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| **Midterm Exam... Learning Environments**  **Question Directions**   |  | | --- | | Read the following case histories, and then answer the short-answer questions that follow.  ***Misao Tanaka***  **Scenario 1**  Eight-year-old Misao Tanaka and his family recently moved to the United States from Japan. His parents have enrolled him in a school district in a rural area in central New York State. Misao was assigned to Mr. Sato’s second-grade classroom. Mr. Sato is Japanese-American, speaks some Japanese, and practices Japanese traditions with his family. Misao and his parents speak and write some English. However, their English is not as strong as their native language.  **Document 1** *Excerpt from Interview with Parents*  *Mrs. Tanaka* *(An Interpreter’s Words)*: In Misao’s school in Japan, things were very different than how they are in the United States. In Japan, students rose when the teacher entered the room; and school uniforms were required. There were almost twice as many children in the class in Japan. Teams of Japanese students were assigned to do daily school chores, such as serving lunch to classmates, cleaning the classroom, and cleaning the restrooms. Misao is trying to learn about and adjust to his new culture, classmates, and teacher.  *Mr. Sato*: Overall, Misao is doing well. He has made new friends even though verbal communication is sometimes difficult. The other children are interested in getting to know Misao and in helping him. I encourage the children to help Misao feel welcome by modeling a generous, compassionate attitude with Misao myself.  **Document 2** *Mr. Sato’s Reflective Journal, 2/10*  I am concerned about how to assess Misao’s knowledge and skills. Misao’s English hinders his ability to comprehend the resources and books he uses with the other children. Also, Misao is used to learning in a different style. *In Japan* students were not expected to participate in discussions very much. Due to Misao’s quiet nature, sometimes it is difficult to assess what he knows and what he does not understand. Similarly, because English is Misao’s second language, his written and oral language skills sometimes hinder his ability to express himself and what he understands. I am worried I will misinterpret what Misao understands and what he is trying to express. | |
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| **SENARIO RESPONSE 1** |
| |  |  | | --- | --- | | 1. | Mr. Sato is aware of the need to facilitate nonbiased assessment and instruction.   * Describe TWO methods Mr. Sato should use to facilitate nonbiased assessment in instruction. * For EACH method, explain theories that relate to and support these practices.   Answer Scenario1 Response in the space provided below. | |
| http://www.learnatest.com/lx_images/shim.gif |

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| |  | | --- | | ***Ms. Isabella***  **Scenario 2**  Ms. Isabella is a fourth-grade teacher at St. Joseph’s Parish Elementary School. Lately she has been feeling very frustrated with the volume of materials she is responsible for including in her curriculum. Some days she feels like she is just throwing information at the students in an attempt to cover everything she is supposed to get through by the end of the school year.  **Document 1** *Conversation with a Colleague*  *Ms. Isabella:* I’m exhausted. I can only imagine the whirlwind my students feel they’re caught up in. There’s so much to get through each day. I struggle to get through all of the subjects in one day. Today we had so much to do in math but we barely had 15 minutes after we finished the science lab. How do you get through everything?  *Mr. Fletcher:* I use organized units that integrate the content areas into meaningful themes. For example, we do a unit on water. Students role play and write skits about digging the Erie Canal. Teams write math word problems about topics like condensation and evaporation to challenge each other’s calculation skills. I bring in a variety of resources, such as books at multiple reading levels, websites, pictures, DVDs, and primary resources for the students to explore and study. They construct questions they want to research and compose lessons to present to their classmates. The days go so quickly—not because we’re shoving so much into them, but because we’re excited about what we’re doing.  **Document 2** *Ms. Isabella’s Reflective Journal, 1/15*  I want to learn more about thematic units and other ways to integrate literacy into the content areas. I’ve looked into professional development opportunities that might help and came across the International Reading Association’s annual convention, which is coming up in May. I’m particularly interested in all of the workshops about content literacy that are advertised on the organization’s website. I got permission and funding from the building administrator and plan to attend three days of the convention!  **Document 3** *Ms. Isabella’s Reflective Journal, 6/1*  While I was at the conference, I collected a number of strategies for integrating literacy skills across the curriculum. I spoke with colleagues who were experiencing the same feelings of frustration. By the end of the convention, I was eager to return to the classroom and try out what I had learned.  **Document 4** *Ms. Isabella’s Reflective Journal, 6/15*  It’s been only two weeks and already I’m seeing marked student improvement in writing skills and reading comprehension as a result of using the strategies I learned about increasing and analyzing vocabulary.  I’m so excited by students’ improvement, I’m going to spend part of the summer break working on integrating literacy instruction into my social studies curriculum. I plan to start with social studies content as outlined in the state learning standards, and then move into the other content areas. I will reshape lessons to include the instruction of literacy skills within the social studies content and the use of literature and other literacy resources to teach content. | |
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| |  |  | | --- | --- | | 2. | Ms. Isabella is eager to improve her students’ reading and writing skills while learning content knowledge.   * Describe TWO methods Ms. Isabella should use to facilitate her students’ reading and writing skills in the content areas. * For EACH method, provide specific examples of how she could teach specific literacy skills.   Answer Scenario 2 Response in the space provided below. | |