom has two cohorts, group A who are participating in the lesson online today, and group B who are in the classroom.

Ms. Alvarez launches her lesson in Google Meet, greeting her students in the classroom and those online from home. She asks students to get out their whiteboards and markers for this lesson. She projects a slide with the student-friendly learning targets on the screen and reads them aloud, asking students to read along with her:

- I can retell details from the story.
- I can use full sentences to ask and answer questions about the story.
- I can discuss and write about my opinion.

Ms. Alvarez starts the unit by providing a brief biography of Dr. Seuss, describing his writing style and explaining why they are doing an author study on him. She tells the class, “Today we are going to read *Cat in the Hat*. I love reading this book because, like all of Dr. Seuss’s books, he uses rhyming to tell the story. Can someone remind us what rhyming means?” Sonya, who is at home, raises her hand and Mrs. Alvarez calls on her. Sonya unmutes herself and answers, “It is words that sound the same.” “Yes. Let’s look at our rhyming word wall. (She shows it on the screen.) We have been using it to help us read our word families. Now, let’s look at the cover of the book. Imagine you have a neighbor right beside you and tell them what you notice. Use the sentence stem ‘I notice ____.’” Ms. Alvarez gives the students some time to think and then says, “Who would like to share?” Students raise their hands, and she calls on students in the classroom and at home. ‘I notice the cat has a hat.’ ‘I notice the cat has a bowtie.’ “Did anyone notice the cat is standing up? Do cats wear hats, bowties, or stand up and walk? No, so is this story real, which we call nonfiction, or is it make-believe, which we call fiction? Give me thumbs up if you think it’s real or nonfiction. Give me thumbs up if you think it is make-believe or fiction. Yes, it is fiction.”

Next, Ms. Alvarez explains that the book is about Sally and her brother, Sam, who are home alone on a rainy day. “What do you do when you are home and it is raining, and you can’t go outside? Raise your hand when you have some answers.” She calls on a few students to share and records a few of the student responses by typing them onto a slide so students can see them, sounding out the words as she types them. Then she says,

Ms. Alvarez builds students’ knowledge of fiction and nonfiction while developing their academic language.

Students have multiple opportunities for oral communication.

“For Sally and her brother, a cat comes to the door telling them they can still have lots of fun that is funny. And this is no ordinary cat. This is the Cat in the Hat.”

Ms. Alvarez projects the text of the book and reads it aloud so students can follow along. She stops at times to ask questions for students at home and in the classroom to answer, “Why are they stuck indoors? What is happening now? Who just came into the house? Why does the fish think it’s a bad idea for Cat in the Hat to be in the house? What do you think about Thing 1 and Thing 2? What happens when the fish says their mother is on her way home?”

When she is done, Ms. Alvarez asks the class to think about an answer to the question: Who is the story about? She tells them that once they have an answer, they are to write it on their whiteboards using the sentence stem, ‘The story is about ____.’ She then asks them to hold up their whiteboards so she can see their responses. Ms. Alvarez reads the responses and complements the class on answering in complete sentence.

Next Ms. Alvarez chooses different pairs of students, one from online and one from the class, and has them model asking and answering the questions for the class, such as: What happens in the story? Where does it take place? State one crazy thing you think the cat did. As the students engage in this activity, she prompts them to add on to one another’s details since so many things happened in the story. She instructs the class to listen to the pairs as they ask and answer the questions and to notice when a pair is not asking or answering using complete sentences. She pauses the pair work occasionally and asks the class for any feedback they can provide to student pairs.

Ms. Alvarez has a class discussion about whether Sally and Sam should or should not tell their mother what happened. First, she asks students to raise their hands if they think they should tell their mom. Then she asks how many think they shouldn’t. She counts the number of hands and writes it on the virtual whiteboard next to the sentence starters. She says, “Use this sentence starter, ‘I think they should tell their mom because____,’ if you think they should. Use this sentence starter if you think they shouldn’t: ‘I think they should not tell their mom because ____.’” Ms. Alvarez concludes the lesson by asking her students to complete an assignment where they record their responses using these sentence starters. The students record directly into Google Classroom. She uses these assignments to provide feedback to each student on their use of appropriate academic language and full sentences.

The next day the groups have switched, with group A now in the classroom and group B participating online from home. Ms. Alvarez begins by explaining she is going to reread the story and when she is done, they will retell the story. She explains that today they will need their gold colored paper that

Students are engaged in written communication with support and feedback.

She monitors and provides feedback on students’ ability to use complete sentences to ask and answer question.

She provides sentence starters to support student opportunities to communicate orally.

says 'Cat in the Hat Picture Cards' (she holds it up and asks the students to hold their up) and green colored paper that says sequencing words (she holds it up and checks the students have it). She rereads the story to the class. She tells the students that they are going to cut out the five picture cards, put them in the order that they occurred in the story, and use them to retell the story. "We have been sequencing our stories by talking about what happens first, second, next, and finally. I want you to start by laying out all of the pictures in front of you. (Ms. Alvarez has hers projected on the screen.) Think about what happened in the beginning of the story. Look at the picture cards and decide which one shows that. Can you figure out which one it is? Hold it up so I can see. If you picked the one with the Cat knocking at the door, you were correct. Place that to the left which will be the beginning of your retelling. Let's look for the next thing that happened in the story. Look through your pictures and hold up the one that you think comes next. Marco, do you want to tell us which card it is? Yes, the one that has the Cat balancing all the things from the house. Place that card next to the first one like this." Ms. Alvarez continues to support the students as they place their pictures in the correct sequence.

She models for students how to sequence the picture cards to retell the story.

Ms. Alvarez explains, "Now that we have all of our pictures in the correct order or sequence, we will use them to retell our story to each other using the sequencing words in the retelling.

She supports students' retellings and academic language by providing picture cards and sequencing words.

First _____.
Next _____.
Then _____.
After that _____.
Finally _____.

She provides differentiated support to a few students while other students go to Google meet.

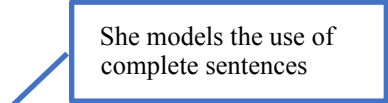
Ms. Alvarez meets with a few of her students in a Google chat room. These are students who are working online today and she knows need more support. The other students go to Google meet and record their retelling using the sequence words and picture cards for support. When students are finished with this activity, Ms. Alvarez asks them why they think Dr. Seuss wrote this story. She calls on some students to share their ideas. She then explains, "There is a moral to this story. A moral to a story is the lesson the story is trying to teach. What do you think Dr. Seuss is trying to teach us?"

Ms. Alvarez provides an opportunity in Google chat for extended use of academic language and oral communication.


Next, Ms. Alvarez says, "Today you are going to your Google chat room to interview two of your friends and ask them, if they were Sally or Sam, would they have let the Cat inside the house? But before we do that, I want you to think about this for a minute. Put on your thinking cap. The thinking is in answering the why. So, no matter if you say yes or no, I really want to know why. You also need to use complete sentences." Ms. Alvarez points to the white board where she has written sentence stems and says, "Here are some sentence stems to help you. Everyone should have a sheet with these sentence stems in their packet so make sure you take it out of the

packet it now. It is on the blue paper. When you have them give me a thumbs up sign.” She gives the students a minute and makes sure everyone has the paper out.

“Now, let’s read them together. I would let the cat into my house because_____. I would not let the cat into my house because_____. Let me model for you. I might say, ‘I would not let the cat into my house because cats make me sneeze. What would you do?’ And your friend will respond. Can I have an at-home student and a classroom student volunteer model what you should do in the chat room?” Two students volunteer. She reminds them to speak clearly and loudly so everyone can hear them. When they are finished, she points out how the students answered the question why, used the sentence stems, and spoke in complete sentences. Next she directs students to go to their assigned Google chat rooms and ask and answer the question. Ms. Alvarez checks in to the different chat rooms and watches how the students are doing. She brings them back to together using Google meet. She calls on a few at home and in class students to share what some of their friends said.



She models the use of complete sentences



She monitors students and provides feedback