

Lab Reports

A functional and creative approach to explanation writing



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Introduction

Most of us are curious by nature, but children even more so. They will constantly be asking “Why?” or “How?” in an attempt to satisfy their curiosity about the world. Curiosity must be met and nurtured, as it helps a child to be willing and able to continually grow, learn and question what is around them. Language for explaining how and why is a genre that comes in many forms, some which children and everyone else come across on a daily basis. Being able to read and write explanations is therefore important but also challenging. They depend on the student to be able to understand the structure and sometimes complex graphics, as well as understanding the topic, to be able to e.g. make sense of the more academic language.

At Shanghai Community International School (SCIS) they started a new unit about simple machines while I was there. When they have a unit, they try to make all the lessons that the homeroom teacher oversees, tie in with the unit. Reading will focus on nonfiction books, math on measurements and writing in language for explaining how and why. In grade 2 they use a teaching manual from Heinemann teaching resources as guide for their lessons. This unit is about how you write like a scientist, while gathering information through experiments and creating lab rapports. The students will be experimenting with force and motion during this writing unit, which supports the simple machine unit very well.

At SCIS they follow the International Baccalaureate Primary Years Program (IB PYP), and they create their curriculum to ensure that the students can meet the standards described in The Common Core (SCIS, 2024). In Denmark we have our own set of standards or set of competence goals called ‘Fælles Mål’. Learning about lab reports or other genres that fall within the same category, does also apply here. We want students to be able to use English nationally and globally both linguistically, textually and interculturally (Undervisningsministeriet, 2023). Being able to read, understand and write explanations will help them on a daily basis with instruction manuals, recipes, etc. but also when seeking information about the world that they live in. This genre is an especially portable skill, one that can go with the students into all parts of their lives.





The Sustainable Development Goals is a list of 17 goals that all United Nations Members have taken part in developing (Nations, United, 2024). The main goal is to make the world sustainable and these 17 subgoals have been created to focus the efforts made to reach that goal. For the goal to become a reality, sustainability must be an integrated part of education. Both current and future students' needs to gain competences that can make them capable of contributing to a better and more sustainable world (Højholdt, 2021).

Through the unit about simple machines, grade 2 students from SCIS gain knowledge that can end up revolutionizing infrastructure or the industrialized world (goal 9). I know that going from experimenting with and learning about simple machines to revolutionize a whole industry is a huge step, but simple machines are all around us and knowledge about those machines were the reason for the industrial revolution that started in the 1760's.

Research question

How can I, based on Hiim & Hippe's relational model and The Sustainable Development Goals, plan and implement an English teaching sequence focusing on the lab report genre and creative activities, that enhance the students' relationships?

Hvordan kan jeg med afsæt i Hiim og HIPPES relationsmodel og FN's Verdensmål planlægge og gennemføre et engelskforløb med fokus på genren lab rapport og kreative aktiviteter, der styrker elevernes relationer?

With this research question I will, based on the functional approach, which is a way for teachers to support the students to learn language, to learn through language and to learn about language (Derewianka B. &, 2023), create a teaching sequence that is both creative and that can help enhance the students' relationship.

This unit is already creative and relies on the students to be able to get their hands on materials and do experiments. It proves that writing and learning about language can be taught in a creative and hands on way.

Learning doesn't just happen even though you as teacher are prepared and put a lot of thought into the lessons. Research shows that the students' relationships with others are an important factor for learning. The relationships that impact learning go beyond the school setting, but for my short teaching sequence I will focus on student-teacher and student-student relationships.

Observation Approach

Observation - Begrebsafklaring og observation som metode

Observation er en metode hvor observatøren gør brug af sine sanser til at indhente information og skabe viden om hvordan mennesker handler. Observationer skaber viden om det der sker, når det sker og hvor det sker (Sunesen, 2021). Observationer foretages på en bestemt måde og der er en plan for hvad der skal ses efter (Canger, 2016).

Gode observationer forudsætter viden om det fænomen der observeres, en systematisk plan for hvordan der observeres, samt et trænet øje der kan forholde sig undersøgende og nysgerrigt til fænomenerne og en veludviklet notatteknik der både er hurtig og forståelig, samt neutral og beskrivende (Canger, 2016).

Observationer har både en planlægnings -, gennemførelses -, og efterbehandlings fase. De skal planlægges for at sikre at arbejdet får den tilsigtede understøttende og praksisudviklende betydning for de involverede professionelle og elever (Canger, 2016). Der knytter sig nogle analytiske faser til observationsprocessen der er med til at fortælle, forklare, fortolke og danne forståelse for observationerne. Analysen af observationerne forudsætter at man analyserer ud fra noget andet og mere end blot det man observerer, det kan blandt andet være teoretiske perspektiver, empiriske undersøgelser eller erfaringer (Canger, 2016). Afslutningsvis skal man altid huske at reflektere over og forholde sig til det observerede (Sunesen, 2021).

Observations tilgang

Eftersom jeg laver dette undervisningsforløb som en del af min praktik 1, har jeg haft mulighed for at observere eleverne og være en del af klassen i et godt stykke tid før udformningen af mit undervisningsforløb. Jeg har i den forbindelse foretaget en ikke-deltagende og struktureret observation af klassen ved hjælp af det følgende observationsark som jeg er blevet bekendt med fra bogen Skolevanskeligheder og inklusionsmuligheder (Poulsen, 2021).

Tid og sted	Udvælg en børnegruppe. Hvad sker der mellem børnene (hvad gør de)? Hvad karakteriserer deres sammenspil?	Udvælg et af børnene, hvis perspektiv du anlægger. Hvad ser barnet ud til at være optaget af og rettet imod? Hvilke muligheder har barnet for at bidrage og få indflydelse på det fælles? Skift evt. til et andet barns perspektiv og gør det samme.
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Jeg finder dette skema overskueligt og det giver mig mulighed for at udforske forskellige børns perspektiver, samt deres positioner og muligheder i forhold til deltagelse (Poulsen, 2021).

Mine observationsnotater kan ses under Appendix 1.

Udover denne observations teknik har jeg observeret eleverne i forbindelse med min deltagelse i klassen. Hvis jeg har bidt mærke i noget eller hvis der har været en situation som stak ud, har jeg noteret det i min observationslog (Poulsen, 2021). Noter fra min observations log kan ses under Appendix 2.

En elevs deltagelse afhænger blandt andet af samspillet i klassen, samspillet mellem lærere og elever i undervisningssituationen og elevernes måde at relatere sig til og deltage i undervisningssituationen på (Molbæk, 2015), hvilket jeg har forsøgt at forholde mig til i min observation ved brug af mine sanser.

Jeg har lavet et skema med nogle af de elever som jeg har lavet et par extra notater på i forbindelse med mine observationer. Dette kan ses i Appendix 3.

Teaching Sequence Planning

Here I will explain my didactical and theoretical considerations for the planning of my teaching sequence about lab reports. My considerations are based on observations and dialogues with the student's homeroom teacher, knowledge about the school and their curriculum.

I have used the following template for my lesson planning. You will find the full lesson plan in Appendix 4.

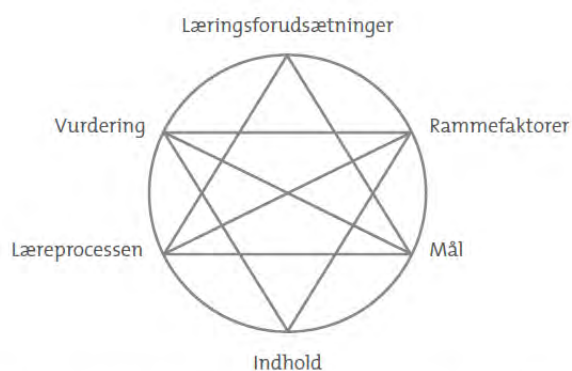
Sekvens	Varighed	Indhold	Formål/mål	Materialer	Aktivitet	Evaluering og feedback
		Her beskriver du, hvad sekvensen omhandler	Her skriver du, hvad formålet og målet/målene er for den enkelte sekvens	Her beskriver du, hvilke materialer og læremidler, der skal bruges	Her beskriver du undervisnings-, arbejds-, og organisationsfor mer U: underviser E: elever	Her beskriver du, hvordan du vil arbejde med evaluering og feedback af elevernes læingsudbytte og læringsproces

The Relation Model - Relationsmodellen

Mange uforudsigelige faktorer kan have indflydelse på undervisningen af en gruppe elever, men gennem planlægning og evaluering kan disse uforudsigeligheder mindskes (Braad, 2020). Denne klasse består af elever med forskellige kulturelle baggrunde og engelsk niveau, derudover er skolens strukturering, lærerplan og mål en smule anderledes fra den danske, derfor har jeg valgt at gøre brug af den didaktiske relationsmodel til at anskueliggøre kompleksiteten i den undervisning jeg står overfor (Rasmussen, 2008).

Relationsmodellen lægger op til en bred forståelse af didaktikken og gør derfor brug af seks didaktiske kategorier, der alle indeholder væsentlige faktorer som må forsøges klargjorte for at få det totale undervisningsbillede (Hiim, 2007).

Denne illustration af relationsmodellen giver et tydeligt billede af at alle kategorier hænger sammen og har indvirkning på hinanden, hvilket gør at man ikke kun bør have fokus på enten mål eller indhold (Hiim, 2007).



Figur 1 viser at alle kategorierne i relationsmodellen er afhængige af hinanden.

Kilde: Hiim, H., & Hippe, E. (2005). *Didaktik for fag- og professionslærere*. København: Gyldendals Lærerbibliotek (s. 18).

I det følgende vil jeg gennemgå de seks didaktiske kategorier som modellen gør brug af, i relation til mit eget undervisningsforløb.

- **Læringsforudsætninger**

Elevernes læringsforudsætninger er de følelser, holdning, færdigheder og forståelser som eleven til enhver tid møder undervisningen med (Hiim H. &, 1997).

I Appendix 3 har jeg lavet en liste med noter omkring nogle af eleverne i klassen. Notater og observationer af eleverne giver mig et indblik i hvem jeg skal have et ekstra øje på og hvornår i forbindelse med min undervisning og planlægning af undervisningen. Derudover skal der tages hensyn til at eleverne kommer fra mange forskellige steder i verden og derfor har forskellige sproglige kompetencer, samt kulturelle baggrunde.

Der er 20 elever i klassen og de er alle unikke, med deres egne læringsbehov. Heldigvis virker det som om deres klasselærer har fået skabt et læringsmiljø og daglig struktur der gør at eleverne virker glade for at komme i skole og føler sig som en del af klassen.

Jeg har været i klassen i nogle uger forud for mit planlagte undervisningsforløb som beskæftiger sig med mit undersøgelsesspørgsmål, hvor jeg i fællesskab med klasselæreren og individuelt har undervist klassen. Eleverne virker til at acceptere at det er mig der underviser, hvilket betyder at jeg ikke får den ”behandling” som jeg har hørt tale om at vikarer godt kan få, når de kommer i stedet for klasselæreren på deres sygedage. Klasselæreren er selvfølgelig også til stede i lokalet når jeg underviser og er klar til at hjælpe hvis det bliver nødvendigt.

- Rammefaktorer

Denne kategori omhandler de vilkår som jeg må indrette min undervisning efter (Braad, 2020). Det kan f.eks. være love og regler, kultur, økonomi, forhold i skolens organisation, lokaler og materialer til rådighed, osv. (Hiim H. &, 2007)

Mit undervisningsforløb skal finde sted på en international skole som ikke umiddelbart mangler midler. Der er en stor skærm i klassen, iPads til rådighed i klassen og et bemandet lager i kælderen hvor lærerne kan hente undervisningsmaterialer i form af blandt andet bøger, papir, blyanter, spil, håndværksmaterialer, osv. Så hvis der er noget bestemt jeg skal bruge, kan jeg med stor sandsynlighed få det fra deres lager. Jeg får også en computer stillet til rådighed, som jeg kan gøre brug af til forberedelse og udførelse af min undervisning.



Klasselæreren har en klar struktur og opbygget en daglig rutine som jeg tænker at det er smartest at følge, eftersom jeg kan se at det skaber ro i klassen. Men også fordi klasselæreren har fortalt mig at hun har brugt meget tid og energi på at få skabt en rutine og harmoni i klassen.

Klasseværelset er indrettet med fire forskellige borde og stole grupper, som der kan sidde omkring fem elever ved. Eleverne har en fast plads til når det kræves at de sidder ved et bord og arbejder. I midten af klassen foran en stor skærm er der et stort rundt tæppe på gulvet, her sidder eleverne i en rundkreds når der er morgensamling i klassen. Det store tæppe bruges også af nogle elever når der gives instruktioner til hele klassen, mens andre elever har valgt en anden tilfældig plads et sted i klassen.

Skolen har en læringsprofil (learner profile) og målet er at alt hvad de gør, skal kunne bidrage til elevernes udvikling i forhold til denne profil. Jeg skal derfor sørge for at mit undervisningsforløb også kan bidrage til elevernes udvikling i denne retning (SCIS, 2024).

Læringsprofilen defineres ud fra de følgende begreber:

- ❖ Inquirers
- ❖ Thinkers
- ❖ Knowledgeable
- ❖ Caring
- ❖ Risk-taker
- ❖ Communicators
- ❖ Reflective
- ❖ Principled
- ❖ Open-minded
- ❖ Balanced

Hele anden årgang er lige gået i gang med en ny læringsunit kaldet 'Simple Machines'.

Klasselæreren som både underviser i skrivning, læsning, matematik og det specifikke fag der passer til de enkelt units kaldet Unit of Inquiry, hvilket i denne omgang kommer i retningen af videnskab. Klasselæreren har fra skolens læreplanskoordinator fået nogle retningslinjer for hvad der skal undervises i og hvilke lærebøger undervisningen skal bygges på. Jeg skal derfor tilpasse min undervisning så den kan bidrage til denne overordnet strukturering.

- Mål

Her skal hensigten og retningen for lærerens undervisning og elevernes læring klargøres (Hiim H. &., 2007).

Målet for mit undervisningsforløb er at tage det materiale, som der fra skolens side, er klarer retningslinjer for at gøre brug af i undervisning og levere det på min egen kreative måde, hvor jeg får mulighed for at inddrage elementer fra mit eget studie forløb.

Eleverne skal lære at gribe skrivningen af en laboratorierapport (lab report) an som en forsker (scientist). Eleverne skal derfor blandt andet lære strukturen for laboratorierapporter, samt brugen af konjunktioner (conjunctions) og sammenligninger (comparisons) så de kan ende ud med individuelt eller i samarbejde med en makker, at skrive deres egne laboratorierapporter præcis som en forsker ville gøre det.

Mine undervisningslektioner ligger ofte i dagens første blok og indbefatter derfor også den tid hvor eleverne har deres vanlige morgensamling (morning meeting) i klassen. Jeg vil i den

forbindelse sætte fokus på udviklingen af gode relationer både mellem mig og eleverne, men også eleverne imellem.

- **Indhold**

Her bliver det emne der skal arbejdes med i undervisningsforløbet beskrevet, samt overvejelser og begrundelser for valg af indhold (Rasmussen, 2008).

Eleverne skal i deres skrivefag lave eksperimenter med force & motion og skrive laboratorierapporter om eksperimenterne. Den lærebog som skolen gør brug af, lægger op til at læreren i fællesskab med eleverne udfører det første eksperiment med en bil der kører ned af en rampe på gulv og på gulvtæppe. Læreren introducerer de forskellige dele af laboratorierapporten i forbindelse med eksperimentet. Læreren og klassen skriver de forskellige dele i samarbejde. Først taler de om det, så skriver læreren det og så kopiere eleverne det.

Med udgangspunkt i The Functional Approach vil jeg ind imellem skrivningen af de forskellige dele, have et par lektioner med fokus på konjunktioner og sammenligninger.

Efter modelleringsforløbet skal eleverne så videreudvikle på eksperimentet og skrive deres egen laboratorierapport om deres nye eksperiment.

Elevernes morgensamlinger følger mere eller mindre den samme struktur hver dag. Jeg vil derfor gøre brug af den samme struktur og samtidigt have et fokus på udvikling af relationer.

- **Læreprocesser**

Denne kategori beskriver hvordan der skal arbejdes med indholdet for at målet kan nås. Børn er meget forskellige og lærer forskelligt, så det er en god ide at indtænke varierende aktiviteter (Braad, 2020).

Lærebogens tilgang til at lærer eleverne denne nye laboratorierapport genre bygger på The Teaching Learning Cycle (Derewianka B. , 2012). Undervisningsforløbet stiller også krav til gode dialoger (Laursen, 2017) om eksperimentet og hvad der skal skrives i de forskellige dele af laboratorierapporten.

Derudover vil jeg indskyde et par lektioner der på en kreativ og hands-on måde, skal være med til at styrke elevernes evne til at gøre brug af konjunktioner og sammenligninger, så deres skrivning bliver bedre, mere akademisk og mere varieret. Præcis som en forsker ville skrive det.

Morgensamlingerne har en fast struktur med en morgen hilsen aktivitet, en delings aktivitet, dagens besked og afsluttes så med en leg. Jeg vil i min planlægning inddrage aktiviteter der kan være med til at styrke relationer, samt måder man kan interagere med hinanden på en ordentlig måde.

- **Vurderinger**

En vurdering kan forstås i forhold til selve undervisningsprocessen og i forhold til elevernes læring (Hiim H. &, 2007).

I forbindelse med udarbejdelsen af elevernes egne laboratorierapporter vil man som lærer sandsynligvis give feedback løbende mens eleverne arbejder med den (formativ evaluering). Afslutningsvis vil man så lave en summativ evaluering af hele rapporten (summativ evaluering).

Jeg vil foretage en summativ evaluering af et par elevtekster i forbindelse med dette undervisningsforløb.

Derudover vil jeg løbende foretage en formativ evaluering i forbindelse med min undervisning for at sikre at eleverne for den tid de har brug for, eller hvis jeg skal foretage nogle ændringer for at undervisningen giver mening for alle.

The Teaching and Learning Cycle

Derewianka and others have identified the following four stages referred to as the Teaching and Learning Cycle (TLC), through which a genre can be made explicit to students (Gibbons, 2015).

- **Stage 1: Building the field.**
The aim of this stage is to ensure that the students build a knowledge and understanding big enough for them to have something to write about.
- **Stage 2: Modeling the genre.**
This stage aims to build up the students' understanding of the purpose, overall structure, and the language features of the genre in focus. Here can a text similar to the text that the students are to write themselves, be effective for a discussion about purpose, overall structure and/or different language features.
- **Stage 3: Joint construction.**
At this stage the teacher and the students write a text together. The students give suggestions and contribute ideas while the teacher scribes. The teacher can here illustrate the process of writing a text, while also discussing with the students the language features associated with the genre and the content.
- **Stage 4: independent writing.**
Now it is time for the students to write their own text. The scaffolding leading up to this stage will help ensure that the children have the knowledge and skills to be able to write their own texts with confidence.

The role of the teacher is changing as the students go through the TLC. First the role is dominant as the teacher provides models and explicitly teaches students about the purpose, overall structure and linguistic features within the specific genre. The role then gradually gets reduced as the students take more responsibility for independent use of the language.

Vygotsky argued that learning was effective when students were assisted to work at challenging tasks that are ahead of their actual and current level, which the TLC scaffolding framework is designed to do. The distance between the students' actual level and their level of potential is referred to by Vygotsky as the Zone of Proximal development (ZPD) and strongly associated with scaffolding (Derewianka B. , 2012).

The teacher manual for writing lab rapports does, as mentioned earlier, use this didactical approach. The way that the homeroom teacher tackles the material from the teacher manual does, however, not seem to follow a linear sequence of events. Stages 1-3 seem to be repeated a couple of times, because each point of the overall structure is being built up, modelled and constructed as a class separately. This approach seems to make sense since it makes the content more digestible for the students.

The Functional Grammar Approach

This Functional Model of Language (figure 2) helps describe how language varies from context to context.

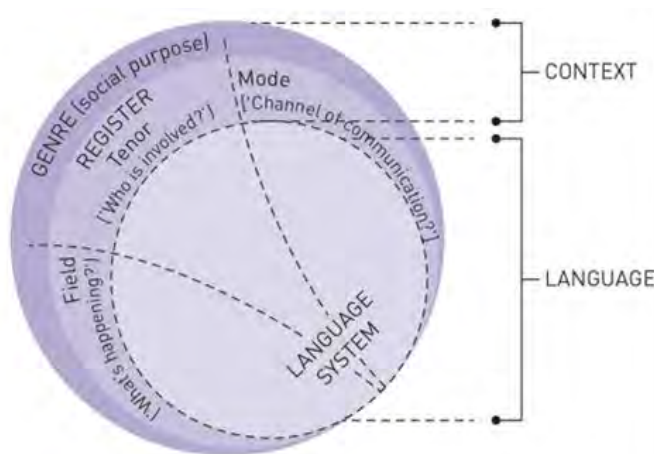


Figure 2 The Functional Model of Language showing the relations between language choices we make and the context in which language is being used. (Derewianka B. &, 2023)

Based on the context we make use of different genres to meet the expectations of the social setting. But the language within a genre does not only differ based on their overall social purpose they also vary depending on their use in particular situations (register). Therefore, the subject of

matter (field), the roles and the relationships (tenor), and the channel of communication (mode) needs to be taken into consideration when we choose how to make use of the language system.

Language for explaining how and why something works can take many forms and they are often multimodal. They need to provide the reader with correct, detailed, concise and proper information about a topic in a professional tone, which makes them challenging both to read and write.

Since this teaching sequence is for grade 2 students and it is the first time they are working with the lab rapport genre, the focus is on teaching them the overall structure and a few elements from the language system that can help build up the register and make the language more professional. The student's lab report will be following a sequential explanations structure which is relatively simple and follows a linear sequence to explain how something works. The structure that the students are to follow comes from the school's teacher manual and looks like the following.

Write like a scientist

1. ASK A QUESTION ABOUT HOW THE WORLD WORKS
2. RECORD A HYPOTHESIS, A GUESS
3. HOW WILL YOU TEST IT? RECORD YOUR PROCEDURE
 - MAKE A 'YOU WILL NEED' SECTION
 - DRAW PICTURES THAT TEACH WITH LABELS, DETAILS
 - NUMBER THE STEPS
4. CONDUCT MULTIPLE TRAILS AND RECORD YOUR RESULTS
5. ANALYSE YOUR RESULTS AND WRITE A CONCLUSION
 - REFLECT ON YOUR HYPOTHESIS (MY HYPOTHESIS WAS RIGHT/WRONG ...)
 - ASK QUESTIONS ABOUT YOUR RESULTS (WHY?)
 - GIVE SOME POSSIBLE EXPLANATIONS – USE IDEAS FROM OTHER EXPERIMENTS AND RESOURCES
 - ADD FURTHER INVESTIGATIONS

The students are to make their writing multimodal by adding drawings to teach others how to execute the experiment. Written explanations supported by labelled diagrams enhance the understanding and make it easier for others to visualize the experiment (Derewianka B. &., 2023).

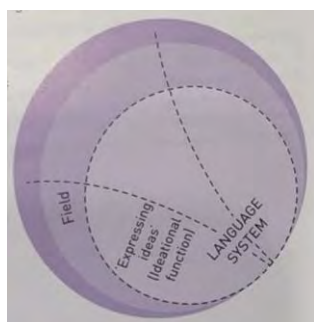
The language features that I have chosen to focus on for my teaching sequence are conjunctions and comparisons.

- **Conjunctions**

In this case the conjunctions are being used to combine words, phrases and clauses to create relationships between ideas. Here we are dealing with choices from the ideational function of the language system that helps describe the field.

A sentence containing two or more independent clauses joined by coordinating conjunctions is called a compound sentence. A sentence containing an independent clause and one or more dependent clauses combined by subordinating conjunctions is called a complex sentence (Derewianka B. &, 2023).

Figure 3 This shows that choices from the language system is building up the field.



I have chosen to work with the following coordinating and subordinating conjunctions as part of my teaching sequence.

F or	gives a reason why
A nd	joins similar ideas
N or	negative form of "or"
B ut	shows a contrast
O r	gives a choice
Y et	give a contrast
S o	shows cause and effect

B ecause	gives a reason why
A lthough	shows a contrast
I f	shows a condition for something to happen
W hen	tells you the time when something will happen
W hile	shows that two actions are happening at the same time
S ince	indicates a starting point in time / indicates a reason why
A s	gives a reason why
A fter	shows a sequence in time
B efore	shows a sequence in time
U ntil	connects an action and with a time

It is important that the students also learn the meanings being made when using a conjunction to ensure that they understand and use them properly (Derewianka B. &, 2023).

In a sentence like this we can see how the coordinating conjunction 'and' is used to link an independent clause to another independent clause to make a compound sentence.

When you push a toy car it can hit the wall and then it stops.

Subordinating conjunctions are used as binders to join a dependent clause to an independent clause like in the following sentence.

The toy car is lighter than a real car because it is smaller.

- **Comparison**

Even though comparison isn't a key term or concept for this genre in Derewianka & Jones's book about the functional approach, the homeroom teacher and I decided that it would be beneficial to have this focus, since the students were going to make comparisons as part of their experiments leading up to their own writing of lab reports.

Using comparison is a way to make a cohesive link between two items. The students are to construct comparison sentences based on a modeled sentence like the one below.

The blue car is cooler than the yellow car.

The students are going to learn to add the suffix -er to the adjective that describes what is being compared. And they are going to use 'than' to show who or what something is being compared against.

The students have previously worked with suffixes in relation to comparatives and superlatives. They therefore know that -er is being used to compare two objects, whereas -est is being used to compare three objects or more.

Comprehensible Input and Good Dialogues

The students at SCIS are from many different places around the world and they have diverse English abilities. It is therefore important to make use of different strategies to make input comprehensible to all students. Comprehensible input is however not the same as simplified input. Students need to be exposed to material that is ahead of what they are yet to produce themselves, which is argued for with the zone of proximal development (ZPD) (Gibbons, 2015).

Writing like a scientist and reading explanatory texts requires knowledge of a more academic language. Students at SCIS will during the unit about simple machines and their focus on lab reports, meet language and vocabulary that is more academic than what is usually used during everyday talk.

Practical demonstrations such as an experiment with force and motion and familiar language to talk about the new ideas before talking about related abstractions in complex language is a good way to make input comprehensible (Gibbons, 2015). The didactical method which this writing focus is build up around make use of this exact strategy.

Message abundance is a scaffolding method to make teacher talk more comprehensible for students (Gibbons, 2015). It is about giving the students more opportunities to access the information alongside the teacher's talk. Some of these opportunities can be by repeating the same information several times in different ways and using synonyms, by adding visual cues and by slowing down the process, allowing the students to express themselves (Gibbons, 2015).

Through dialogues the students and the teachers at SCIS discuss their experiments and make a joint construction of a lab report. This kind of talk is referred to as **exploratory talk** or a **substantive conversation**. It allows the students to explore and clarify concepts or to try out a line of thoughts through questioning, hypothesizing, making logical deductions, or responding to others' ideas. Dialogues or talks like this leads to increased understanding of subject content and to a more nuanced understanding of key issues (Gibbons, 2015).

The main goal for a good dialogue is mutual understanding. Even though the students and the teacher aren't mutual in knowledge, power and responsibility, and the teacher usually has a underlying goal for a dialogue, the teacher should strive to maintain an equal relationship with the students. In that way the students and possibly also the teacher will end up learning a lot more from their dialogue (Laursen, 2017).

To make the dialogue more accessible for everyone there are some strategies the teacher can make use of. That includes e.g. **slowing down the speed of speech, allowing more thinking time, responding to the student's meaning**, by really listening and not focusing on grammatical errors.

Creativity and The Sustainable Development Goals

As mentioned in my introduction The Sustainable Developmental Goals are something we all should work on reaching. A way to engage the students in doing so is, among other things, by developing their creativity through knowledge and experimenting learning.



Figure 4 The ingredients for creative activities

If we want students to revolutionize, e.g. industrialization (goal 9), they need to know about it. They need to immerse themselves in and explore e.g. simple machines and force and motion, to gain a deeper understanding before they then can renew and change what is being used now (Tangaard, 2016).

As a teacher you are a role model, and it plays a role in the students' development of creativity. The more creative the teacher is in her own practice, the greater is the chance that the students will develop their own creativity (Tangaard, 2016). I have therefore chosen to also be creative with my lessons when creating my teaching sequence.

Relations

Research shows that if a teacher is present (to be helpful, understanding and kind) and demonstrates influence (to be directive, authoritative and tolerant), the students will perform better and thrive better socially (Dammeyer, 2017).

Good classroom management (klasseledelse) is a strategy that can have a huge influence on teacher-student relationships. If the students experience a teacher who is in control and who can strengthen and maintain their attention, in a present and appreciative way, odds are that the students will learn more (Dammeyer, 2017). Good classroom management skills rely therefore on the teacher's relationship competence (relationskompetence) (Jesen, 2009).

Relationship competence is defined as "the teacher's ability to see the student and adjust her behavior accordingly. The teacher sees without letting go of her leadership and ability to have an authentic contact" (Jesen, 2009).

The teacher is also responsible for ensuring good relationships between the students in a classroom. Having friends and good relationships with the other classmates is a very important part of school life and learning (Dammeyer, 2017). By being a good role model and helping the students engage in activities to strengthen relationships, goes a long way.

• The Morning Meeting Model

Morning Meetings is a structured way for teachers and students to gather, greet, share news, practice academic skills, address challenges, and foster a caring and respectful learning community at the start of each school day. The morning meeting model follows a clear structure and is designed to (Dabbs, 2013):

- Set the tone for respectful learning
- Establish a climate of trust
- Motivate students to feel significant
- Create empathy and encourage collaboration
- Support social, emotional and academic learning

It is in other words a great strategy to work with relationships and social-emotional skills.

You can find examples of my morning meeting slides with activities in Appendix 5.

Analysis and reflection

Due to schedule changes and unforeseen school events, the students didn't manage to finish a whole lab report before I had to turn in this essay. Below you will find my analysis of a couple of half-finished lab reports.

This is the joint construction text of a lab report. The text was made based on the structure from the teaching manual.

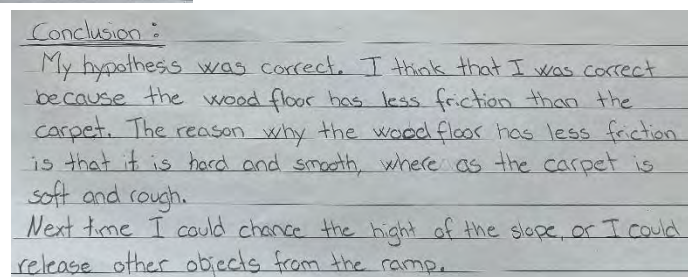
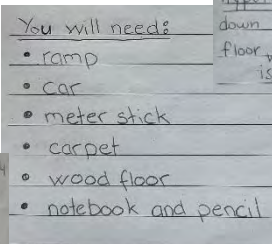
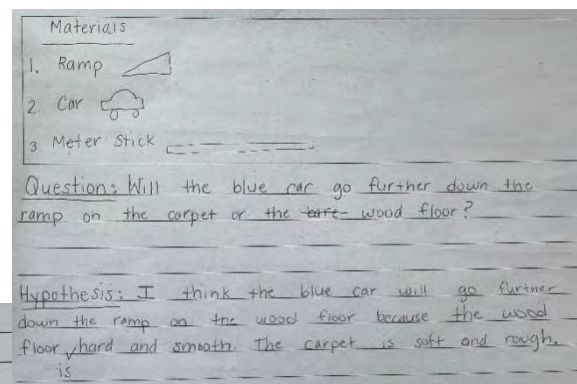
	Trial #1	Trial #2	Trial #3	Trial #4
Carpet	16,8 cm	16,3 cm	15,7 cm	
Wood floor	35,2 cm	30,4 cm	40,6 cm	42,2 cm

Results:

The longest distance the car went on the wood floor was 42,2 cm.

The longest distance the car went on the carpet was 16,8 cm.

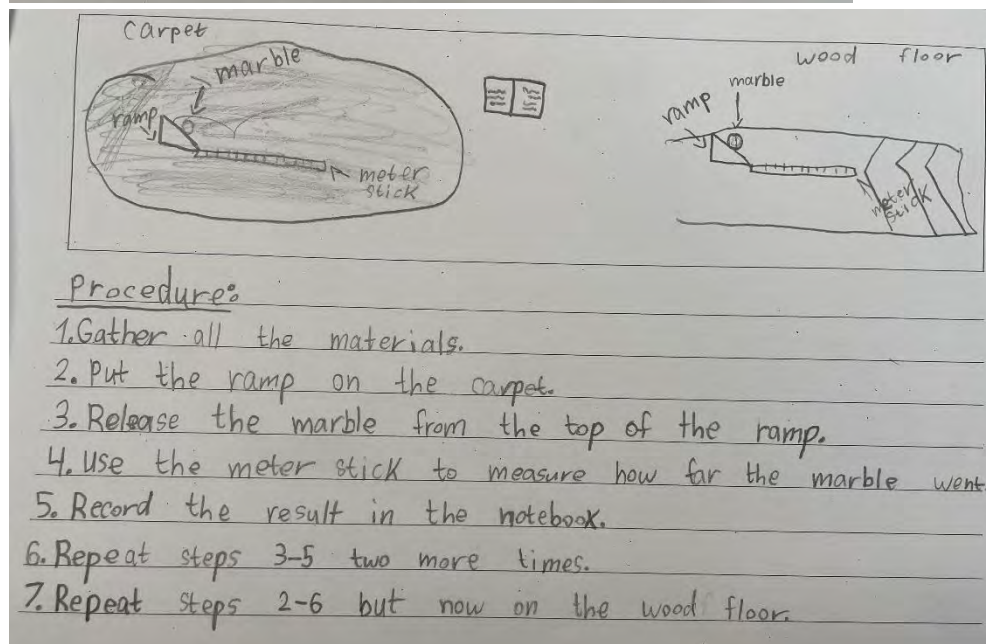
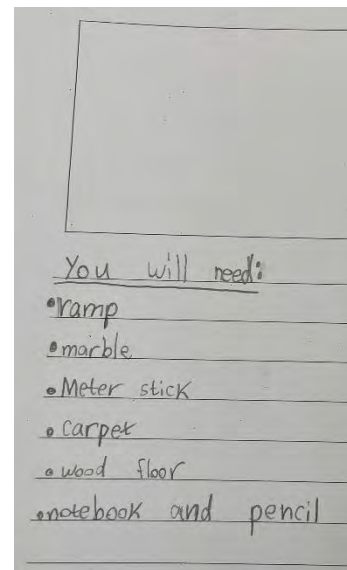
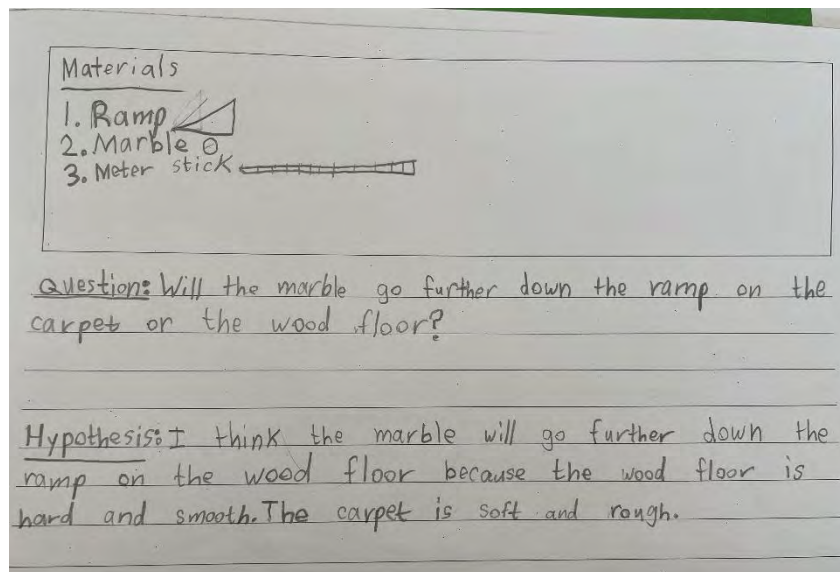
The car went furthest on the wood floor.



- Learner text 1

This text is written by a girl that I call Pink.

She is following the same structure for lab reports as the joint construction text. She has actually more or less copied the joint construction text. Her writing is neat and easy to read. She remembers to make use of capital letters and punctuation.

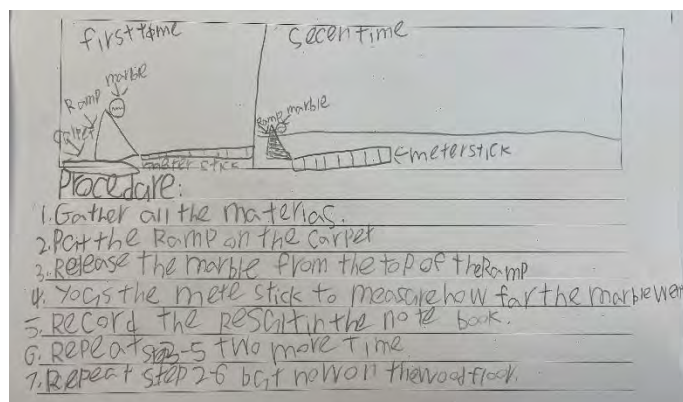
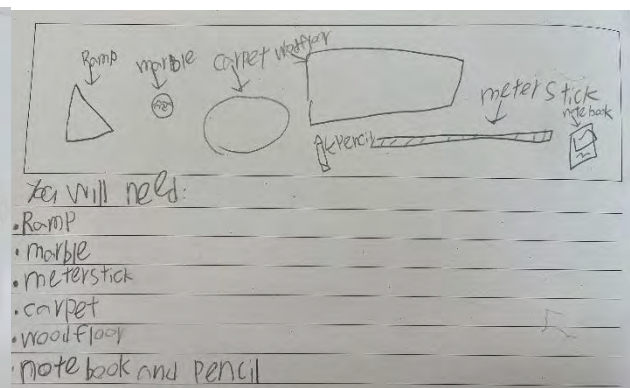
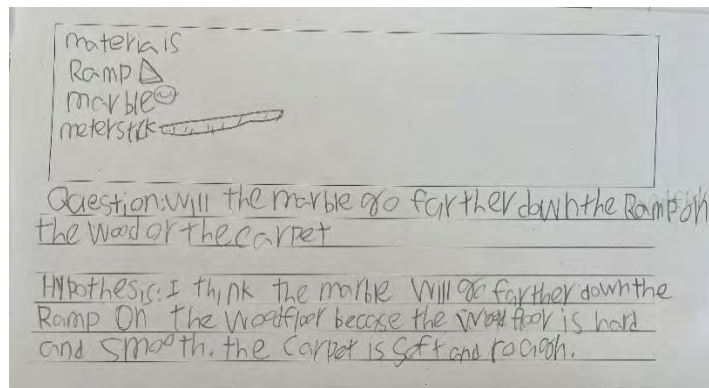
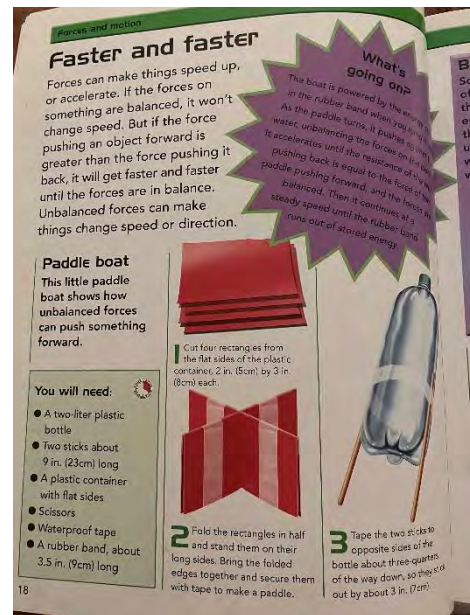


I know, based on my observations in the classroom and talks with the homeroom teacher, that Juniper is a very skilled writer. However, she is also very shy and worries about doing things wrong.

I would encourage her to think about the language feature lessons we had and see if she could make use of any of that in her continued writing. Because I know she is very good at writing I could also challenge her to make a new procedure text that is more describing. I would show her a mentor text to let her know what I meant and see if she could write something similar for her experiment.

• Learner text 2

This text is written by a boy called Green. He has, just like Pink, more or less copied the joint construction text. He has, however, been very sloppy with his writing and spelling. His capital letters are all over the text in wrong places and he has forgotten to make a question mark after his research question, as well as some periods.



Green is an outgoing and fun boy. Based on my observations and chats with his homeroom teacher I find him resilient and able to handle comments on his bad writing.

I would therefore encourage him to go over his writing again and check it for spelling mistakes. I would also encourage him to focus on writing neater as he continues his lab report.

As he also is a knowledgeable boy, I would remind him of the language feature lessons we had and challenge him to use maybe 3 conjunctions and the comparison sentence structure in his continued writing.

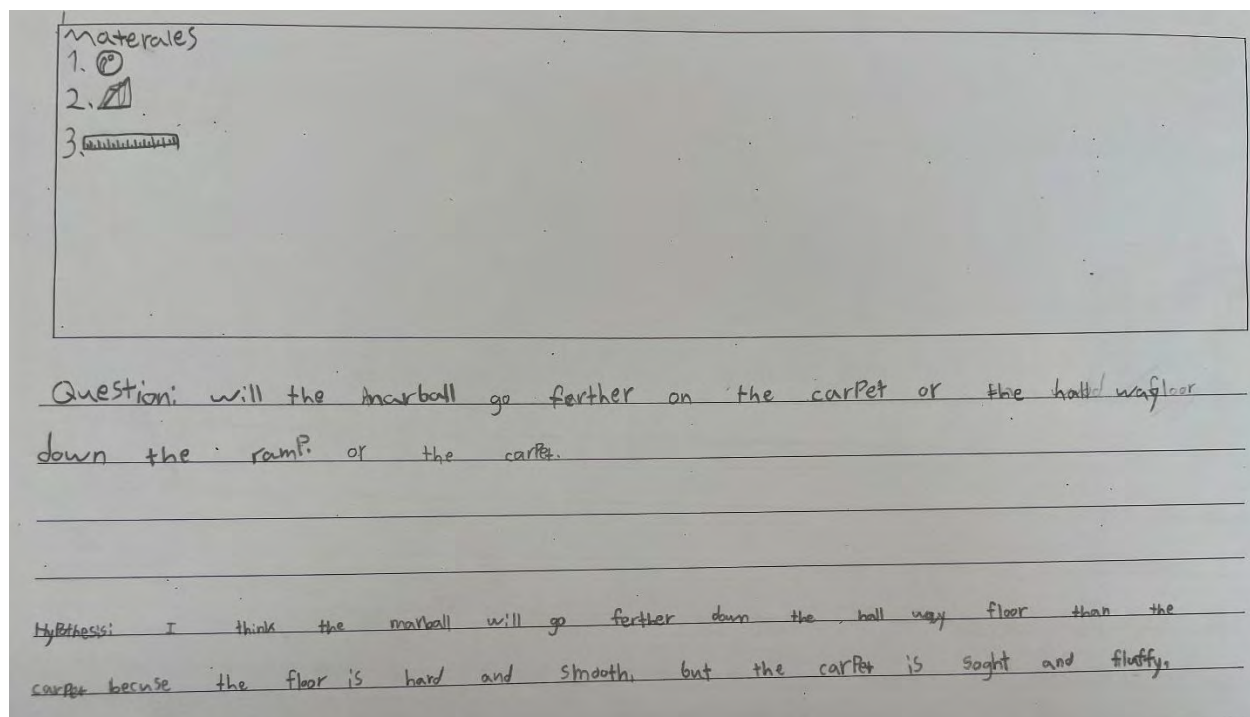
- **Leaner text 3**

This text is written by a girl called Yellow. She is also following the lab report structure very well, and she is not just copying the joint construction like the other two students I have looked at.

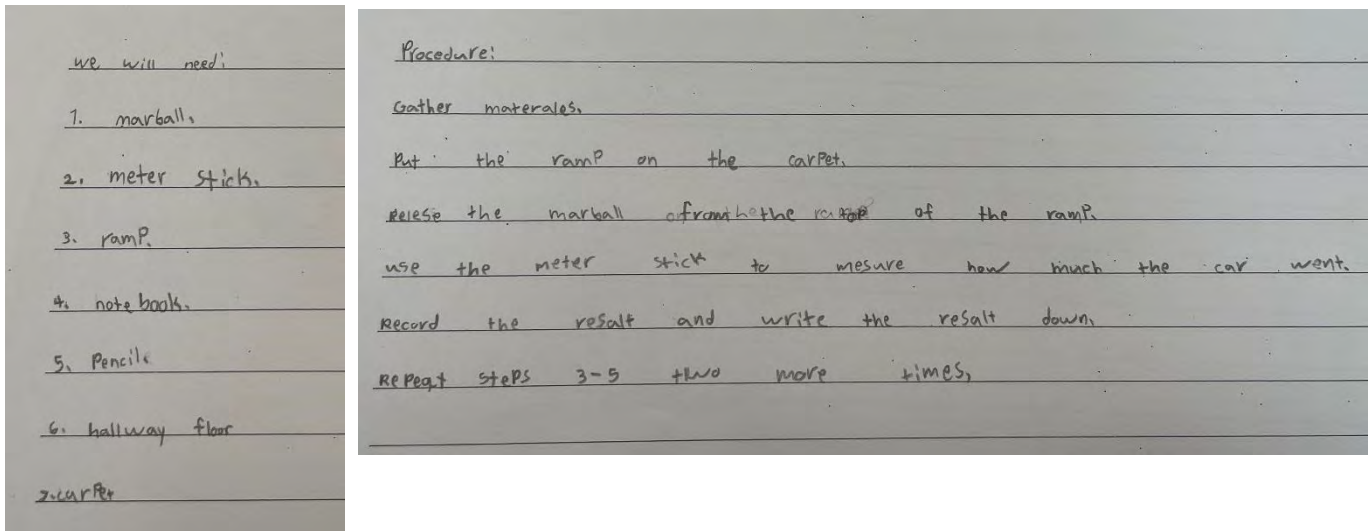
Nola is not as strong at writing as Pink and Green, but she is more confident than Juniper.

Whatever the reason is for her not to copy, I would praise her for her great effort to make the lab report more personal and her use of what we have worked on during the language feature lessons.

Yellow has created a clear question, even though she forgot the question mark, and she has made use of the conjunction 'or'. She has also made use of the comparison sentence structure and conjunction words in her hypothesis.



For the procedure she has forgotten to explain half of the experiment. For her to realize what she is missing I would ask her to demonstrate her procedure for me step by step. Hopefully that will lead her to go back and finish her procedure. I would also say that she needs to number the steps to make the procedure easier for readers to understand.



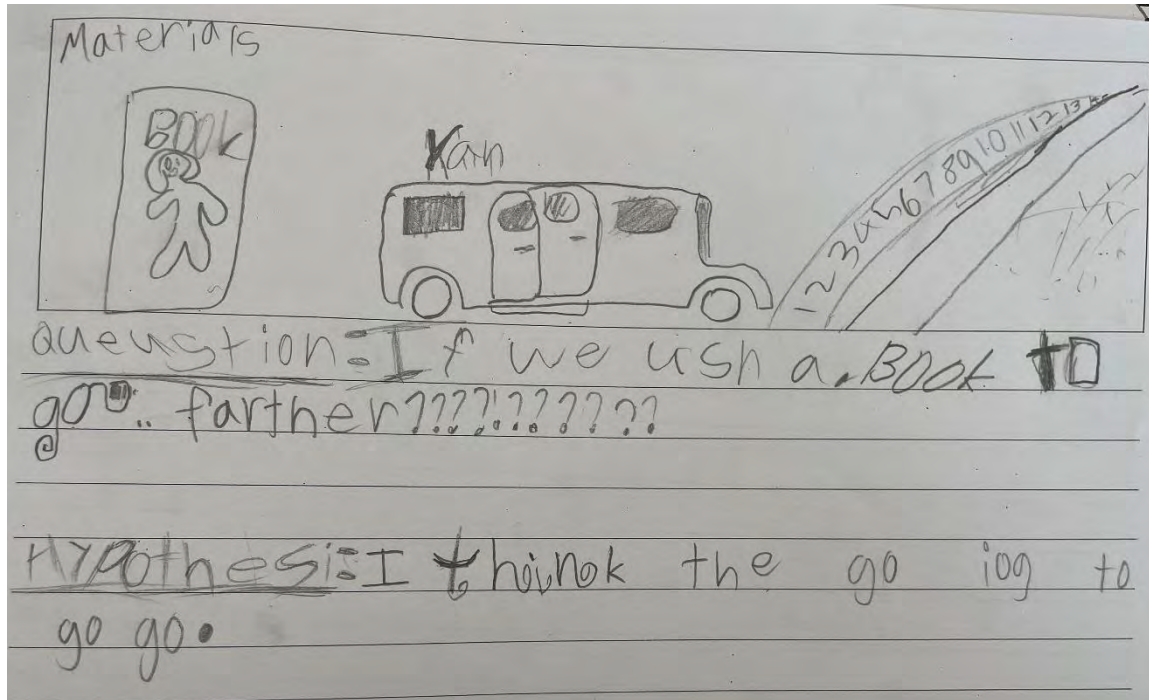
With her writing, Yellow is showing that she has understood the things that she has been taught and that she is experimenting with her new knowledge. I would encourage her to keep up the good work. I wouldn't do much about her spelling mistakes. I would probably ask her how she would say the word marble, by showing her one. If she calls it a marball as she has written in her text, I would start a conversation with her about what it is called in English. Yellow is half German and half Chinese, maybe there is an answer hidden here or maybe she just thinks it is called a marball because it is a ball, and it makes more sense to her than marble. It could be an interesting conversation for both of us.

- **Learners text 4**

This writing is from a girl called Blue. Blue has a speech sound disorder called apraxia of speech (AOS). I don't really know anything about it, other than it means that she has trouble saying or writing what she wants to say correctly and consistently.

With her drawing and what she has written, she is showing me that she has understood the experiment and that she is following the structure of the lab report. She has created a question, and she is using the sentence starter in her hypothesis that is on her lab report checklist.

Probably because I know what the experiment is about, I understand that Blue would like to use a book as an incline plane instead of a ramp. Both her question and drawings are evidence of that. Her hypothesis is that the book will work fine as an incline plane and that the car will go.



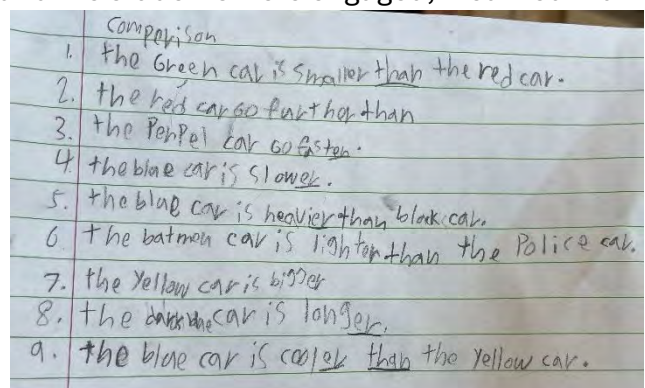
Since I don't know Blue and her disorder that well, it is very difficult for me to find out what I would do now to support her. I would first of all praise her for what she has done so far. Boosting her confidence and will to write is important. If time permits it, sitting with her and helping her gather her thoughts about what she is going to write before letting her work independently would probably be good. During that talk I could write some of the vocabulary down that she uses as extra support.

The teaching sequence

For this teaching sequence I wrote a detailed lesson plan for all my lessons. At SCIS the teachers do not write lesson plans. Instead, they have meetings once a week with the curriculum coordinator to make sure they are on track to reach the goals for the unit. Here they discuss new teaching items, ideas to incorporate in their lessons and share materials. This makes the teaching much more flexible and adjustable to each class, individual students and teaching styles. When I want to point this out, it is because all my lessons didn't happen exactly as I planned them. The students were going to perform for their parents during the week where I was going to execute my teaching sequence, but their music teacher decided that they needed extra practice and together with the principle, she created a schedule with some extra practice lessons. These lessons obviously interfered with the normal teaching schedule, and I had to adjust some of my lessons and activities. I managed to have my lessons related to specific language features that I wanted to focus on, but we didn't have time to finish the joint construction of a lab report, so that the students could start stage four of the teaching cycle and make a piece of writing independently (Derewianka B. , 2012). I went back to visit the class and collect writing pieces in time for me to have something to analyze for this essay.

I enjoyed creating and teaching the creative activities that should develop the students understanding of specific language features that could help the students make their writing more concise and with an academic sounding. The students were greatly engaged and having fun with activities. I could see that they had a good time with their partners, even though they didn't get to choose their own partner.

Even though everything seemed to be going great, and the students were engaged, I realized that some of the students were having such a good time with their partners, that they began to be sloppy with their work. When engaging students in creative activities it seems important to have made the expectations clear to the students first. Although I felt like I had made my expectations clear to the students and modeled the sentence structure for the students, some went through the writing without full sentences.



Morning meetings weren't something that I came up with, the homeroom teacher had been having morning meetings with the class since they started grade 2, it was a fixed part of her daily routine. Returning morning meetings can have a huge impact on the students if planned and used properly (Dabbs, 2013). When I started my internship in this class it seemed like the

morning meetings had become a good way to start the day and students knew what to expect, but I also felt like it was something that the teacher could have made better use of.

I can't tell if the activities that I planned for the morning meetings had a huge impact on the students' relationships with each other because it was such a short time. But the homeroom teacher liked my ideas, and the students were highly engaged every morning. I introduced something called the picture of the day, that the students have requested to be a continuing part of their morning meeting. I mostly just used a funny animal picture, which the students really enjoyed. But when I decide to add a picture of the day, I was thinking that these pictures could be a way to open the students' eyes to all sort of things from art, pictures from other countries of both people and landscapes, great achievements, etc.

Morning meetings are definitely something that I will take with me and try to incorporate in my lessons when I become in charge of my own class.

Establishing a good relationship takes time and I found it hard to establish a very good relationship with all the students during this short period of time. That did, however, not stop me from trying and teachers should never stop trying to establish a relationship with the students. Good relationships between teacher and students can make a difference for the student's literary development and their general wellbeing at the school (Dammeyer, 2017).

One day when the students were reading independently, I went around and asked individual students to read a little for me. Towards the end of the lesson, I lay down on my back next to a student who was reading on the carpet as he read aloud to me. It was a fun book, and we had a good time reading it. Suddenly more and more students joined us on the floor and listened to the story, until almost all the students were there. I think this little story shows that I was present and that the students felt comfortable around me.

The part about being authoritative and staying in control I believe I managed as well. When some of my activities didn't go exactly as planned, I was honest and took responsibility for it, but I kept calm and assured the students that we could come up with a solution together to make it work. When being the intern you don't know everything and sometimes the students would ask me some questions that I couldn't answer, and I had to tell them to go to the homeroom teacher. I felt like I lost a little respect or small part of my authority from the students every time I had to do that. Not because I didn't know the answers, but because it showcased that the homeroom teacher and I weren't equal.

This Surprised Me ...

SCIS has a clear mission and vision. With the IB program and their learner profile they seem to work towards developing students that can be huge asset for the world in terms of reaching the goal of a more sustainable world. Still, I haven't seen any signs of the SDG around SCIS campus, on their website. I also haven't heard anyone talk about the goals while being on campus. Making our world more sustainable is a whole world issue and SCIS does make it clear, that they want to make their students world citizens that can positively contribute to the community. I don't know. It just surprises me that they don't make an effort to enlighten the students about the goals and more directly involve the students in making our world more sustainable.

During the joint construction lessons, we had a dialogue about the experiment and the parts of the lab report that we were about to write. Together we constructed sentences, then I wrote the sentences down and finally the students could copy the text onto their own paper. It surprised me how quiet and focused all the students were while copying the sentences onto their papers. Even some of the students that usually have a hard time sitting still at their learning spots, were just focused and writing. They also did a very good job making their writing look nice. Maybe this was just a new way of working, that they weren't used to? Maybe they just enjoyed not feeling the pressure making sure the spelling, punctuation, etc. was correct? Whatever it was, it just really surprised me.

I really had a good time being with and teaching this class. It is amazing how fast you can get into a daily routine and feel comfortable in a setting. It is surprising how fast you can build a relationship with someone and how much you can come to mean to another person or how much they can come to mean to you in such a short time. I shed a little tear on my last day when saying goodbye to this amazing class.

Conclusion

This is a link to my DIGI-talk <https://www.studietube.dk/media/9495580/1280846358>

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Appendix 1

Friday November 1st, 2024

Tid og sted	Udvælg en børnegruppe. Hvad sker der mellem børnene (hvad gør de)? Hvad karakteriserer deres sammenspil?	Udvælg et af børnene, hvis perspektiv du anlægger. Hvad ser barnet ud til at være optaget af og rettet imod? Hvilke muligheder har barnet for at bidrage og få indflydelse på det fælles? Skift evt. til et andet barns perspektiv og gør det samme.
10.45 the students come back from recess. There is a yoga video ready for them on the screen when they enter the classroom. It is a little bit chaotic to keep track of the students, but still clear that they know what they are supposed to do. There is a EAL teacher present in the classroom as well.	Color is still at his cubby when the video begins. But after a short period of time, he joins the rest of the class. Silver is at first wandering around the classroom before he then finds a place to sit where he is hidden from the teacher. During the 5min yoga activity Silver do not really participate. Green has found a place at the back of the classroom where he sits down with a book instead of following the class.	After a little while Color decides to stop participating in the yoga activity and instead test a seating spot with pillows. He moves around on the chair and distracts the students around them. It seems like he is trying to start something with some of his classmates. He has a big smile on his face. Silver seems restless. He is not really doing anything to directly distract the other students. He just wanders and seems to be exploring what is on the floor in the classroom. He picks up some small crumbs and puts them into his mouth. The teacher direct him to participate a couple of times, but he does not seem to care much about it. When the teacher notices Lorin and directs him to follow the activity he puts away the book and participates.

	Many students are quietly chatting as they follow the activity.	
10.52 the activity is over, and the students are instructed to find their learning spot. It is a bit chaotic to keep track of all the students.	The majority of the students go directly to their learning spot. Some students chat a little as they find their way and get ready.	Silver is back to wandering around in the classroom. Even when his friends are all at their learning spots, he has still not managed to walk the 10 steps to his learning spot to sit down.
10. 56 the teacher proceeds with a short whole class instruction.	The majority of the class is following along. They sit more or less still and look at the teacher.	Silver is at his learning spot on a stole with no back. He keeps moving around on the chair and picks up tiny things from the floor. Grey and White have their learning spot on a carpet on the floor. They have a hard time sitting still. After a little while it seems like to “find” each other and begins to interact with each other. Color is sitting on a low stole and has begun to play with his fingers.
11.05 the class gets send off to do independent work. The EAL teacher takes five students with him to another room to work on the same activity.	After a couple of minutes where the students have been around the class to find their writing paper, sharpen their pencils and said the most important things to their friends, the classroom is getting quiet, and the majority of the students are working on their activity.	Gold said some funny sounds and asks questions to friends at his table in a silly way. They all find it funny. Light-blue joins in on the silly talk. I hear a bit of quite laughs. The teacher asks them to be quieter and continue their work. Gold starts the fun at the table again after a little while. The teacher ends up moving Gold from the table to an independent seat. After a short while Gold is focused and working on his activity. Silver continues to wander around in the classroom. He is not disturbing anyone, but he is also not doing what he is supposed to do. The teacher keeps directing him back to his working spot and helps him gets started, but every time the teacher moves on, he goes back to doing nothing.

11.15 I joined the group of students that went with the EAL teacher.	They are sitting around a table in a student learning hub. They are all working quietly.	Rainbow is doodling on her paper instead of writing. The EAL teacher helps her decide of a goal for what she should try to achive during the lesson. He places 5 magnets to symbolize the steps she needs to go through. When she finishes a step, he takes away a magnet. It seems to motivate her and she manages to finish four out of the five steps before the class is over. Purple sees the magnets and wants to set goals and get magnets as well. She gets three magnets and manages to finish them all before the class is over. Purple and Light-green have a hard time finding out what to write even though there already is a list with things to help them along. The EAL teacher asks them questions to help them focus their thoughts and choose a point to write about. Black is quiet during the whole class and working on his activity. Blue is focused on her work and shares her thoughts with the EAL teacher a lot during the class time. Every time she shares something new, he helps her gather her thoughts and make small post it notes about their conversation to help her with her writing.
After the lesson I have a quick chat with the teacher, and she shares with me that they are going to celebrate Silvers birthday later that day.		I am thinking that Silver is excited about celebrating his upcoming birthday with his classmates, which has been an extra source to his lack of concentration.

Appendix 2

Observations log

Time	Observation	Reflection notes based on conversation with the homeroom teacher
Wednesday during math class	The students are sitting at their tables and working on a word problem. The homeroom teacher and I are visiting the students to see how they are doing and supporting if needed. I came by Black, and I can see that he has just copied something from a procedure checklist that all the students have received to help them with the task. I asked him if he wanted me to read it to him. But he just looks away. Then I say that what he has made is very great work and that I can see that he understands math. But that this part that he has copied is supposed to be a sentence sharing the result of his math. Black keeps looking the other way and does not in any way respond to me. I sense that he might feel uncomfortable with me, and I leave him alone.	I consulted the homeroom teacher and asked her if he would do the same to her. Which he would. She shares that he is new to the class and that his English is limited. Right now, she is not pushing him in any way, she just wants him to feel safe in the classroom. He is happy around the other kids, and they seem to find a way to communicate and play. He is working hard, following along and doing the best he can. And he is doing very well. I just don't like the teachers to come too close yet.
Thursday morning during free time before the school day officially begins	I went to talk to Purple who had been absent the day before to go to Disney world. I asked her if she had fun at Disney, then she said yes and started to tell me something about it. But I couldn't really understand her as she kept looking at her friends who entered the classroom and turned her head away. I asked her if she tried any of the rides. Again, she didn't really seem to be able to gather herself and her thoughts to give me an answer. I thought to myself that maybe she wanted to go and talk to her friends and that I was maybe preventing her from doing that with my questions. So, I walked away and observed her a little bit from a distance. But Purple did not go to her friends, she just stayed where she was, without talking to anyone. She played a bit with the LEGO that she had in her hand, while frequently looking	I knew she was excited about going, so I wanted to ask her about it. Her English is fine, and she can easily make herself understandable. I had noticed her not being able to focus during lessons. Even though she sits still and seems to be looking at what is happening in the classroom, she still needs one or two more introductions to what she needs to do or what is going to happen. I talked to the homeroom teacher about her, and she had been noticing the same thing. She was already considering asking one of the school specialists to come and observe her. We decided that for now we would make small checklist for her to help her stay on task with assignments.

	at the other kids as they entered the classroom.	
Wednesday during UOI	The students were working experientially with a simple machine. A boy group said that they bet the girls would envy their creation. A girl group heard that and Grey that their creation was more sexy. Gold looked a little “stunned” and then he said that she said the S word. Rainbow then interrupts and says, “do you know, that when you are older and gets a girlfriend you are going to have sex”. And then she just turned around and went back to her work. Grey giggled a little and then she also continued her work. Gold now looked even more shocked for a little while, but he didn’t say anything and then he continued his work.	It all happened very fast and then it was over. I looked at the homeroom teacher and asked if she heard it. She did. We discussed whether she needed to do anything about it. She was considering writing to Rainbow’s parents. But what to tell them exactly? She wasn’t wrong and do we really want to make an environment where we can’t talk about sex? Because we want the students to be able to ask questions about things like that, it shouldn’t be an untouchable topic. The homeroom teacher ended up not doing anything about it. She decided to wait and see if it will come up again or if the students suddenly started to talk about sex.
Friday during morning meeting	The kids are playing a game called hot potato, where the students get eliminated one by one if they end up with the hot potato as the music stops. When the students get eliminated, they are of course a little irritated, but they leave the circle without discussion. But when White gets eliminated, he refuses to leave the game. It was clear to everyone that he had the one to get eliminated, but he keeps refusing to leave and saying that it wasn’t his fault that it landed on him. It ends with the homeroom teacher taking him by his arm (not hard) and guiding him to their zen-den, where he can stay until he calms down.	He has a strong will to win. He easily feels left out. He does not have a good relationship with the rest of the class. He does a lot of things to get attention.
Tuesday during writing workshop	The students are working on their independent opinion writing. Blue comes to me to show her work, which she clearly is very proud of. She read it to me with huge joy	Blue has apraxia which makes working with language a lot more difficult, so I was not sure what to do in this situation.

	and finished off by asking me what she should do now. Her writing piece clearly needs a lot of attention still in almost all areas. I do, however, choose to just praise her for the great work she has done and asks her to talk to the homeroom teacher about what she should do next.	I talked to the homeroom teacher afterwards and asked what she would do to help her develop her writing skills. Clearly the text needed some more attention, but where to start and what to focus on? In this case Blue was so proud of her own work, which is a feeling she seldom gets. The teacher decides to just let her have that success feeling and not come up with suggestions for further work. The thought was that hopefully a success feeling like this would make her more confident for the next writing piece she was to engage in and more resilient to suggestions that she needed to work on. When giving feedback and choosing what the individual student needs to work is not just a balance of what next, but also knowing the student and figure out whether it is the right time to expand or develop new skills.
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Appendix 3

Key information about some individual students that I have learned through conversations/sparring with my intern-teacher and through being part of the class for four weeks.

Blue	She has apraxia. She is outgoing and caring. She gets along well with her classmates and even though her speech sometimes can be a little difficult to understand. She is resilient.
Rainbow	She has a very creative approach to everything she does. Her focus evolves around decorating and making things look nice. She doodles as soon as she gets a pencil in her hand.
Silver	He is very knowledgeable. He only attends an activity or task if he finds it interesting or fun. He has a very hard time sitting still. He has a fidget to help him focus during class, but it often becomes just a toy and doesn't have the intended effect. He can't work with Archer.
White	He is very knowledgeable. He does not get along with his classmates very well. I don't think he has a best friend in the class. He brags a lot, and he thinks he is better than everyone. If I think a task is a bit too hard for him, he gives up and starts whining. He does not seem to be able to be in a group with Marcus and Lorin.
Grey	She has a hard time sitting still. She is always chit chatting with her classmates. She gets along with everyone.
Black	He is new to the class. He is from a Spanish or Portuguese speaking country. He seems shy and prefers not to communicate with teachers. He gets extra English support during the week. He does have friends in the classroom that he works well with and communicates with. He follows along in the class and seems to be understanding what is going on. If doesn't understand he does not ask, but he tries his best to fulfill the task with what he does know.
Purple	She has a hard time focusing. She will just sit, and it seems like she is in her own world. When she is working, she easily gets distracted by people around her. She often needs extra instruction to understand what she is supposed to do.
brown	His reading skills do not match a grade 2 level. He gets extra reading support during the week. He needs help with written instructions, but he will seek help from the teacher if necessary.
Red	She seems a bit selfish, as she always puts herself first. She takes control of group work, and she is quick to talk about others. She is very knowledgeable a has huge vocabulary.
Pink	She is a good and knowledgeable student. She is very shy and needs acknowledgement for her work and good behavior.
Green	He is usually very engaged in the lessons, but he has a hard time sitting still and waiting for his turn to speak. He is a fun and outgoing person who seems to get along with most of his classmates. He is good at making sure Sebastian is in a group.

Appendix 4

Lesson 1 – procedure writing

Sekvens	Varighed	Indhold	Formål/mål	Materialer	Aktivitet	Evaluering og feedback
1	15-20 min	Morning meeting	- To strengthen relationships - To set the tone for respectful learning	Morning meeting ppt,	- Morning greeting - Sharing - Today's message - Game activity	Feedback will come as replies to the students sharing and behavior
2	5 min	Get ready for the lesson	Brain break	Bell, timer on screen with message	S: they have time to get some water, get needed materials and get to their learning spot.	
3	30 min	Joint construction	- To have a good dialogue - To inform students about the lab report structure - To model how to write the procedure - To build academic vocabulary	Projector, pencil, lab report paper, science notebook	T: explain procedure, ask for prior knowledge. T: start a dialogue about what they have been doing to test their hypothesis. S: share their thoughts, ideas and observations. T: construct sentences for the procedure based on student comments. S: copy writing onto their lab report template.	Feedback will come as a reply to the students' answers and thoughts.

Lesson 2 – Conjunctions

Sekvens	Varighed	Indhold	Formål/mål	Materialer	Aktivitet	Evaluering og feedback
1	10 min	Introduction to conjunction	- To get familiar with the concept of conjunction - To realize that they already know most or all the conjunction words.	Whiteboard , marker, ppt with the conjunction words that we will be focusing on.	S: will be sitting at their learning spot. There will be opportunities for them to share their thoughts and give answers. T: will be standing at the board in front of the class. - Conjunction definition - Sentence with an example - List of conjunctions	Feedback will come as a reply to the students' answers and thoughts.
2	15 min	Sentence puzzle activity in small groups	- To explore the conjunctions . - To see how conjunctions can be used in sentences.	Several sets of sentence puzzles.	T: introduce the activity and model how to do it, by taking out the puzzle and create a full sentence with the help from S. T: check for understanding. T: divide the S into random small groups of 3 people with the use of popsicle sticks.	Feedback will be given to each group as I come around. The focus will be on their collaboration and communication.

					S: finds a place to work and gets started. T: visits the groups to give feedback and support where it is needed.	
3	10 min	Whole class sharing	To show their learning	Several sets of sentence puzzles.	T: get the S attention and explains what is about to happen. T: invites each group (one-by-one) to come in front of the class and share a sentence they have created. S: will read aloud the sentences as they are created in front of the class. T: will ask if another conjunction could have been used in the different sentences to have the S share their thoughts.	Evaluation: Based on the sentences that each group presents and my visit to each group during the activity, I will note who needs more help to grasp the concept. Feedback will be given as the groups present their sentences.
4	10 min	Cutie Catcher activity and time for individual check-in.	- Time for individual support - Keep the rest of the class occupied with continued reinforcement of conjunctions.	Cutie catchers, instruction to have to make the cutie catcher on ppt, scissors. Pencil and paper for	T: introduce S to the new activity with the help from a folding manual on the screen. S: work on folding their cutie catcher and can afterwards play the game with a friend in class.	Further evaluation of the understanding of individual students based on what they share with me.

				when I do a check in with individual students.	T: visits the individual S that has been spotted during the lesson, as potentially in need of extra support to understand and use conjunctions correctly.	
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Lesson 3 – Conjunctions

Sekvens	Varighed	Indhold Her beskriver du, hvad sekvensen omhandler	Formål/mål Her skriver du, hvad formålet og målet/målene er for den enkelte sekvens	Materialer Her beskriver du, hvilke materialer og læremidler, der skal bruges	Aktivitet Her beskriver du undervisnings-, arbejds-, og organisationsformer U: underviser E: elever	Evaluering og feedback Her beskriver du, hvordan du vil arbejde med evaluering og feedback af elevernes læingsudbytte og læringsproces
1	15-20 min	Morning meeting				
2	15 min	Roll the dice activity in small groups.	• Activate prior knowledge of conjunctions. • To further reinforce the use of conjunctions.	Several dice with conjunctions on, pencils, student notebooks, whiteboard, marker.	T: invite S to their learning spot and model how to play the dice game by rolling a dice and creating a sentence based on the conjunction on the dice. T: check for understanding. T: divide the S into random small groups of 3 people with the use of popsicle sticks.	Feedback will be given to each group as I come around. The focus will be on their collaboration and communication. Evaluation by checking understanding from what I hear is going on in the groups.

					Instruct them to collect one dice for each group and pencils and notebooks for each member in the group. S: finds a spot to play the game. T: visits the groups to give feedback and support where it is needed. T: after about 5min, get the S attention and instruct the S to write down 3 sentences in their notebook that they create based on the roll with their dice. Model the new step by doing it one time.	
3	10 min	Whole class sharing	To show their learning.	White board, marker.	T: get the S attention and explain what is about to happen. T: invite each group to (one-by-one) to come to the board and write down a sentence they have created. S: will read aloud the sentences as they get written on the board. T: will ask if another conjunction could	Evaluation: Based on the sentences that each group presents and my visit to each group during the activity, I will note who needs more help to grasp the concept. Feedback will be given as the groups present their sentences.

					have been used in the different sentences to have the S share their thoughts.	
4	5 min	Water/brain break	To give the students some time to stand up and move their body before we continue.		T: let the students know that they can go to their cubby to get water and then go their learning spots. Set a timer on the screen for 3 min.	
5	10 min	Whole class introduction and exploration of conjunctions.	To expand the students' concept of conjunctions to include coordinating and subordinating conjunctions.	Whiteboard, marker, ppt with coordinating and subordinating conjunctions and a short text informing in which context to use them.	T: get the S attention. S: will be sitting at their learning spot. There will be opportunities for them to share their thoughts and give answers. T: will be standing at the board in front of the class. (ppt and whiteboard) - Explain that conjunctions can be divided into two head categories. Coordinating conjunctions and subordinating conjunctions. - Show the conjunction	Feedback will come as a reply to the students' answers and thoughts. Evaluation will be in form of student engagement. The students that do not share during this sequence, will be on my radar for support during the following activity.

					s that are part of the coordinating group. (FANBOYS) - Subordinating conjunctions can furthermore be divided into subcategories depending on the context in which we use them. - Show a list of conjunctions along with an explanation on when to use them. - Write the different categories on the whiteboard (time, reason, comparison).	
6	5 min	Individual poster making with conjunction sorting	• To reinforce the student's new knowledge about conjunctions.	Poster paper, pencils, ppt.	T: model the activity by making an example on the board and add a conjunction to each category.	Feedback will be given to each group as I come around. The focus will be on communication and understanding.

					T: check for understanding. T: instruct the S to gather a paper and pencil before they go to their tables to start their independent work. Inform the S that they can communicate and share thoughts on where to add each conjunction at their tables. S: make their own poster with conjunctions at their tables. They communicate and share their thoughts with each other about where to place each conjunction on their poster. T: visits each table to give feedback on work and support understanding of the activity.	The posters will be used as evaluation of their understanding when the lesson finishes, to prepare me for next lesson.
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Lesson 4 – Comparison

Sekvens	Varighed	Indhold	Formål/mål	Materialer	Aktivitet	Evaluering og feedback
1	5 min	Whole class instruction	- To get the students thinking back to the activity they started the day before. - To show a couple of good examples for the students to get inspired.	Projector, screen.	T: get the S attention. S: will be sitting at their learning spot. There will be opportunities for them to share their thoughts and give answers. T: invites two students to show and share their poster so far. Ask the whole class to share their thoughts or connections.	Feedback will come as a reply to the students' answers and thoughts.
2	10 min	Individual poster making with conjunction sorting	To continue the reinforcement of the students new gained knowledge about conjunctions.	The students' posters, ppt with conjunctions, screen, pencils.	T: instruct the S to gather their supplies and go back to their tables to continue their work. S: will gather their materials and go to their seat.	Feedback will be given to individual students and tables as I come around. The poster will again be part of my evaluation of the students' understanding of the concept. - If there are some students

					S: make their own poster with conjunctions at their tables. They communicate and share their thoughts with each other about where to place each conjunction on their poster. T: visits each table to give feedback on work and support understanding of the activity.	who are still struggling, I will know who to support with this point during the student's lab report writing lessons.
3	5 min	Water/brain break	To give the students some time to stand up and move their body before we continue.		T: let the students know that they can go to their cubby to get water and then go their learning spots. Set a timer on the screen for 3 min.	
4	10 min	Activate prior knowledge about comparison	- To activate the students prior work with comparison. - To connect their prior			

			knowledge about comparison to a new context.			
5	15 min	Comparison activity	•			

Lesson 5 – Conclusion writing

Sekvens	Varighed	Indhold	Formål/mål	Materialer	Aktivitet	Evaluering og feedback
1	15-20 min	Morning meeting	To strengthen relationships To set the tone for respectful learning	Morning meeting ppt,	- Morning greeting - Sharing - Today's message - Game	Feedback will come as replies to the students sharing and behavior
2	5 min	Get ready for the lesson	Brain break	Bell, timer on screen with message	S: they have time to get some water, get needed materials and get to their learning spot.	
3	30 min	Joint construction	- To have a good dialogue - To inform students about the lab report structure - To model how to write the conclusion - To build academic vocabulary	Projector, pencil, lab report paper, science notebook	T: explain conclusion, ask for prior knowledge. T: start a dialogue about the result of the experiment and further investigations S: share their thoughts, ideas and observations. T: construct sentences for the conclusion based on student comments.	

					S: copy writing onto their lab report template. S: can write their own ideas for further investigations	
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Appendix 5

Examples of morning meeting slides in picture form.



What is your favorite book? Why?



Share something that would make today a great day.



What does the word unique mean to you?



What day is it today?

Thursday, November 21st, 2024

Today's Note

Good Morning 2E

Today we will have an assembly where grade 5 will perform.

Remember that you can learn something new everyday if you listen!
Love Mrs. Gould and Mrs. Carina

Picture of the day

