

Consider the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read Tenisha's perspective and consider the unique context of the dilemma from this perspective.

Required Materials/Resources

Learner Materials

- [Audio 6.4: Tenisha's perspective \(teacher\)](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clip or transcript. Learners can listen to the audio clip or read transcript as a class or independently outside of class.
2. Ask learners to briefly describe the program context, particular concerns Tenisha has and their perspective on Tenisha's situation.
3. Provide feedback.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 6.9a](#)

Suggested Assessment

1. Program context

Pre-K classroom characteristics:

- Pre-K classroom in a public elementary school [details from Step 1: Dilemma]
- Children in her classroom have a range of abilities and some are English language learners.

Teacher's attitudes and beliefs

- Tenisha wants to help her children improve their language and literacy skills, especially during read alouds. But she wants to know more about the strategies she has learned and how it will work with the children in her classroom.

2. Particular concerns of Tenisha's

- How she can remember when to use the strategies she has learned
- How she can help all her children, as there are a range of abilities in the classroom and some are struggling during reading time
- Three of her children are English language learners; how can she help them during read alouds?

3. Personal reflection

Hints provided to learner:

1. Describe Tenisha's school and the children in her classroom. Your response should also mention what Tenisha wants to learn and do to help her students.
2. What are some questions and concerns that Tenisha had about strategies she has learned to do during read alouds?
3. Have you had experience reading aloud to young children? Describe your views on this situation.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

There are no alternate versions of this activity.

Credits

The CONNECT Content Team