

# Word Generation Observation Protocol: Spring 2010

**Unit** \_\_\_\_\_ **Topic** \_\_\_\_\_ **Date** \_\_\_\_\_

**School** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Main Purposes:**  
 1. To characterize the form(s) of delivery of Word Generation activities  
 2. To gather information about local innovations and problems which may impact future development of the materials

**Observer** \_\_\_\_\_ **Date** \_\_\_\_\_ **Number of Students** \_\_\_\_\_

1. Note Start and End Times for Word Generation: **Start** \_\_\_\_\_ **End** \_\_\_\_\_

*Briefly describe introduction to WG:*

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2. Characterize each sub-activity and note start time.

**Sub-Activity #1** \_\_\_\_\_ **Time Start** \_\_\_\_\_

*For activity #1, note the following:*

\*Number of times **teacher** uses focal words (use strikes):

1	
2	
3	
4	
5	

\*Number of times **students** use focal words (use strikes):

1	
2	
3	
4	
5	

\*Number of students actively participating:

Called on by teacher \_\_\_\_\_

Volunteered a response \_\_\_\_\_

\*WG words from other weeks (words and number of times)

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**Describe what the teacher and students are engaged in during this sub-activity:**

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**Sub-Activity #2** \_\_\_\_\_ **Time Start** \_\_\_\_\_

*For activity #2, note the following:*

\*Number of times **teacher** uses focal words (use strikes):

1	
2	
3	
4	
5	

\*Number of times **students** use focal words (use strikes):

1	
2	
3	
4	
5	

\*Number of students actively participating:

Called on by teacher \_\_\_\_\_

Volunteered a response \_\_\_\_\_

\*WG words from other weeks (words and number of times)

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**Describe what the teacher and students are engaged in during this sub-activity:**

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**Sub-Activity #3** \_\_\_\_\_ **Time Start** \_\_\_\_\_

*For activity #3, note the following:*

\*Number of times **teacher** uses focal words (use strikes):

1	
2	
3	
4	
5	

\*Number of times **students** use focal words (use strikes):

1	
2	
3	
4	
5	

\*Number of students actively participating:

Called on by teacher \_\_\_\_\_

Volunteered a response \_\_\_\_\_

\*WG words from other weeks (words and number of times)

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**Describe what the teacher and students are engaged in during this sub-activity:**

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3. When WG segment is done, immediately write qualitative comments along the following lines:

- Write an ethnographic description of each sub-activity (describe in as much detail as possible).
- Describe general engagement of students.
- Describe nature of teacher questioning
- Note anything else of interest.

**General Notes**

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## Weekly Activities and Sub-activities

### **Monday: ELA (Launch)**

Introduce the topic  
Introduce the target words  
Read the passage aloud  
Engage students in comprehension questions

### **Tues, Wed, or Thurs: Math**

Review the topic  
Review the target words  
Introduce math words (e.g. variable)  
Engage students in language of the math problem  
Solve multiple choice  
Engage students in open-response

### **Tues, Wed, or Thurs: Science**

Review the topic  
Review the target words  
Read the “thought-experiment”  
Engage students in language of science via “thought-experiment”  
Check if hypothesis is correct  
Ask students for evidence

### **Tues, Wed, or Thurs: Social Studies**

Review the topic  
Review the target words  
Read the positions for debate  
Divide class into positions  
Manage, mediate, and facilitate the debate

### **Friday: ELA (Writing)**

Review the topic  
Review the target words  
Review students’ positions on the topic  
Students begin composing persuasive essay