Segment 1: Using the Teacher-Group-Student (TGS) Approach for Modeling

Teacher: Usted y su grupo van a recibir una cartulina, plastilina, y etiquetas. ¿OK? Con su compañero, quiero que usted forme, haga la forma de los cuerpos de agua, ¿OK? Forme los cuerpos de agua. Vamos a tomar un pedazo de plastilina y lo vamos a formar como un cuerpo de agua. ¿OK? OK, voy a formar primero un río. ¿Se acuerdan como se ve un río? Muy bien. Obeth me gusta. Saben que Obeth pensó "aquí está el río." ¿Lo puedo ver aquí?

Students: Si.

Teacher: Si. Aquí está, lo puedo ver. ¿Cómo se ve? Se ve largo así que lo voy a hacer largo como un río y corre. Así que voy a hacer un río, lo voy a poner en mi papel y en mi etiqueta voy a escribir cómo es un río. Voy a escribir. El río es.

Teacher: ¿Qué estamos haciendo ahora, Marcy?

Student: Mar, el océano.

Teacher: ¿Está haciendo el océano? Muy bien. ¿Qué sabemos sobre el océano?

Student: Que es muy hondo y muy peligroso.

Translation

Teacher: You and your group will receive a cardboard sheet, Play-Doh, and labels, OK? With your classmate, I want you to form, to make the form of bodies of water, OK? Make bodies of water. We're going to take a piece of Play-Doh and we're going to make a body of water, OK? OK, first I'm going to make a river. Do you remember how a river looks? Very good. I like Obeth. You know that Obeth thought, "Here's the river." Can I see it?

Students: Yes.

Teacher: Yes. I can see it. How does it look? It looks long, so I'm going to make it long like a river runs. So I'm going to make a river, I'm going to put it on my paper, and on my label I'm going to write how a river is. I'm going to write, "'the river is.'"

Teacher: What are we doing now, Marcy?

Student: The sea, the ocean.

Teacher: You're making the ocean? Very good. What do we know about the ocean?

Student: That it is very deep and very dangerous.

Segment 2: Assessing Content Knowledge and Language Development

Instructor: So I want you to answer a question for me. You're gonna answer a question for me, and I want you to use this sentence stem when you do it, okay? "How did new technology in the late 1800s improve life and entertainment by . . . ." And then give me an example, something you learned today, okay?

Todd: You want to just tell you?

Instructor: Yeah, I want—so let's start with you, Todd. What have you got? New technology in the late 1800s improved life and entertainment by . . . . So say that, and then complete the sentence.

Todd: New technology in the late 1800s improved life and entertainment by making it easier to get—get, like, notes —like, important notes across to different, like, far distances and stuff, and it was easier to let people know what was going on. And entertainment—

Instructor: Notes. You mean the telegraph.

Todd: Yeah, the telegraph, there you go. Like—

Instructor: Okay.

Todd: And then entertainment, just, like, they said amusement parks and stuff was easier.

Instructor: Okay, very good. So, Riley?

Riley: New technology in the late 1800s improved life and entertainment by giving the public new ways to spend their leisure time. It gave them more leisure time, and then with that time they were able to go see more movies that developed because of technology, and they were able to go see things like vaudeville productions, which were just kind of, like, magic acts and stuff, because there was more time for them to rehearse and more time for people to go see it. So –

Instructor: Very good. Caroline, would you mind—do you have one you could give us here? You want to think about it a second? Somebody else got one that can jump in? Justin?

Justin: New technology in the late 1800s improved life and entertainment by pretty much changing everything that started there. It was—it introduced, like, Coney Island and it introduced, like, a lot of rides, and people could go see a movie for a nickel.

Instructor: At the nickelodeon.

Justin: Nickelodeon—at a nickelodeon, and just entertainment rose and leisure time also rose; therefore, you had more time to go see the entertainment. And, like—like, movies, and Negro spirituals and stuff like that.

Instructor: Very good, very good. All right, Caroline, did you think of one?

Caroline: Trolley.

Instructor: So use the sentence. New technology in the late 1800s improved life and entertainment by. . .

Caroline: New technology in the late 1800s improved life and entertainment by trolley, like trolley lines.

Instructor: By trolley lines doing what?

Caroline: People can—

Student: Travel.

Caroline: Yeah, travel.

Instructor: Traveling from downtown, yes, right?

Student: Travel faster.

Instructor: Travel faster. Travel easier to places. So, today our content objectives were to analyze how new technology of the late 1800s helped improve the standard of living in the United States, and specifically how did it improve leisure time? A lot of you guys talked about that. It improved leisure time by creating new things to do. Right? Did we learn about how sports grew in the late 1800s?

Students: Yes.

Instructor: Sports already existed, but because of new time—new technologies, more leisure time—these sports could grow into what they are today, and now you have people playing baseball, making billions of dollars, right?

Instructor: And language objectives, orally explain how new technologies improved leisure time at the turn of the century. Did we do that?

Students: Yes.

Instructor: Did we talk about it?

Students: Yes.

Instructor: Yeah? All right. Very good.