

Annotation & Evaluation

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Bouchard, Allison				
ESOL Cluster 1				
Status: Evaluated				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 1.E.1. Plan instructional strategies that promote ELL students' learning and curriculum goals, utilizing a variety of activities, materials, and technological resources in the areas of: Math, Science, Social Studies, Literature, Art, Music, P.E., & Health	<input type="checkbox"/> 1.B.1. Develop instructional materials, lesson plans, and assessments that match ELL students' needs at beginning, intermediate, and advanced levels of English proficiency in the areas of: Math, Science, Social Studies, Literature, Art, Music, P.E. & Health	<input checked="" type="checkbox"/> 1.F.1. Implement instructional materials, lessons, and assessments that match ELL students' needs at beginning, intermediate, and advanced levels of English proficiency in the areas of: Math, Science, Social Studies, Literature, Art, Music, P.E., & Health	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled
Comments from Evaluator: Nicely done!!				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>Artifact 1: This artifact was from FLE 4317. I completed a modified lesson plan for ESOL students. I found an original lesson plan meant for native English speakers on animals and their habitats for grade 3. I modified the linguistic objectives, materials, vocabulary, and questions. I added home-fun activities, and a being there experience. I was also able to utilize and implement this lesson in my ESOL III practicum.</p> <p>Artifact 2: This artifact was from EDF 4430. It was a reaction paper on ESOL reading. There was an article and I had to discuss the pros and cons of an ESOL student's situation. It also discussed what I would do for the student during a history lesson.</p> <p>Artifact 3: This artifact was from LAE 4314. This was an article that gave great strategies for not only writing, but reading, science, social studies, literature, music, and health. I read the article and wrote a summary of how I felt and what it taught me as a student teacher.</p> <p>Artifact 4: This artifact was from MAE 4310. It was a math lesson that had modifications for an ESOL student. I implemented this lesson in a classroom.</p> <p>Artifact 5: This artifact was from my FLE 4317 class. I created a total physical response lesson for ESOL students pertaining to science and the human body. I was able to implement this lesson during a practicum.</p> <p>Artifact 6: This artifact was from RED 4310. I created a shared reading lesson plan for the students and made necessary ESOL accommodations. I implemented this lesson in the classroom.</p>				
2. How did the evidence(s) address the ESOL Cluster? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)				

Artifact 1:

This evidence addresses this ESOL cluster because I implemented instructional materials, lessons, and assessments that match ELL needs for all levels of English Proficiency. During my lesson I created questions for each level: Pre-production, early production, speech emergence, and intermediate fluency. I also used specific vocabulary words that I implemented into the lesson for my ESOL students. I used third grade science sunshine state standards to address this cluster. This really allowed me to demonstrate and design ways to communicate with family and community members. Engaging in home-fun activities was a unique way to foster communication, and learn about different cultures. My HomeFun activity included parental involvement. I gave the students one week to go home and teach their parents what they learned about the different animal habitats. I wanted the students to learn from their parents what their favorite habitats were, and what type of habitats they grew up in as a child. I wanted the students to know more about what their parents learned about habitats, and what things they enjoyed. By doing this the parents felt connected to the students academics and the students felt a connection to their families' habitats and cultures. I also asked the students to choose a habitat and an animal to go with that habitat. The students were all able to discuss their favorite animals and habitats. Some of the Hispanic students discussed what the desert and desert animals were like, and some of the Native Floridian students were able to discuss what the ocean and ocean creatures were like. This promoted a classroom community, and opened conversations for pre-production, early-production, speech emergent, and intermediate fluency students. Because of this lesson one would gain knowledge of varied cultures, ethnicities, linguistic backgrounds, and diverse learning needs. I was able to implement this lesson and see how adapting to diverse situations and creating those bridges really works well in the classroom. I also learned things I can do in the future because of the diverse ideas students taught me.

Artifact 2:

I feel that this artifact addresses this cluster because it was a case study about an ESOL girl, and I was asked scenario questions about her language acquisition level and what strategies I could use to help Salina. The subject I narrowed in on was social studies. Salina was having trouble with social studies because of vocabulary issues due to her language level of speech emergence. I said that with the proper strategies Salina would be successful in the classroom. I also said that having Salina work in groups with other Native English speaking students will help her obtain more knowledge about the class discussions. I also believe that the teacher can help her with vocabulary. I think that having note cards on rings is a great idea. Every time she learns a new word, she can add it to her note card ring. This can be done with all students, but it would be an awesome thing to do with Salina. I also mentioned that since it is a social studies class providing pictures of events or even timelines with pictures would allow Salina to be able to understand the material necessary to be successful. As you can see I gathered background information about Salina, decided her language acquisition level, and designed a hypothetical plan that matched Salina's needs.

Artifact 3:

I feel that this artifact addressed this cluster because I was able to learn a strategy called slicing the pie. With this strategy I create a pie chart which is the whole picture. For example: if my topic was animals, the slices could be animal habitats, or different kinds of animals. You can use pictures phrases or words to describe any slice of the pie. You can also branch out and write paragraphs about the pie. I think that this is a wonderful strategy because you can use this in any subject. For math you can talk about fractions, for science you can discuss animals, for social studies you can talk about amendments, for language arts parts of speech, for health you can talk about body parts and functions, for P.E. you can discuss sports and positions, with music you can discuss instruments and their functions, with art you can talk about color schemes, the creativity just goes on and on. This is extremely relevant to ESOL students because you can reach each level of language acquisition. For pre-production you can have them draw or place pictures in the pie slices. For early production you can have them label phrases or key words on the pie, for speech emergence you can have them describe a function of a piece of the pie, and for intermediate fluency students you can have them compare and tell the differences and similarities between the slices of the pie. As you can see even though this was not implemented it provided very relevant information about this cluster and allowed me to address all subjects and language levels.

Artifact 4:

I feel that my math lesson is a great artifact for this cluster because it shows how I modified a lesson plan for an ESOL student. My ESOL student was from Bosnia and we were learning the concept of an array in math. I created a modified cookie word problem that the student could do while the other students worked on their chips ahoj dozen cookies problem. I also modified the homework for the students so it can be more easily understood by the student and his family. During the lesson I used lots of hand gestures and visual aids to help him understand. I also paired the student with another student because he is the highest level of my students and he could learn while teaching the ESOL student how to do the problems. I assessed each student before creating my lesson plan. The Bosnian student was at an intermediate fluency level, but I still wanted to make him feel comfortable and create an enjoyable learning experience.

Artifact 5:

This artifact addresses this cluster because it involved a modified health lesson plan using TPR to benefit all language levels. It involved singing, and total physical response which is when you demonstrate the action and the student show you physically what the answer is. My example was point to your knee. The students then pointed to their knee. We also sang the dry bones song which helped the higher level students realize what part of the body was connected to where, and also allowed the lower level students to observe and make physical connections to follow along.

Artifact 6:

This artifact addressed this cluster because I was again able to modify a shared reading lesson to meet the needs of my ESOL students. I focused on vocabulary by stopping at each word that I thought was confusing for an ESOL student and we stopped and discussed each one. I had my pre-production students draw pictures of the words for example: fish, they drew a picture of a fish since the title of the book is fish is fish. My early production students then labeled the picture by writing the word fish. My speech emergent students then wrote fish swim in the water. My intermediate fluency students told me that fish swim in the water because they have gills and need water like we need air. This is how we went over each vocabulary word throughout the book. It worked really well, and the students all felt like they had an important job in the story.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

Artifact 1:

The modified lesson plan did involve direct work with students. I was able to implement the lesson I created in ESOL II in my ESOL III practicum. I had whole class of diverse learners. I modified my lesson to meet the needs of each level of language acquisition. I had the pre-production students point to the habitat that went with the animal. I also had them place the animal in the correct habitat. I used many hand gestures, and the video to get them as engaged in the lesson as possible. For the early-production students I was able have them label each habitat and name each animal. They matched the words of the animals with the names of the habitats. For my speech emergent students I had them tell me the difference between the habitats and animals. They told me some characteristics of the ocean, desert, wetland, and forest. For the intermediate fluency students I had them tell me why the polar bears live in the arctic regions, and even had them answer higher order thinking questions like "Why can't monkeys live the arctic"? The students all responded very well to this lesson. They all were able to contribute facts to the lesson, and each language need was met. All of the students learned something different that they did not know before the lesson, and they all contributed something new that they learned along with learning from their parents with the HomeFun activity. If the students got confused or frustrated during the lesson I stopped and made sure I saw the "light bulb" in their head. I would not move on to another part unless each student could demonstrate in some way that they understood the concept. This really helped the students learn because there was never a student left behind. This was a great first ESOL lesson to implement because it showed me how different each learner is, and allowed me to see each learner learn in a unique way.

Artifact 2:

This evidence did not involve direct work with students but it did involve a hypothetical case study that could benefit many ESOL students in the future. The case study really made me analyze the level of language acquisition the student was on, and what strategies would help the student become successful. I felt that by pairing the student with a native speaker in social studies class would allow her to get a different point of view and help her to better understand what was going on. I think pairing and grouping students is very beneficial. If you study their language levels you can make the appropriate groups and have a successful classroom learning experience. Vocabulary is also a huge part of social studies because if you do not know what the word means how are you going to understand the subject. I recommended having a ring of note cards and having people ask you what they mean as you go from class to class. I really think this would reiterate the vocabulary words to the student in many different settings. The students would be more confident and would actually enjoy being able to teach somebody else the vocabulary that they have learned. Having pictures and timelines would also help and ESOL student in a social studies class because they could use the charts and pictures as references and follow along while the teacher is discussing those topics. As you can see all of these strategies would benefit an ESOL student greatly.

Artifact 3:

Slicing the Pie did not involve direct work with students, but it provided me with much knowledge about pie charts and using them in every subject for every language level. I feel that students would be able to relate and become creative thinkers if they could use pie charts and slices to branch off of their own ideas. As I mentioned above each language level could either point, label, describe, or analyze a certain topic such a animals, parts of speech, fractions, states, instruments, body parts, sports, and so on. This is a very good tool that is easy to teach students because it is a visual aid which is very helpful to all students.

Artifact 4:

My math lesson did involve direct work with students. I created a whole class math lesson and modified it for an ESOL student. He was Bosnian so I incorporated his culture into the lesson by using Bosnian cookies which immediately had him hooked into the lesson. I assumed there were portions where he may still be confused in the lesson so I chose to pair him with the highest level math student so he would be able to get help and work with the class at the same time. His confidence was great, and the lesson was a real success all because of a few modifications from data I gathered in pre-assessments. Since it was so successful with this ESOL student, I will definitely use this lesson again in the future.

Artifact 5:

This lesson involved direct work with students and they seemed to really enjoy it. I had the students use total physical response to learn the human body. They touched their knees, shins, toes, head, shoulders, and etc and were all able either point, label, discuss, or compare what they learned by using TPR and singing the Dry Bones song. I was able to use different strategies that not only addressed language levels, but also different learning styles. This was definitely a great lesson and all of the students met my objectives.

Artifact 6:

This lesson involved direct work with students as well. I think that this lesson was successful and benefited the students because I was able to have the students teach each in different ways depending on their language level the vocabulary words. Some students drew pictures, some students labeled, some students compared vocabulary words, but they were all able to create a classroom community and bounce ideas of each others heads pertaining to the vocabulary. I was very pleased to see the students engaged and actively participating in the lesson. They really did a great job and I think this lesson would work great with ESE and ESOL students in the future.

4. Reflect on what you learned about this ESOL Cluster? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

Being an ESE major has really benefited me with learning ESOL strategies. I have not taken science, social studies, health, or P.E. because I am an ESE major, but this cluster helped me think about how I can use the strategies that I created and implemented for any subject. It also taught me how at each level of language acquisition assess students and make it more of a team effort by sequencing how things are done. I learned how to modify traditional general education curriculum to meet the needs of pre-production, early-production, speech emergent, and intermediate fluency students with strategies such as vocab rings, pictures, TPR, gestures, modeling, technology, ETC. I feel that this ESOL cluster has taught me to reflect upon my work created for ESOL students. I learned things that worked and I also found things that did not work. I have learned that it is not only important to modify assignments for all language levels, but that it is extremely important to review, and revise your work. Going through the lesson, and analyzing this cluster, caused me to brainstorm, and find many more ways to modify lessons for ESOL students at every language level. The key is to keep the students engaged in the lessons and this cluster taught me that the only way to do that is to create lessons that match each of their language levels while keeping the lesson plan at grade level and making it creative to each learning style and language need.

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USF St. Petersburg, 140 7th Avenue South, Saint Petersburg, Florida 33701