

# VIDEO RESOURCE PACKAGE: ENGLISH LANGUAGE ACQUISITION

**Videos Feature Instructor:**

Lia Conklin Olson  
Ronald M. Hubbs Center for Lifelong Learning  
Minnesota



Standards-in-Action 2.0

These materials were produced and funded in whole with Federal funds from the U.S. Department of Education under contract number ED-991990018C0040 with StandardsWork, Inc. Ronna Spacone serves as the Contracting Officer's Representative. The content of these materials does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

2023

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# ENGLISH LANGUAGE ACQUISITION ONLINE CLASSROOM OBSERVATION FOR LIA CONKLIN OLSON

What follows is an observation of a lesson taught by Lia Conklin Olson. She serves as an instructor at the Ronald M. Hubbs Center for Lifelong Learning, St. Paul, MN. Her lesson focuses on identifying societal and environmental problems and their solutions in several text formats, including photographs, a website, a video, and an article. The lesson is divided into two parts. Part 1 is filmed. It includes reviewing visual images, a website, and a video to build background knowledge about social entrepreneurship.

The observation provides concrete examples of challenging state academic standards in English language acquisition in daily planning and practice. The observation tool is designed as a professional development tool for instructors, those who support instructors, and others working to implement standards. It is not designed for use in evaluation.

**Core Action 1.** Lesson content is rigorous and relevant for the level defined by the state-adopted standards.

**Core Action 2.** Lesson activities prepare students to access the content of the lesson.

**Core Action 3.** Lesson activities productively engage students in understanding the content.

**Core Action 4.** Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.

**Core Action 5.** Lesson activities build and expand academic vocabulary and syntax.

**Core Action 6.** Lesson activities provide strategic scaffolds to provide learners access to lesson content.

An additional table drawn from the IDEAL Consortium Remote Instruction Observation Tool has also been included. It reflects on Lia's use of technology in support of her learners in the online class.



<b>Core Action 1. Lesson content is rigorous and relevant for the level defined by the state-adopted standards.</b>	<b>Y, N, or N/A</b>
A. Instructor establishes well-defined content and language development lesson goals based on the standards.	Y
B. Students are working with challenging content-rich texts that relate to their interests, experiences, culture, and level(s) of learning.	Y
C. Most class time is spent with some combination of reading, writing, speaking, or listening designed to build content and language.	Y

**Evidence observed:**

**Indicator A:**

The first activity of the class is to read the content and language development goals. These are detailed and encompass the main features of both Parts 1 and 2 of the lesson. The content and language development goals are based on the following standards:

- CCR Reading 1D – Cite evidence
- CCR Reading 2D – Determine the central idea
- CCR Reading 3C – Analyze events
- Speaking and Listening 1C – Collaborative discussions

Note that this video only features Part 1 of the lesson, which are agenda items *01 Warm-Up* and *02 Build Knowledge*.

**Indicator B:**

Lia uses instructional strategies and content that build higher order thinking. The video presents Part 1 of the lesson in which Lia explores the concept of social entrepreneurship and what makes a social entrepreneur. Lia uses an example of a Nigerian company, MitiMeth. MitiMeth addresses negative environmental and social impacts from invasive aquatic weed by creating sustainable products from them. Students explore MitiMeth’s website. Time spent with the website builds background knowledge. This prepares learners for exploring another example of social entrepreneurship in the core text “Andrew Mapuyo: Paper Bag King” in Part 2 of the lesson.

**Indicator C:**

All the activities in the class are focused on both building content knowledge and developing language in anticipation of accessing a complex text.



<b>Core Action 2. Lesson activities prepare students to access the content of the lesson.</b>	<b>Y, N, or N/A</b>
A. Instructor explicitly links lesson content to previous lessons or students' prior knowledge.	Y
B. Instructor offers a range of brief and engaging auxiliary resources to build students' knowledge and vocabulary about lesson content. This includes such resources as visual images, videos, and supplementary texts.	Y
C. Instructor draws on students' funds of knowledge about the topic and content of the lesson and provides opportunities for peer-sharing.	Y

**Evidence observed:**

**Indicator A:**

As this is the first part of a series of lessons on social entrepreneurship, no links can be made to previous lessons. Students, however, have the opportunity to draw on their prior knowledge of owning a business and entrepreneurship in the warm-up activity.

**Indicator B:**

Lia uses multiple modes to communicate and teach students. She uses a few resources to build knowledge and understanding of social entrepreneurship. This prepares students for reading the core text “Andrew Mapuyo: Paper Bag King” in Part 2 of the lesson. In the warm-up activity, Lia uses visual images of people in various entrepreneurial contexts. She uses these images to elicit the concept of business and entrepreneurship. The MitiMeth website and brief informational video demonstrate the concept of social entrepreneurship in more detail and the problem-solution relationship of social entrepreneurship. When reviewing the essential vocabulary for the MitiMeth website, Lia uses a visual image of a water hyacinth. The supplementary texts and resources are available in Google Classroom, and Lia provides a link to the MitiMeth website in the chat.

**Indicator C:**

Students go into their breakout groups at the beginning of the lesson to explore questions related to owning a business (Slide 5) that specifically draw on their funds of knowledge. Students share a range of examples of owning a business or knowing someone who owned a business in the U.S. or their home countries. Students also draw on their funds of knowledge when discussing the MitiMeth example. Lia uses resources from Nigeria and Uganda. One student in particular has knowledge of water hyacinths in their home country. Throughout the lesson, there are opportunities for peer sharing through breakout groups and sharing with the whole class. At several points, we can hear students enhancing each other's responses and asking questions of each other.



<b>Core Action 3. Lesson activities productively engage students in understanding the content.</b>	<b>Y, N, or N/A</b>
A. Instructor sequences activities to support students delving deeper into content to build their understanding of key information.	Y
B. Students participate actively in collaborative learning activities where they build on each other’s insights and develop their language skills.	Y
C. Students display persistence with tasks about demanding content.	Y

**Evidence observed:**

**Indicator A:**

Part 1 of the lesson demonstrates a detailed and thoughtful sequence of activities to support students in delving deeper into the content. First, Lia introduces the concept of business. Then, she extends this idea to social entrepreneurship as a particular example of a type of business. Next, students explore the definitions of *entrepreneur* and *entrepreneurship* and connect them to social [00.10.47.00]. Finally, to consider what makes social entrepreneurship, Lia previews essential vocabulary related to the MitiMeth example before accessing the MitiMeth website and informational video [00:18:05.00]. This culminates in considering the three elements of social entrepreneurship: identifying, thinking of solutions, and creating a business idea [00.30.53.00]. These activities will support students as they delve deeply into the core text “Andrew Mapuyo: Paper Bag King” in Part 2 of the lesson.

**Indicator B:**

Lia uses breakout groups to facilitate collaborative learning activities in Part 1 of the lesson. We see students actively engaged in sharing their experiences of business ownership. This allows students to delve into the content and practice collaborative language skills. Students guide each other and seek clarification using language such as, “I don’t know...Do you know someone, Rigat?” [00.05.19.00]. Students also collaborate and build understanding in the whole-class activities. Sometimes students correct one another, and others elaborate and add detail to an idea [00.07.48.00]. Lia has them take on roles such as leader, timekeeper, and reporter to support students in their collaborative work [00.34.16.00]. In the video, students take on their respective roles to facilitate the discussion.

**Indicator C:**

Students remain engaged in the content and tasks and persist throughout the lesson. Lia is responsive to students when they struggle with the questions and activities. For example, when



students strain to answer the three questions on Slide 12, Lia replays the informational video. She then pauses it at appropriate points to guide students' thinking and responses [00.29.28.00]. Lia monitors students to check their progress and that they are still engaged. Then, at several points in the lesson, she calls on students who have been quiet and seeks their input to make sure they stay engaged.





<b>Core Action 4. Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.</b>	<b>Y, N, or N/A</b>
A. Students have varied opportunities to demonstrate their understanding of the lesson's core content and its vocabulary through research, writing, or presentations.	N/A
B. Students have varied opportunities to apply what they are learning in authentic adult-oriented contexts.	Y
C. Instructor ends the class by: <ul style="list-style-type: none"><li>• Reviewing lesson objectives;</li><li>• Providing students with opportunities to reflect on their learning; and</li><li>• Previewing the next class session and explaining how it will build upon today's activities.</li></ul>	N/A

**Evidence observed:**

**Indicator A:**

We only observed the initial part of the lesson before students read the core text, so there is no opportunity to observe this indicator.

**Indicator B:**

In the current lesson, students are asked to consider their experiences owning or knowing someone who owns a business. Owning a business is an authentic, adult-oriented context. In the following lesson, the adult-oriented context deepens. Students will explore how entrepreneurs persuade wthe end of these two lessons, students will take what they have learned and create a pitch deck for their own social entrepreneurship idea. This is the culminating assignment.

**Indicator C:**

The video captures only Part 1 of a two-part lesson. Thus, this indicator is not available to observe.



<b>Core Action 5. Lesson activities build and expand academic vocabulary and syntax.</b>	<b>Y, N, or N/A</b>
A. Instructor provides systematic work with academic and domain-specific words and phrases specific to the content of the lesson.	Y
B. Instructor highlights syntactically complex sentences from the lesson content for special examination and discussion.	N/A
C. Instructor provides students with opportunities to use newly learned words and phrases in their writing and discussions.	Y

**Evidence observed:**

**Indicator A:**

Vocabulary essential to understanding the lesson content is explored in detail. The root word *entrepreneur* is explored with the suffixes *ship* and *ial* [00.10.47.00]. This provides good practice in using English morphology to determine the meaning of words and phrases and their different forms. Attention is also drawn to the French cognate *entreprendre*. Before previewing the website, students explore essential domain-specific words: *water hyacinth*, *invasive weed*, *aquatic*, *handicrafts*, *woven*, and *sustainable* [00.18.05.00].

**Indicator B:**

Because the lesson's focus is a video and not a text, this indicator is not possible to observe.

**Indicator C:**

Students use *water hyacinth*, *invasive weed*, *aquatic*, *handicrafts*, *woven*, and *sustainable* when responding to the three questions about the MitiMeth business. Students will use *entrepreneurship*, *entrepreneurial*, and *entrepreneur* when discussing the text in the second part of the lesson.



<b>Core Action 6. Lesson activities provide strategic scaffolds to provide learners access to lesson content.</b>	<b>Y, N, or N/A</b>
A. Instructor creates opportunities for students to learn through a series of social and academic interactions.	Y
B. Instructor provides such supports as sentence frames, visuals, graphic organizers, and student-friendly glossaries to promote understanding.	Y
C. Instructor allows students to use their home language in various ways to build understanding and facilitate access to learning activities.	N

**Evidence observed:**

**Indicator A:**

Lia provides many ways for students to interact with her and each other. She displays a positive rapport with students who respond by staying engaged. There are three examples. 1) She asks students to shout out answers at the beginning of the lesson [00:03:00.00]. 2) She requests volunteers to share information and answer questions with the whole class [00:26:46.00]. 3) She has collaborative teams working in a breakout group [00:04:20.00] and team reporters sharing their team's discussion with the whole class [00:08:33.00]. For the most part, students have their cameras turned on, which enables Lia to gauge their level of engagement. Lia calls on quieter students a few times throughout the lesson. Students used the "hands up" feature when they want to volunteer information, so Lia could efficiently call upon them.

**Indicator B:**

Lia uses many supports throughout the lesson. Some of these are content and language supports, and others are technology supports:

- A. The learning goals and agenda are presented clearly and thoughtfully.
- B. A Google Slides presentation for the class is provided in Google Classroom. Students are able to follow along in Google Classroom, and they can download the presentation independently. The presentation is divided into sections to signal moving from one activity to the next.
- C. The visual images of different types of businesses spark a conversation about entrepreneurship. As students move into breakout groups and lose access to Lia's presentation, Lia advises them to take a picture of the slide or download it from Google Classroom [00:04:28.00].
- D. A graphic organizer on Slide 12 clearly presents the three questions students have to answer. Slide 13 provides the three elements of social entrepreneurship efficiently and clearly.



**Indicator C:**

Students call on their home language a few times. Lia draws attention to the French cognate for entrepreneur, and another student shares water hyacinth in their home language. However, students could use their home languages to build a greater understanding of the concepts. This could be incorporated into future lessons by establishing teams of students who share a home language.

## Use of Technology and Support to Learners

Item	Present	Not Present	N/A	Teacher Look Fors	Learners Look Fors	Other Evidence / Comments
Teacher and learners are able to use the features of the video conferencing platform	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> Uses meeting tools such as chat, screen sharing, polling, annotation tools seamlessly	<input checked="" type="checkbox"/> Use the meeting tools with guidance from the teacher	A variety of tools are evident, including screen sharing, breakouts & visiting external resources, to watch a video.
Teacher uses a combination of technology tools and resources for the class, chosen to engage learners and enhance activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> Uses a variety of instructional materials and technology for the class that align with needs of a given activity	<input checked="" type="checkbox"/> Use technology during class, isn't just watching the teacher use the technology	Lia uses screen sharing of the class presentation and an external website. When students go into breakouts, Lia reminds them to take a photo of the visual image and questions.
Tech support is provided to learners who need it without it detracting from the class	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="checkbox"/> Notices when learners may be struggling with technology <input type="checkbox"/> Provides support or utilizes other learners, staff, or resources to support learners who are struggling with technology	<input type="checkbox"/> Request technology help from teacher or other learners without detracting from the class  <input type="checkbox"/> Learners who request tech support are able to participate in the class activities when it's something the teacher can address during class	Students are familiar with all the technology, so no one asks for assistance. Lia reminds students about different ways to access the lesson material.
Technology used for class is easily accessed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Makes logging into the video conferencing software easy (e.g., recurring meeting link) <input checked="" type="checkbox"/> Opens planned documents and/or websites before class begins <input checked="" type="checkbox"/> Logs into planned websites before class begins <input checked="" type="checkbox"/> Sends learners website links in the chat <input type="checkbox"/> Posts frequently used links in one place (e.g., class LMS or teacher web page)	<input checked="" type="checkbox"/> Access the external resources when directed by the teacher	Lia and students are logged in at the beginning of class, and most students have their cameras turned on. Class materials are available. The warm-up, students complete is on the slide presentation; students download it from Google Classroom. Students also visit an external website from a URL posted in the chat.



# LESSON PLAN FOR ENGLISH LANGUAGE ACQUISITION ONLINE CLASS

*Created by Lia Conklin Olson*

*Ronald M. Hubbs Center for Lifelong Learning, • St. Paul, MN*

## **Title of this lesson:**

“Social Entrepreneurship: Solutions to Environmental Problems”

## **Unit:**

Social Entrepreneurship

## **Brief description of how the lesson is to be used:**

The lesson focuses on identifying societal and environmental problems and their solutions in three text formats: a website, a video, and an article. The lesson is divided into two parts. Throughout, learners will explore how individuals use problems to create opportunities in their communities through social entrepreneurship, which provides a springboard for learners’ social entrepreneurship ideas.

## **Intended instructional level of the lesson:**

ELL C - Advanced ESL

**Class Delivery:** Online Class

## **Suggested time to spend on the lesson:**

This lesson could be delivered in two 60-minute sessions or one two-hour session.

## **Learning goals of the lesson:**

- Identify main idea and supporting details
- Identify problem-solution relationships in text
- Support text interpretation with text evidence
- Use context and word parts to interpret new vocabulary
- Define social entrepreneurship
- Explore entrepreneurial solutions to environmental problems



<b>Targeted Academic Standards</b>	
<b>Targeted College and Career Readiness ELA/Literacy Standards</b>	<b>Corresponding English Language Proficiency Standards</b>
CCR Reading 1D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELP Standard 1: Construct meaning from informational text through level-appropriate viewing.  ELP Standard 2: Participate in level-appropriate oral exchanges of information, ideas, and analyses.  ELP Standard 8: Determine the meaning of words and phrases in oral presentations.
CCR Reading 2D: Determine a theme or central idea of a text and how it is conveyed through particular details.	
CCR Reading 3C: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CCR Speaking and Listening 1C: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.	
CCR Language 4B: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	



## Part 1: Warm-Up and Background Knowledge

Learning Goals and Agenda: Slides 2–3 [Timestamp: 00:00:41:00]

Students volunteer to read the lesson goals and the agenda items.

Warm-up: Slides 4–5 [Timestamp: 00:02:48:00]

Introduce the warm-up and have students read through the questions. Elicit answers to the first question allowing students to “shout out” their ideas. Next, set up breakout rooms for 5 minutes, ensuring mixed-level (by verbal ability) and mixed home languages. Students answer the additional questions in breakout rooms and will return to share highlights from their groups.

Essential Vocabulary (Define Social Entrepreneurship): Slides 6–8 [Timestamp: 00:10:47:00]

Elicit from students a deconstruction and reconstruction of the term social entrepreneurship, as well as introduce the word forms entrepreneur and entrepreneurial.

Build Background Knowledge and Explore an Example of Social Entrepreneurship: Slides 9–13 [Timestamp: 00:17:37:00]

- Introduce the guiding question: What makes a business a social entrepreneurship?
- Preview the website <https://www.mitimeth.com> with students.
- Introduce essential vocabulary (slide 10).
- Scroll down on the home page and play the short video that describes the company.
- Introduce and explain the graphic organizer. Then, put the link to the website in the chat and instruct students to take 2 minutes to review it.
- Elicit from students’ answers to the questions on the graphic organizer and ask what evidence from the website they used to get that answer.
- Summarize the activity by eliciting the three elements of social entrepreneurship that answer the guiding question: What makes a business social entrepreneurship?





## Part 2: Close Read of Mapuyo Text and Application

See below for a copy of the text, text complexity information, and essential vocabulary.

Revisit Goals of Close Reading: Slide 14

- **Prediction Activity: Slide 15**  
Introduce the article by having students predict the topic using the image.
- **Essential Vocabulary: Slides 16–18**  
Introduce the more complex vocabulary by providing a lesson on morphemes focusing on environmental and conservation. Pre-teach other vocabulary, through student elicitation, that will be helpful to promote understanding of the economic and environmental concepts in the article.
- **First Read of “Andrew Mupuya: Paper Bag King”: Slides 19–20**  
Together, read the directions to the article close reading activity. Next, explain that students will participate in small groups to complete three rounds of reading to answer questions about the article. Then, direct them to the Jamboard in today’s Google Classroom lesson materials.

Create breakout groups with three to four students (mixed-level reading ability and mixed language groups) and then assign students to the three Jamboard pages they will work on: Group 1, pages 1–3, Group 2, pages 4–6, etc. Remind groups to assign a group leader (to facilitate the group), a timekeeper, and a group reporter. Make these four suggestions for group work. 1) Have one student share their screen, or make sure everyone is looking at their own Jamboard screen. 2) Take turns reading paragraphs. 3) Take turns writing the answers that you all agree to. 4) Take turns finding the line numbers where the text evidence is.

Before sending students to breakout rooms, explain that they will have 10 minutes to determine the main idea and purpose:

1. Which of the following best states the article’s main idea?
  - A. The steps Mupuya took to become a successful entrepreneur
  - B. Mupuya receiving a special award for his contribution to environmental conservation
  - C. Mupuya’s decision to make paper bags to improve the environment
  - D. Mupuya’s journey to becoming an entrepreneur who supports environmental conservation
2. What is the author’s purpose in writing this article?
  - A. To persuade others to use paper bags, not plastic bags, to help the environment
  - B. To give an example of how entrepreneurs can promote environmental conservation
  - C. To discourage people from starting their own businesses
  - D. To convince people to finish their education



During group work, float from breakout room to breakout room to facilitate learning as needed. Upon returning to the main room, have the reporter from each breakout group share the answer to one question. The reporter should also give the location of the text evidence.

### Second Read of “Andrew Mupuya: Paper Bag King”: Slide 21

Preview Questions 1–7 and have students return to the breakout rooms to work on these questions.

1. What problem did the Ugandan government want to solve? [line(s): \_\_\_\_\_]
2. What solution did the Ugandan government propose? [line(s): \_\_\_\_\_]
3. Why did Mupuya see the government’s proposed solution “as an opportunity to launch a paper bag production company”? [line(s): \_\_\_\_\_]
4. What was Mupuya’s method for raising money to start his business? [line(s): \_\_\_\_\_]
5. What happened to Mupuya that helped him see he is “doing the right thing”? [line(s): \_\_\_\_\_]
6. Mupuya describes a paper bag as “eco-friendly.” How does he explain what he means?
7. What evidence in the text shows that Mupuya wants to become even more successful? [line(s): \_\_\_\_\_]

Students will have 20 minutes to complete this activity. Float to visit the groups. The whole group will come back together, and reporters will share out answers from their groups.

### Third Read of “Andrew Mupuya: Paper Bag King”: Slide 22

Preview round 3 of the reading and have students return to the breakout rooms to work on the following question and timeline.

In paragraph 3, the author uses the word “inadvertently” to...

- A. show the government wanted to help Mupuya
- B. show that the government challenged Mupuya’s idea
- C. give an example of unplanned government help
- D. show that Mupuya did not have government permission

The article’s author describes Mupuya’s launching of his company as an “entrepreneurial journey.” Use the timeline below to list key events in Mupuya’s entrepreneurial journey.

2008: \_\_\_\_\_

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_



2012: \_\_\_\_\_

Today: \_\_\_\_\_

Future: \_\_\_\_\_

Students will have 10 minutes for this final round. After that, the whole group will come back together, and reporters will share out answers from their groups.

Application (Individual Homework): Slides 23–24

Introduce the application activity. Students will access the following text-based writing assignment in the Google Classroom:

Write a paragraph to explain how Mupuya’s social entrepreneurial idea provides a solution to an environmental problem. In your paragraph, make sure to...

- describe the environmental problem presented in the article,
- describe how Mupuya’s company provides a solution to the problem, and
- give evidence from the article that shows Mupuya is successfully promoting environmental conservation.

Preview Upcoming Lesson: Slide 25

Explain the learning objectives for tomorrow’s lesson.



### Text: Andrew Mupuya: The Paper Bag King

1 Award-winning entrepreneur Andrew Mupuya was just 16 years old when he decided to take on the world.

That was back in 2008, when both of Mupuya's parents had lost their jobs. They could only afford to cover his school fees. "I had to get to meet my basic needs by myself," remembers the Ugandan businessman. "I decided to face the world alone."

Inadvertently, the government of Uganda came to Mupuya's aid. At the time, officials in the country announced that they were considering a ban on plastic bags to curb environmental damage. Mupuya, who was still in secondary school, immediately saw this as an opportunity to launch a paper bag production company.

10 To start out his small operation, Mupuya figured out he needed a capital of 36,000 Ugandan shillings (\$14). He raised the first \$11 from selling 70 kilos of used plastic bottles he'd collected over one week. Mupuya then borrowed the remaining \$3 from his school teacher. Then he embarked on his entrepreneurial journey producing paper bags.

15 Today, at the age of 21, Mupuya is the owner of Youth Entrepreneurial Link Investments (YELI). YELI employs 16 people who produce up to 20,000 paper bags each week. His long list of clients includes multinational companies like Samsung.

20 "Right now, I have 72 clients," says Mupuya. "Ninety percent of our clients always come back."

In 2012, Mupuya was the winner of the \$30,000 Anzisha Prize. This is a major award given to young African entrepreneurial leaders who address critical needs in their communities.

25 "It shows to me how I am doing the right thing and it helps me define the impact I am creating."

Uganda has attempted to ban plastic bags to deal with its acute waste management problem and promote environmental conservation. Yet, they are still used in Kampala. They often block drainage systems or collect in heaps on the side of the road. Mupuya, however, believes Ugandans will eventually choose paper over plastic.

30 "A paper bag is eco-friendly, it can easily decompose," he says. "But plastic bags take too long, so that is the difference."



35 The YELI team cannot keep up with the increasing orders. Mupuya says one of the biggest challenges for his startup right now is supply and demand. “My next step is to get a machine [to help production] because I am only able to supply 5% of the demands I have.”

Yet Mupuya says that this is a problem that most clients understand. They push him to keep thinking big and press ahead with his plans to promote environmental conservation.

40 “My vision is to have a cleaner Africa by eradicating use of plastic bags and emphasis on paper recycling,” he says. “I dream of having a big plant where I am able to supply paper bags all over Africa,” adds Mupuya, “So I believe this is just the start.”

Adapted from CNN Article: “He started in his teens with \$14. Now he’s a 21-year-old paper bag king” Teo Kermeliotis and Jessica Ellis, CNN Updated 6:11 AM EST, Wed, December 24, 2014

<https://www.cnn.com/2014/01/23/business/paper-bag-empire-andrew-mupuya>



### Article C: “Andrew Mupuya: The Paper Bag King?”

*Moderately Complex:* The purpose is to inform the audience of how an individual became a social entrepreneur by using a problem to create a business opportunity.

The tone is inspirational and presents the idea that financial independence and helping others can be intertwined through social entrepreneurship.

*Moderately Complex:* The connections between ideas are explicit and clear, and shorter paragraphs allow students to process categories of information more deliberately. However, the text is not entirely chronological, jumping from various topics.

#### **MEANING/PURPOSE**

#### **STRUCTURE**

#### **LANGUAGE**

#### **KNOWLEDGE**

*Moderately Complex:* The language is explicit, literal, and straightforward.

However, some vocabulary is topic-specific, and students may benefit from a quick pre-teaching of 6 to 8 words. The text is primarily made up of simple and compound sentences, with some complex constructions.

*Moderately Complex:* The text relies on some knowledge of business, economics, and the environment. However, the information is practical and includes simple, concrete ideas for the most part.



### Academic vocabulary words that demand attention and are related to the big ideas:

These words merit <b>less</b> time and attention.	These words merit <b>more</b> time and attention.
<i>(They are concrete and easy to explain, or they describe events, ideas, processes, concepts, or experiences that are familiar to your students.)</i>	<i>(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, concepts, or experiences that most of your students are unfamiliar with.)</i>
<ul style="list-style-type: none"><li>• ban</li><li>• curb</li><li>• launch</li><li>• embark</li><li>• client</li><li>• critical</li><li>• acute</li><li>• promote</li></ul>	<ul style="list-style-type: none"><li>• entrepreneur (entrepreneurship, entrepreneurial)</li><li>• environment (environmental, environmentally)</li><li>• conservation (conserve, conservative, conservation)</li><li>• eradicate</li></ul>



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What follows is an observation of a lesson taught by Lia Conklin Olson. She serves as an instructor at the Ronald M. Hubbs Center for Lifelong Learning, St. Paul, MN. Her lesson introduces a unit on Aging and focuses on defining what “old” means. Students watch a video to determine the point of view of its creator and featured subject. They use evidence from the video to support their conclusions. Students also share their points of view about what it means to be “old.”

The observation provides concrete examples of challenging state academic standards in English language acquisition in daily planning and practice. The observation tool is designed as a professional development tool for instructors, those who support instructors, and others working to implement standards. It is not designed for use in evaluation.

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**Core Action 2.** Lesson activities prepare students to access the content of the lesson.

**Core Action 3.** Lesson activities productively engage students in understanding the content.

**Core Action 4.** Lesson activities solidify or extend students’ understanding of what they are reading, writing, and learning.

**Core Action 5.** Lesson activities build and expand academic vocabulary and syntax.

**Core Action 6.** Lesson activities provide strategic scaffolds to provide learners access to lesson content.

An additional table drawn from the IDEAL Consortium Remote Instruction Observation Tool has also been included. It reflects on Lia’s use of technology in support of her learners in the Hyflex Class.





<b>Core Action 1. Lesson content is rigorous and relevant for the level defined by the state-adopted standards.</b>	<b>Y, N, or N/A</b>
A. Instructor establishes well-defined content and language development lesson goals based on the standards.	Y
B. Students are working with challenging content-rich texts that relate to their interests, experiences, culture, and level(s) of learning.	Y
C. Most class time is spent with some combination of reading, writing, speaking, or listening designed to build content and language.	Y

**Evidence observed:**

**Indicator A:**

Lia communicates clear learning goals/objectives for the session. The class follows an organized plan. The first activity of the class is to read the content and language development goals. They are detailed and encompass the main features of the lesson. The content and language development goals are based on the following standards:

- CCR Reading 1D – Cite evidence
- CCR Reading 2D – Determine the central idea
- CCR Reading 6C – Describe point of view
- CCR Speaking and Listening 1C – Collaborative discussions
- CCR Language 4B – Determine meaning of a word

**Indicator B:**

Lia uses instructional strategies that build higher order thinking skills and are appropriate for adult learners. The text is a video from National Geographic Learning, World Link, Level 3. It presents the perspective of a 98-year-old woman being “old” in the U.S. Using the video on aging provides an opportunity for students to explore point of view. Students can also reflect on how an author presents their point of view through the information shared and the language used. The text serves as a springboard for students sharing perspectives on aging in their own countries and cultures.

**Indicator C:**

All the activities in the class focus on building content knowledge and language development. Since this activity includes a spoken text, time is not spent on reading. Instead, much time is spent listening to and speaking about the video content and the visual image used in the warm-up activity. Some note-taking is required in the Jigsaw activity as students document their evidence for Evelyn’s and the video creator’s points of view. The Stream Activity at the end requires students to write about their common view of aging in their country.



<b>Core Action 2. Lesson activities prepare students to access the content of the lesson.</b>	<b>Y, N, or N/A</b>
A. Instructor explicitly links lesson content to previous lessons or students' prior knowledge.	N/A
B. Instructor offers a range of brief and engaging auxiliary resources to build students' knowledge and vocabulary about lesson content. This includes such resources as visual images, videos, and supplementary texts.	Y
C. Instructor draws on students' funds of knowledge about the topic and content of the lesson and provides opportunities for peer-sharing.	Y

**Evidence observed:**

**Indicator A:**

This lesson introduces a unit on Aging in America, so no links can be made to previous lessons. Thinking about an author's point of view is also a new focus, which is why Lia introduces this concept at 00.05.05.00 (Slides 6–11). In her interview, Lia also discusses presenting this new concept [00.11.37.00]. Students are able to draw on their prior knowledge of aging in the warm-up activity.

**Indicator B:**

Lia uses a visual image of an unusual high school graduation photo to introduce the topic of perspectives on aging. It also allows students to talk about ideas of getting old in America and to explore point of view. This activity includes reflecting on the language and punctuation of the photo's caption. Through this reflection, students gain insight into the high school graduate's point of view about having an older person in their graduating class [00.14.01.00].

**Indicator C:**

Lia greets her learners. She encourages their learning. It is apparent she holds a growth mindset to build understanding and address areas for improvement. The final activity for students is to write about a common point of view of people in their native country about being "old." This homework assignment requires students to draw on their funds of knowledge. Students share their knowledge with each other through this stream application.



<b>Core Action 3. Lesson activities productively engage students in understanding the content.</b>	<b>Y, N, or N/A</b>
A. Instructor sequences activities to support students delving deeper into content to build their understanding of key information.	Y
B. Students participate actively in collaborative learning activities where they build on each other's insights and develop their language skills.	Y
C. Students display persistence with tasks about demanding content.	Y

**Evidence observed:**

**Indicator A:**

The warm-up activity is designed to support students delving deeper into the content. First, Lia introduces the idea of aging by presenting an unusual image of an older person [00.03.49.00]. Second, Lia uses the warm-up to introduce the point of view since the “author” of the photo is not the older person. By exploring the language of the caption, students could evaluate the author’s point of view [00.14.01.00]. The video work follows a similar pattern. Students determine the main idea and details, and then evaluate the author’s and the interviewee’s (Evelyn’s) points of view. After the warm-up activity, Lia planned three viewings of the video. In real-time, however, she realizes (through informal monitoring) that students only need to watch it twice to understand the point of view [00.27.10.00]. In the actual class, students can answer the questions about the main idea and detail (questions 3–6) after watching the video once. In response, Lia adjusts the lesson. She asks students to watch the video to gather evidence for Evelyn’s and the video creator’s points of view. This is the most challenging aspect of the lesson.

**Indicator B:**

The Jigsaw activity allows students to work in their teams to discuss evidence for their assigned points of view. Students work collaboratively to answer questions and agree on the evidence to present to the other students [00.33.54.00]. Lia notes in the lesson plan that a longer class time would allow for more collaborative work to answer the warm-up questions.

**Indicator C:**

Students are comfortable with elaborating on and adding detail to each other’s responses during the lesson. Students remain engaged in the content and tasks. They persist throughout the lesson. In the whole-class activities, we see online and face-to-face students constantly volunteer information and contribute to the discussion. For example, in the Jigsaw group, we see Lia engage face-to-face with Group B to facilitate their discussion of Evelyn’s point of view [00.36.17.00]. Lia acknowledges that she had written the last four Jigsaw activity questions to be challenging for students, yet they remain focused on the task.



<b>Core Action 4. Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.</b>	<b>Y, N, or N/A</b>
A. Students have varied opportunities to demonstrate their understanding of the lesson's core content and its vocabulary through research, writing, or presentations.	Y
B. Students have varied opportunities to apply what they are learning in authentic adult-oriented contexts.	Y
C. Instructor ends the class by: <ul style="list-style-type: none"><li>• Reviewing lesson objectives;</li><li>• Providing students with opportunities to reflect on their learning; and</li><li>• Previewing the next class session and explaining how it will build upon today's activities.</li></ul>	Y

**Evidence observed:**

**Indicator A:**

Lia provides varied opportunities for learners to interact with the content. She uses active learning strategies well beyond the lecture. Each Jigsaw group presents its findings to the other group. In the video, face-to-face Groups A and B present their information [00.45.04.00]. The online groups also present information to each other. The final stream assignment asks students to write about a common point of view about being “old” in their native countries.

**Indicator B:**

This lesson is the first in a unit on aging. The stream assignment asks students to contemplate common attitudes to being old in their home countries. It asks them to apply what they have learned about being old in the U.S. and connections to their own cultures. The culminating assignment of the unit is for students to interview an elderly person. Students then share that person's and their point of view on aging. All of these are authentic adult-oriented contexts.

**Indicator C:**

The opportunity to apply their learning in the stream assignment is part of asking students to reflect on their learning. While Lia does not review the lesson objectives or ask students to reflect on their learning fully, she does preview the upcoming lesson. She also asks students to answer a question about their perspectives on being old in their own countries. The details she provides to students make clear that the lesson will continue the theme of aging in America.



<b>Core Action 5. Lesson activities build and expand academic vocabulary and syntax.</b>	<b>Y, N, or N/A</b>
A. Instructor provides systematic work with academic and domain-specific words and phrases specific to the content of the lesson.	Y
B. Instructor highlights syntactically complex sentences from the lesson content for special examination and discussion.	N/A
C. Instructor provides students with opportunities to use newly learned words and phrases in their writing and discussions.	Y

**Evidence observed:**

**Indicator A:**

Lia asks students to explore adjectives essential to understanding Evelyn's point of view in the video. They included heartbroken, useless, careful, and fearful. Then, Lia breaks the words into their parts to provide practice using English morphology to determine the meaning of words and phrases [00.24.11.00].

**Indicator B:**

Because the lesson's focus is a video and not a text, this indicator is not possible to observe.

**Indicator C:**

The adjectives heartbroken, useless, careful, and fearful provide essential clues about Evelyn's point of view on aging. In their Jigsaw groups, students use these adjectives to describe the positive point of view of the video creator [Jamboard 00.45.20.00].



<b>Core Action 6. Lesson activities provide strategic scaffolds to provide learners access to lesson content.</b>	<b>Y, N, or N/A</b>
A. Instructor creates opportunities for students to learn through a series of social and academic interactions.	Y
B. Instructor provides such supports as sentence frames, visuals, graphic organizers, and student-friendly glossaries to promote understanding.	Y
C. Instructor allows students to use their home language in various ways to build understanding and facilitate access to learning activities.	N

**Evidence observed:**

**Indicator A:**

Lia has a positive rapport with students. Students show that they are comfortable contributing in the class. Lia consistently monitors students' engagement and calls on quieter students. Lia provides many ways for students to interact with her and each other. Interactions include a whole class sharing ideas in which many students simultaneously answer questions [00.03.53.00]. There are also requests for individual volunteers to share information and answer questions with the whole class [00.27.23.00]. Sometimes we see students building on each other's ideas and offering additional information or clarification in whole-class interactions. For example, in the Jigsaw activity, students work collaboratively in teams, and then team representatives present information to each other at the end [00.45.04.00]. In the collaborative work, online students meet in breakout groups, and in-person students meet at tables.

**Indicator B:**

Lia uses many supports throughout the lesson.

- A. The learning goals and agenda are presented clearly and thoughtfully [00.02.46.00].
- B. The PPT is divided into sections to signal moving from one activity to the next.
- C. The high school graduation photo effectively starts a conversation about aging. It is accessible to all students.
- D. Graphic organizers present complex information, such as focusing on points of view (Slides 9 and 16). Other graphic organizers and Jamboards facilitate note-taking and clarifying expectations for the POV activities (Slides 11, 18, and 19).

**Indicator C:**

There is no evidence of students using their home language to build understanding. Doing so might have been helpful in the Jigsaw activity, as this was a more challenging aspect of the lesson. Using home language could be incorporated into future lessons by establishing teams of students who share a home language.

## Use of Technology and Support to Learners

Item	Present	Not Present	N/A	Teacher Look Fors	Learners Look Fors	Other Evidence / Comments
Teacher and learners are able to use the features of the video conferencing platform	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> Uses meeting tools such as chat, screen sharing, polling, annotation tools seamlessly	<input checked="" type="checkbox"/> Use the meeting tools with guidance from the teacher	Seamless use of a variety of tools are evident: breakout rooms, screen sharing, chats, raising hand, and using Jamboard.
Teacher uses a combination of technology tools and resources for the class, chosen to engage learners and enhance activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Uses a variety of instructional materials and technology for the class that align with needs of a given activity	<input checked="" type="checkbox"/> Use technology during class, isn't just watching the teacher use the technology	Lia screen shares the presentation & video. Students respond to Q's & take notes on Jamboards. Resources used include a presentation, visual image, a video, and Jamboard.
Tech support is provided to learners who need it without it detracting from the class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Notices when learners may be struggling with technology <input type="checkbox"/> Provides support or utilizes other learners, staff, or resources to support learners who are struggling with technology	<input type="checkbox"/> Request technology help from teacher or other learners without detracting from the class <input type="checkbox"/> Learners who request tech support are able to participate in the class activities when it's something the teacher can address during class	Lia provides suggestions for students about different ways to access the online information and tools. She also instructs the leaders of the breakout groups to assist members of their groups access information as needed.
Technology used for class is easily accessed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> Makes logging into the video conferencing software easy (e.g., recurring meeting link) <input checked="" type="checkbox"/> Opens planned documents and/or websites before class begins <input checked="" type="checkbox"/> Logs into planned websites before class begins <input type="checkbox"/> Sends learners website links in the chat <input type="checkbox"/> Posts frequently used links in one place (e.g., class LMS or teacher web page)	<input checked="" type="checkbox"/> Access the external resources when directed by the teacher	Lia and students are logged in at the beginning of class, and most students have their cameras turned on. Class materials are available at the beginning of class. Other information students need is in the slide presentation, which students could download from the Google Classroom.



## LESSON PLAN FOR HYFLEX ENGLISH LANGUAGE ACQUISITION CLASS

*“Defining ‘Old’” by Lia Conklin Olson*

*Ronald M. Hubbs Center for Lifelong Learning, • St. Paul, MN*

**Title of this lesson:**

“Social Entrepreneurship: Solutions to Environmental Problems”

**Unit:**

Aging

**Brief description of how the lesson is to be used:**

The lesson introduces a unit on Aging and will focus on defining what “old” means. Students will watch a video that features a 98-year-old woman and determine the point of view of its creator and featured subject, Evelyn. They will use evidence from the video to support their conclusions. Students will also share their own points of view about what it means to be “old.”

Later lessons in the unit will explore the topics of aging in different cultures, the implication of the growing elderly population in the U.S., and life expectancy rates worldwide. For a final project, students will create their own video. In it, they will interview an elderly person and showcase how their point of view on aging developed throughout the unit.

**Intended instructional level of the lesson:**

ELL C Advanced Communication

**Class Delivery:** HyFlex class

**Suggested time to spend on the lesson<sup>1</sup>:**

One 60-minute session





**Learning goals of the lesson:**

- Identify the main idea and purpose of a video text
- Use word parts to interpret vocabulary
- Determine the point of view of the video creator and its subject
- Support text interpretation with evidence
- Consider the meaning of “old”
- Explore different viewpoints of what it means to be “old”
- Explain how people in your native country commonly view being “old”



Targeted Academic Standards	
Targeted College and Career Readiness ELA/Literacy Standards	Corresponding English Language Proficiency Standards
CCR Reading 1D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELP Standard 1: Construct meaning from informational text through level-appropriate viewing.  ELP Standard 2: Participate in level-appropriate oral exchanges of information, ideas, and analyses.  ELP Standard 8: Determine the meaning of words and phrases in oral presentations.
CCR Reading 2D: Determine a theme or central idea of a text and how it is conveyed through particular details.	
CCR Reading 6C: Describe how a narrator's or speaker's point of view influences how events are described.	
CCR Speaking and Listening 1C: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.	
CCR Language 4B: Determine the meaning of a new word when a known prefix is added to a known word and use knowledge of the meaning of individual words to predict the meaning of compound words.	



### Qualitative Text Complexity of “I Like Being 98” Video:

*Moderately Complex:* The purpose is to present a life experience of a 98-year-old woman to show that “old” is in the eye of the beholder. The content at face value is slightly complex, but understanding the video creator’s and interviewee’s points of view adds to the complexity.

*Slightly Complex:* The connections between ideas are explicit and clear, and the interview structure helps students process each question and answer more easily. In addition, the accompanying video images reinforces the content and message of the “text.”

#### **MEANING/PURPOSE**

#### **STRUCTURE**

#### **LANGUAGE**

#### **KNOWLEDGE**

*Slightly Complex:* The language is explicit, literal, and straightforward. However, some vocabulary is idiomatic and may require interpretation.

*Slightly Complex:* The text relies on basic knowledge of daily life and human relationships. Some knowledge of how the elderly live in the U.S. would be helpful but can easily be taught using examples in the video.



**The suggested lesson sequence is as follows.**

Learning Goals and Agenda: Slides 2–3 [Timestamp: 00:02:46:00]

Students volunteer to read the lesson goals and the agenda items.

Warm-up: Slides 4–5 [Timestamp: 00:03:49:00]

Introduce the warm-up. Students discuss the questions together as a whole class. (Alternatively, given additional time, students could discuss these in small groups.)

Point of View: Slides 6–11 [Timestamp: 00:05:05:00]

Use the graduation photo to model determining the point of view and supporting it with evidence. First, elicit the point of view (POV) of the person who posted the photo and the elderly graduate about being “old.” Next, review the POV chart to clarify POV, how to determine it, and how to use evidence to support that determination. Then elicit from students’ information to complete the chart on the next slide.

Watch “I Like Being 98” Video: Slides 12–13 [Timestamp: 00:14:47:00]

Show the two questions about the main idea and purpose.

- What is the main idea of the video?
- Why do you think this video was created? In other words, what is the purpose of this video? Hint: It may be one of the three text purposes (inform, persuade, entertain) or a combination of two.

Then together as a class, watch the video. Have students do a Think-Share, thinking for a minute about their answers and then sharing out with the whole class. Then, construct the correct answers together.

Vocabulary: Slide 14 [Timestamp: 00:24:11:00]

Elicit from the students any adjectives they may have heard in the video. Elicit from students the meanings of the following adjectives: heartbroken, useless, careful, and fearful. Guide them to break down the words into parts to help them with the meaning. Deconstruct each word and reconstruct to demonstrate how to use this strategy to help interpret new vocabulary.

Watch the “I Like Being 98” video: Slide 15 [Timestamp: 00:27:10:00]

Preview Questions 3–6.

3. How old is Evelyn?
4. Where does she live?



5. What happened that changed her situation?
6. Evelyn says, “When you make a promise, it’s important for me to keep that promise if it’s possible.” What is the promise Evelyn made?

Students watch the video for a second time. Then, divide students into small groups. (Small groups consist of three or four students of mixed ability and language groups. Online students will meet in breakout rooms, and in-person students will meet at tables.) Students orally answer the questions that require an understanding of supporting details.

Set up the Jigsaw activity and watch the “I Like Being 98” video: Slides 16–19 [Timestamp: 00:30:48:00]

Set up the Jigsaw POV activity. Explain that they will determine the POV of both the video creator and Evelyn, and then answer two questions.

#### Group A: Video Creator Questions

7. What is the video creator’s point of view about being old? What images does he include that support your choice?
8. Why does the video creator include their conversation after they stop the video? How does this further show his point of view?

#### Group B: Evelyn Questions

9. When Evelyn lost her license, she said, “It made me feel old.” How does this description show how Evelyn viewed herself compared to how others viewed her?
10. “I’m on the earth. I’m here. If I can contribute, I should.” What does this quote say about Evelyn’s point of view about being old?

Prepare the student groups, creating an even number of groups of three to four people. Assign half the groups to A: Video Creator and the other half to B: Evelyn. Assign each group a corresponding page in the Jamboard.

Watch the video again, and have students note on their assigned Jamboard chart any examples that support the POV side they choose.

Jigsaw Part 1: Slides 20–22 [Timestamp: 00:33:00:00]

Provide instructions for Jigsaw Part 1 and return students to their groups. Have students meet in groups (online in breakout rooms; in-person at tables). Ensure each group is on the correct Jamboard page and working on the correct POV. In their groups, students will discuss the notes they already have on the chart. They can also note additional observations about the POV of their assigned group. Together, they will write their answers to the POV questions on the Jamboard. Finally, students will prepare to share their work with a group that worked on the other POV.



Jigsaw Part 2: Slide 23 [Timestamp: 00:44:44:00]

Combine two Jigsaw groups, one Group A with one Group B. Group A shares their work with Group B. Group B shares their work with Group A.

The Stream: Slide 24 [Timestamp: 00:53:57:00]

Explain the homework assignment. Students complete a “Stream” post in Google Classroom for homework. They explain a POV many people in their native country have of what “old” means, providing examples to support it as a common POV.

Preview of Tomorrow’s Lesson [Timestamp: 00:55:13:00]

Explain the learning objectives for tomorrow’s lesson and give students a sneak peek into the culminating project of interviewing an elderly person. In the project, they will share that person’s POV on aging and their own POV through their creative choices.