



DISCIPLINARY COMMUNICATION ADAPTING A FIRST GRADE SOAR LESSON

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Traditional SOAR Model Lesson
First Grade

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<p>Designing Instruction Element 1–Teacher aligns the High–Impact Practice to CCSS and NGSS</p>	<p>High–Impact Practice: Disciplinary Communication</p> <p>Element 1: Provide and support multiple guided opportunities for students to produce original disciplinary oral communication</p> <p>Element 2: Provide and support multiple guided opportunities for students to produce original disciplinary written communication</p> <p>CCSS.ELA-LITERACY.RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-LITERACY.RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>ELD Standard: Offering and supporting opinions and negotiating with others in communicative exchanges.</p>
<p>Designing Instruction Element 1–Teacher explicitly states standards and learning targets to the students</p>	<p>Introduce the standards to the students. Remind students that they are spending time reading Dr. Seuss books. Ask students to read aloud the learning targets for today:</p> <ul style="list-style-type: none"> • I can retell the story. • I can use full sentences to ask and answer questions about a story. • I can write about my opinion.
<p>Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication</p>	<p>Launch the lesson by providing a brief biography of Dr. Seuss and explain to students why we are studying this author.</p>

Facilitating Acquisition of Academic Language Element 2– Students are given opportunity to acquire and use academic language in a meaningful way	Ask students what the word rhyme means and how rhyming works in a Dr. Seuss’s story.
Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication Designing Instruction Element 3– Teacher establishes high expectations that support the learning targets	Ask students what they do when it is rainy outside and say to the students: “Turn and talk to your partner and tell them some things you do at home when it is raining.”
Facilitating Acquisition of Academic Language Element 1– Teacher refers to the academic language demands of the task by reminding students to use complete sentences	Remind students to always use full sentences when answering questions.
Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication FM1–Teacher is visibly enacting a metacognitive process by conducting a think aloud to model the process of asking questions	Read the book to the class and model the process of asking questions by stopping to ask questions and providing time for students to respond.
Designing Instruction Element 2– Teacher has structured tasks that support the learning targets Facilitating Acquisition of Academic Language Element 2– Students are given opportunity to acquire and use academic language in a meaningful way Designing Instruction Element 3– Teacher establishes high expectations that support the learning targets	Then ask students to sit knee-to-knee with their Cat partner and ask and answer the questions, Who is the story about? What happens in the story? Where does it take place? State one crazy thing you think the cat did. Remind students to answer using full sentences and provide sentence frames for them.

Monitoring and Guiding Element 1–Teacher monitors student work	Monitor pairs as they ask and answer questions.
Monitoring and Guiding Element 2–Teacher provides oral feedback to promote disciplinary learning	Provide feedback to students on their use of full sentences.
Fostering Metacognition Element 1–Teacher is visibly enacting a metacognitive process by conducting a think aloud to model the process of sequencing	Reread the story to the class. Then engage student pairs in an activity to sort and arrange pictures into an appropriate story sequence. Use one picture to model for students the thinking process involved in deciding where in the sequence this belongs.
Monitoring and Guiding Element 1–Teacher monitors student work	Walk around and monitor students as they work in pairs to sequence the pictures.
Monitoring and Guiding Element 2–Teacher provides oral feedback to promote disciplinary learning	Ask questions to help students move through the activity and provide direction as needed.
Fostering Metacognition Element 2–Teacher deconstructs a metacognitive strategy to support learning	When pairs are stuck remind students of a strategy they can use if they are stuck deciding what comes next in the sequence. Explain, “Sometimes when I am stuck, I think about which ones cannot come next in the story because those come at the very end. Getting rid of some in this way allows me to have fewer to choose from and makes the sequencing easier for me.”
Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication	Ask students to retell the story to each other using the picture cards as a support.
Facilitating Acquisition of Academic Language Element 2–Students are given opportunity to acquire and use academic language in a meaningful way Designing Instruction Element 3–Teacher establishes high expectations that support the learning targets	Remind them to use the sequencing in the retelling and to use the structure: First_____. Next_____. Then_____. Last_____.

Monitoring and Guiding Element 1–Teacher monitors student work	Monitor the students as they do this and provide feedback by either reminding them to use the sequencing words or praising them for doing so.
Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication	Explain there is a moral to this story. A moral to a story is the lesson the story is trying to teach. Ask the class, “What do you think Dr. Seuss is trying to teach us?” Have students share their ideas.
Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication	Ask students if they would let the cat come to their house. Give them some time to think about the answer and tell them to also think about why or why not.
Facilitating Acquisition of Academic Language Element 2–Students are given opportunity to acquire and use academic language in a meaningful way	Tell students to interview three friends and ask them, “Would you let the cat come to your house? Why or why not?” Remind students to ask and answer using complete sentences.
Fostering Metacognition Element 1–Teacher is visibly enacting a metacognitive process by conducting a think aloud to model the process of asking and answering questions	To model the process, select a student volunteer to ask the question: “Would you let the cat come to your house? Tell me why or why not.” Respond, “I would not let the cat come to my house because cats make me sneeze.”
Disciplinary Communication Element 2–Teacher provides opportunity for students to produce disciplinary written communication Facilitating Acquisition of Academic Language Element 2–Students are given opportunity to acquire and use academic language in a meaningful way	Ask the students to go back to their seats. Explain they will now write one sentence explaining why they would want the cat to come to their house and one sentence explaining why they might not want the cat to come to their house. Ask them to use the sentence stems: I would let the cat come to my house because_____. I would not let the cat come to my house because_____. Remind them of the words on the word wall which might help them complete the writing task.

SOAR Model Lesson with Online Adaptations First Grade

The following lesson is a SOAR model lesson with adaptations for online instruction. Each component of the model lesson includes adaptations for how that component could be delivered in a teacher-led online session (column 3) and in an online session where students are working independently (column 4). If you are teaching entirely online you would implement a lesson with online components that are teacher led and online tasks where students work independently. For the Transition model you would implement a lesson with some components online and some face-to-face. Depending on your student group, the schedule for that group, and the content of the lesson you are adapting, you will decide which components of your lesson work best as teacher led online or independent student work online. Once Robla School District moves to the Transition model you will decide which components work best online and which work best face-to-face. The vignette that follows this adapted lesson will show you how one teacher implemented the lesson.

High-Impact Practice: Disciplinary Communication

Element 1: Provide and support multiple guided opportunities for students to produce original disciplinary oral communication

Element 2: Provide and support multiple guided opportunities for students to produce original disciplinary written communication

[CCSS.ELA-LITERACY.RL.1.3](#). Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-LITERACY.RL.1.2](#). Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-LITERACY.SL.1.2](#). Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.W.1.1](#). Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELD Standard: Offering and supporting opinions and negotiating with others in communicative exchanges.

Practice Alignment	Teacher Actions	Adaptation Teacher Led Online Instruction	Adaptation Independent Online Work
DI E1	Introduce the standards to the students. Remind students that they are spending time reading Dr. Seuss books. Ask students to read	The introduction of the standards can be online in Google Meet directly facilitated by the teacher. It is important for you to remember to	The introduction of the standards can be part of a recorded session you develop and students watch in Google Classroom.

	<p>aloud the learning targets for today:</p> <ul style="list-style-type: none"> • I can retell the story. • I can use full sentences to ask and answer questions about a story. • I can write about my opinion. 	control the mute function for the students, especially with younger students.	
DC E1	Launch the lesson by providing a brief biography of Dr. Seuss and explain to students why we are studying this author.	The introduction to the lesson can be online in Google Meet.	Online share a brief movie about Dr. Seuss such as https://www.youtube.com/watch?v=iQH_lz7s_7E as an overview to engage students working independently online.
FAAL E2	Ask students what the word rhyme means and how rhyming works in a Dr. Seuss's story.	In Google Meet ask students to think about what the word rhyme means and then ask one or two students to share out online. Since you can control the mute and unmute buttons, you can unmute the students you are asking to share out.	In Google Classroom, have a slide that shows word families reminding students what rhyming words are and explain how Dr. Seuss writes in rhyme.
DC E1 DI E3 FAAL E1	Ask students what they do when it is rainy outside and say to the students: "Turn and talk to your partner and tell them some things you do at home when it is raining." Remind students to always use full sentences when answering questions.	For this activity have students raise their hands when they have a response and call on some to share their response. Type the answers onto a projected slide as students respond.	Have students type their response into a Google Classroom assignment or record their responses directly into Google Classroom.

DC E1 FM E1	Read the book to the class and model the process of asking questions by stopping to ask questions and providing time for students to respond.	You can do this in Google Meet. The text of the book can be on slides or projected so that the students can follow along as you read.	Pre-record the reading for them to watch. You can also use some read along apps that are freely available online and they highlight the words as you read along. An example is https://www.youtube.com/watch?v=rMTiYBD3uKQ
DI E2 FAAL E2 DI E3	Then ask students to sit knee-to-knee with their partner and ask and answer the questions, 'Who is the story about? What happens in the story? Where does it take place?' State one crazy thing you think the cat did. Remind students to answer using full sentences and provide sentence frames for them.	<p>First ask the class the question 'Who is the story about?' and tell students to type their response into chat using full sentence answers or have them record their responses.</p> <p>Next select student pairs to model the asking and answering of questions. One pair would model asking and answering Who is the story about? The next pair could model asking and answering What happens in the story? Instruct the students to listen and notice if they are using full sentences to ask and answer questions. Allow students to provide feedback to the pairs in chat or select some students to share. Then ask all the students to state one crazy thing the cat did and ask them to each type or record an answer into chat.</p>	Students can type out answers to these questions and share them with the class. Alternatively, students can answer these questions using the record function in Google Classroom and share their recording with you. You can ask the students to bring their answers to the next face-to-face class and then use them to practice asking and answering questions. You could also have students' share in Google Meet group breakout.

MG E1	Monitor pairs as they ask and answer questions.	As students model asking and answering questions in Goggle Classroom, you can monitor and provide feedback.	Provide feedback on the written or oral responses provided by students. Google Classroom has a comment bank that you can utilize.
MG E2	Provide feedback to students on their use of full sentences.	As student type or record their answers into chat stating one crazy thing the cat did, you can provide feedback on their use of full sentences.	Provide feedback to students on their written or recorded answers to the questions.
DC E1	Have whole class discussion about whether Sally and Sam should or should not tell their mother what happened. Ask students to raise their hands if they think they should tell their mom. Ask how many think they shouldn't. Tell students to "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 ____.'"	In Goggle Meet ask the students questions and remind them to use the sentence starters. Make sure they have the sentence starters with them at home or project them on the screen. When some students have shared, tell them they will each complete an assignment where they record their responses using the sentence starters directly into Google Classroom. You then provide feedback to each student on their use of appropriate academic language and full sentences.	In Goggle Classroom Assignments, students can directly record themselves responding to whether Sally and Sam should or should not tell their mother. Have them use the sentence frames. You can also set up Google Meet breakout sessions so small group of students can share.
FM E1	Reread the story to the class. Then engage student pairs in an activity to sort and arrange pictures into an appropriate story sequence. Use	In Google Meet model for students how to sequence pictures appropriately. Online project the pictures and then ask students to	Have students view the story again. Students can drag and drop the pictures in the order they occurred in the story.

	one picture to model for students the thinking process involved in deciding where in the sequence this belongs.	think about how to arrange them into the story sequence. Ask students which comes first and allow a student to share out. Then ask which picture comes next and select another student to share. Continue through the pictures.	
MG E1 & 2	Walk around and monitor students as they work in pairs to sequence the pictures. Ask questions to help students move through the activity and provide direction as needed.	Monitor whole class as students sequenced the story. As students are deciding on the correct alignment, ask the class some guiding questions.	Provide some guiding prompts to individual students on their drag and drop sequencing to help them move through the activity independently.
FM E2	When pairs are stuck remind students of a strategy they can use if they are stuck deciding what comes next in the sequence. Explain, "Sometimes when I am stuck, I think about which ones cannot come next in the story because those come at the very end. Getting rid of some in this way allows me to have fewer to choose from and makes the sequencing easier for me."	In Google Meet remind students "Sometimes when I am stuck, I think about which ones cannot come next in the story because those come at the very end. Getting rid of some in this way allows me to have fewer to choose from and makes the sequencing easier for me."	With the instructions for the activity remind students "Sometimes when I am stuck, I think about which ones cannot come next in the story because those come at the very end. Getting rid of some in this way allows me to have fewer to choose from and makes the sequencing easier for me."
DC E1	Ask students to retell the story to each other using the picture cards as a support.	Select some students to retell the story as a model for the class. Ask the class to note any feedback or questions they have.	Individually students record their retelling of the story into Google Classroom using their picture cards as a support.

FAAL 2	<p>Remind them to use the sequencing in the retelling and to use the structure:</p> <p>First_____.</p> <p>Next_____.</p> <p>Then_____.</p> <p>Last_____.</p>	<p>Ask the class to notice how the students selected are using the structure:</p> <p>First_____.</p> <p>Next_____.</p> <p>Then_____.</p> <p>Last_____.</p>	<p>In the instructions for students to record the story remind them to use the structure:</p> <p>First_____.</p> <p>Next_____.</p> <p>Then_____.</p> <p>Last_____.</p>
MG E1	<p>Monitor the students as they do this and provide feedback by either reminding them to use the sequencing words or praising them for doing so.</p>	<p>As selected pair(s) retell the story, provide feedback by either reminding them to use the sequencing words or praising them for doing so. Project a slide that guides those listening to notice these key things when listening.</p>	<p>Provide feedback on the recording each student has created and praise them for their use of the sequencing words or provided suggestions for where they might have used sequencing words. You might want to use the comment bank in Google Classroom.</p>
DC E1	<p>Explain there is a moral to this story. A moral to a story is the lesson the story is trying to teach. Ask the class, "What do you think Dr. Seuss is trying to teach us?" Have students share their ideas.</p>	<p>In Google Meet explain there is a moral to this story. A moral to a story is the lesson the story is trying to teach. Ask the class, "What do you think Dr. Seuss is trying to teach us?" Have students raise their hands to share their ideas and select some students to share. Alternatively, students could type their ideas into chat.</p>	<p>In Google Classroom have students respond to the question "What do you think Dr. Seuss is trying to teach us?" Have students type or record their answers to this question.</p>

DC E1 FAAL E2	<p>Ask students if they would let the cat come to their house. Give them some time to think about the answer and tell them to also think about why or why not.</p> <p>Tell students to interview three friends and ask them, “Would you let the cat come to your house? Why or why not?” Remind students to ask and answer using complete sentences.</p>	<p>In Google Meet ask students to think about, “Would you let the cat come to your house? Why or why not?” Have them type or record their responses into chat. Remind students to answer using complete sentences. Then have students read or listen to the responses of three other students from the chat.</p>	<p>Ask students to think about, “Would you let the cat come to your house? Why or why not?” Have students chat (or email) with two of their assigned learning partners in Google Meet Breakout room to ask and answer “Would you let the cat come to your house? Why or why not?” Remind students to ask and answer using complete sentences. Have students restate the answers their partners gave.</p>
FM1	<p>To model the process, select a student volunteer to ask the question: “Would you let the cat come to your house? Tell me why or why not.” Response, “I would not let the cat come to my house because cats make me sneeze.”</p>	<p>To model the process in Google Meet, select a student volunteer to ask the question: “Would you let the cat come to your house? Tell me why or why not.” Respond, “I would not let the cat come to my house because cats make me sneeze.”</p>	<p>Provide a written model of the process for them to see: “Would you let the cat come to your house? Tell me why or why not.” Respond, “I would not let the cat to come to my house because cats make me sneeze.”</p>
DC E2 FAAL E2	<p>Ask the students to go back to their seats. Explain they will now write one sentence explaining why they would want the cat to come to their house and one sentence explaining why they might not want the cat to come to their house. Ask them to use the sentence stems: I would let the cat come to my house because _____.</p>	<p>Create a shared Google Doc for students work with a partner to craft their answers together and to build on each other’s ideas.</p>	<p>Create the sentence frame as a writing assignment on Google Classroom that students complete individually by filling in the blanks. In addition to writing the answers online the students could record their answers directly into Goggle Classroom.</p>

	<p>I would not let the cat come to my house because_____.</p> <p>Remind them of the words on the word wall which might help them complete the writing task.</p>		
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Transition SOAR Model Vignette

First Grade

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. Her students will be reading Dr. Seuss books all week to celebrate Read Across America Day.

Students are in a teacher led online session

Ms. Alvarez launches her lesson in Google Meet, and she makes sure all of her students are logged on and muted. She shows a slide with the student-friendly learning targets on the screen and she reads them aloud asking the 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.

Then Ms. Alvarez provides 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? Remember to click on the button to raise your hand before answering” Sonya raises her hand Ms. Alvarez unmutes her. Sonya 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 tell them what you notice and say I notice____. Who would like to share?” Students raise their hands and she unmutes some to respond. ‘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? If you think this story real or nonfiction raise your hand. If you think this story is make-believe or fiction raise your hand. Yes, it is make-believe or 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 writes them. Then she says, “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 reads and projects the text of the book and reads it aloud so students can follow along. She stops at times to ask questions, “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 should type it into the comments box. Once the students have all typed in a comment Ms. Alvarez reads the comments and reminds the class, “Remember that we need to answer in complete sentences. Molly, can you please ask me the same question?” Molly responds, “Who is the story about?” Ms. Alvarez replies, “The story is about Sally and Sam and the Cat in the Hat.” She then goes on to explain, “Notice that I did not just say Sally and Sam and the Cat. I answered with a complete sentence.”

Next Ms. Alvarez chooses a pair of students and asks them to model asking and answering the questions for the class: What happens in the story? Where does it take place? State one crazy thing you think the cat did. As the student pair engages in this activity, she prompts them to add on to one another’s details since so many things happened in the story. She then repeats this with another pair of students. 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 whole sentences. She pauses the pair work occasionally and asks the class for any feedback they have and she calls on students to give feedback as they raise their hands.

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 online session by asking her students to complete an assignment where they record their responses using these sentence starters directly into Google Classroom. She then provides feedback to each student on their use of appropriate academic language and full sentences.

Students are face-to-face in the classroom

The next day Ms. Alvarez and her students are back face-to-face in her classroom and she explains that she is going to reread the story and when she is done, they will retell the story. She rereads the story to the class and distributes picture cards depicting different events of the story. She tells the students that they are going to use the picture cards to retell the story, but the important thing is to put the cards in the order that they occurred in the story. She explains how sequencing is a key to understanding the text. She asks students what the sequence of a story means. After some students share out, she states, "Sequencing means putting things in the order that they happen. It helps you recall the important events in the story. This is something we will continue to work on all year. You start by thinking about what comes in the beginning of the story, what comes in the middle, and what comes at the end. I want you to use the words beginning, middle, and end. Watch me do that." Next, Ms. Alvarez models by thinking aloud how to sequence the pictures using beginning, middle, and end.

Working in pairs, Ms. Alvarez gives students the picture cards and has them sequence them according to what happened in the story. She monitors students as they are working. She notices two students who are talking about what would come next and asks them what strategy they could use to figure that out. They look at each other and are unsure. Ms. Alvarez shares, "Sometimes when I am stuck, I think about which ones come at the very end of the story. Which one happens last?" The students point to a picture and Ms. Alvarez replies, "Good, so maybe you could set this one aside for now because we know that happens last. See if there are others you can put aside for now."

After the students have grouped the cards by beginning, middle, and end, she then has students retell the story to each other using their picture cards and sequencing words in the retelling.

First_____.

Next_____.

Then_____.

Last_____.

As they are doing so she monitors the interactions and provides feedback to various pairs.

When the students are done, she 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?” Students share their ideas.

Next, Ms. Alvarez asks the students if they would let the cat come to their house and why. She says, “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.” After their think time, she tells them they are going to go around the classroom and interview three friends about whether they would let the cat in their house and why. They need to be sure to use complete sentences and to say why. She models for them by saying, “For example, I might reply, ‘I would not let the cat into my house because cats make me sneeze.’” After students complete that task, she asks for two volunteers—one who said yes, and one who said no—to come to the front of the class and explain why they said yes or no. She reminds them to speak clearly and loudly so everyone can hear them.

Students are working independently online

Students are working independently in Google Classroom. MS Alvarez has posted an assignment in Google Classroom telling her students that the task is to write four sentences, two explaining why they would want the cat to come to their house and two explaining why they might not want the cat to come to their house. MS Alvarez has included sentence frames and a word bank on the assignment that might help students complete the writing task. She has also differentiated the amount of support she is giving to her students based upon their needs

by providing different sentence stems on the document for students to use. Some students' sentence stems will be, I would ____because____. I would not ____because____. Other students receive, I would let the cat come to my house because_____. I would not let the cat come to my house because_____. Ms. Alvarez has arranged to connect in the afternoon with a small group of students through Google Meet. This is a group that she knows will need some more one-on-one support in their home language. When the students complete the writing task and they submit the task. Ms. Alvarez can now provide feedback to each student directly. Ms. Alvarez culminates the lesson, by asking students to reflect on the following components and provide a check mark if they think they retold the story; used complete sentences to discuss the story; and wrote about their opinion.