

Annotation & Evaluation

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Sansotta, Alicia				
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:				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>FLE 4317- Modified Lesson Plan The assignment is a lesson plan that was modified for ESOL students from the class "Teaching LEP Students K-12" (FLE 4317). The lesson plan is a thematic lesson on clouds that was designed for fourth grade students. I included several activities in the lesson to encourage interest and participation in the topic. First, I planned to take the students outside to make observations about the weather at the time and take notice of the types of clouds present in the sky in order to introduce the topic with a "being there" experience. "The Cloud Book," by Tomie De Paola, was incorporated into the lesson because the book had a very amusing approach to learning about the different types of clouds and various weather conditions, as well as some traditional sayings and various cultural beliefs and folklore relating to clouds. I also included an on-line encyclopedia to provide more information and images to technologically enrich the lesson. I continued the presentation with a semantic web on the board to help students visualize and connect what was being taught. The lesson also includes cooperative learning by having students work in pairs to "Think-Write-Pair-Share" and predict the weather forecast. Students then perform an activity where they use what they have learned to create a "cloudscape" (using cotton balls, glue and construction paper) that depicts the various types of clouds and associated weather conditions. Students then are assigned two follow-up activities. The first is a journal that is kept for a week in which the students record daily weather observations, and the second is an interview with a parent or other adult that asks questions about weather and their personal experiences with it. Students could be evaluated both informally (through the activities performed and questions asked during the course of the lesson) and formally through a writing assignment demonstrating what they learned.</p> <p>SSE 4313-Cultural Activity Lesson Plan (Social Studies) The second assignment is a "cultural-activity" lesson plan that was created in "Teaching Elementary Social Studies K-6" (SSE 4313). The lesson plan is one designed for fourth grade students and the focus country is Japan. The lesson begins with a book, "Sadako," by Eleanor Coerr. The story depicts a vibrant young girl in Japan who fell victim to the effects of radiation from the atomic bomb dropped on Hiroshima at the end of WWII. Following a reading of the story and a class discussion of the setting, plot, and reactions, the class would engage in the activity- making paper cranes. I would provide a short background on the history of origami and I would ask the students questions that extend on the reading, like why the paper crane has become a symbol of peace. I would provide step-by-step directions for the students, as well as model the actual making of the paper crane (which would be especially useful for ESOL students). At the end of the lesson, students would reflect and write a poem from the perspective of the young girl from the story, using what we discussed and learned to form their own creative pieces.</p>				

SSE 4313- ESOL Article

The third assignment is a reflection to a journal article titled, "Strategies for Making Social Studies Texts More Comprehensible for English-Language Learners," Clara Lee Brown. In the reflection, I site the various difficulties faced by ESOL students learning in the content areas, like science and social studies. In addition, I make note of suggestions for improvement made by the author and give my reactions to these suggestions and the article as a whole.

EDG 4909- Modified Lesson Plan (Science Plan)

The fourth artifact is an ESOL-modified science lesson plan that was implemented in a diverse fifth grade classroom. It is a very hands-on plan that focuses on the on the concept of groups of organs working together in organ systems to carry out major life processes. This lesson is specifically on the muscular system. The main activity involves students working in cooperative groups to build a functioning model of an arm with every-day materials (rulers, string, paper clips, etc). Within the lesson are numerous modifications for each stage of language acquisition. The lesson also puts forward content as well as language and cultural objectives to most appropriately meet the needs of the ESOL students in the class.

MAE 4310- Math Lesson- July 21, 2009

The next artifact is a math lesson that was implemented with a group of third graders at Shore Acres Elementary School. The lesson focused specifically on teaching repeated addition to a remedial group. The lesson plan and selected group was selected strategically based on a comprehensive pre-assessment and data collection. The group of student selected for this lesson consisted of three students with a "manipulative" understanding of the problem type, and four students who were unsuccessful at solving this type of problem. One of the girls in the group was an ESOL student at a speech emergent stage of English acquisition.

EDF 4430 Item Writing Assessment with ESOL Modifications- July 21, 2009

The next artifact is an item writing project (assessment) that was constructed in EDF 4430. The topic used for this project is one that was taken from a lesson that was part of an interdisciplinary unit plan for fifth graders on the biomes of the world (lesson is attached). This particular lesson is a science plan that involved the Tundra. Throughout the assessment, there are three main objectives which correspond to three areas of Bloom's taxonomy. Each objective also correlates to a Sunshine State Standard, lists the items under each thinking level, and then determines ESOL modifications that would be appropriate for the stated questions. The modifications are noted for every level of language acquisition- preproduction, early production, speech emergent and intermediate fluency. At the end of the assessment, there is a rubric for objective grading.

LAE 4414 Literature-Multicultural Lesson Plan – July 21, 2009

The next artifact is a Language Arts lesson plan that focuses on comparing and contrasting two versions of a story. The two stories are Cinderella, by Jean Boreer (the Disney version), and Egyptian Cinderella, by Shirley Climo. Students are introduced to the stories, and then are read the stories, with encouragement to pay close attention to details. For guided practice, students work in partnerships/small groups to create Venn diagrams that align with the two stories. After this, students choose their favorite version of the story, draw a picture depicting their favorite scene, and provide a short explanation as to why they prefer this version. ESOL modifications for each level of language production are found throughout the lesson.

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?)

FLE 4317- Modified Lesson Plan

The modified lesson plan addressed the ESOL cluster in several ways. The lesson was carefully planned in order to accommodate the diverse learners in the classrooms. The activities that were performed were designed to introduce the topic in an engaging way, keep the focus of the students, and enable them to retain the information that they learned. The lesson was quite varied in the presentation-incorporating a book, on-line resources, and a mini-field trip; and the activities allowed for various learning styles. The activities, including the partner role-play, the semantic web, the word bank, and the "cloudscape" craft, encouraged creativity while keeping students motivated and on task. The lesson plan itself was shared and reviewed by peers and a professional teacher, who made suggestions for improvement in order to best meet the needs of students. The lesson was then modified upon examination and review. The lesson reflects my high expectations for all students and gives a positive, constructive and valuable learning experience in the science content area.

SSE 4313-Cultural Activity Lesson Plan (Social Studies)

The second lesson plan that I selected addressed this ESOL cluster in many ways. In contrast to the first lesson, this lesson was a social studies lesson for older elementary students and required empathy, taking of differing perspectives and critical thinking. I chose the book "Sadako," by Eleanor Coerr because it is an engaging picture book that evokes different emotions with the pictures and words. I thought this book would be useful to engage all students, introduce students to this time in history and a different culture, and the pictures would be very helpful for ESOL students at all levels of language acquisition. I thought it would be important to plan for a time to discuss the book, including its setting and plot, as well as gather students' reactions in order for students to fully understand the events that occurred. I planned for ESOL students and incorporated many modifications to help them stay included and on task during the course of the Social Studies lesson. The lesson was designed to be an engaging, and hands-on, and enlightening look into a different time and culture.

SSE 4313- ESOL Article

The article reflection addressed this ESOL cluster greatly. The statements put forth in the original article provide important points for teachers to consider as they attempt to plan lessons in content areas for diverse learners. The texts associated in these areas are often overwhelmingly dense with numerous concepts and developed vocabularies. Teachers need to be aware that this can be a great source of frustration to ESOL students, and find ways around these difficulties to make learning in the content areas less of a daunting task

EDG 4909- Modified Lesson Plan (Science plan)

The science lesson plan demonstrates my ability to take a rather abstract concept from a content area and utilize all available resources, plan instruction with various communication/ESOL strategies, and adapt to the lesson to differentiate assessments for the diversity of language levels. The plan was carefully designed to match the needs of students from each level of language acquisition, keeping in mind all necessary materials and modifications of instruction and assessment. Students of the different levels were supported at various specific times throughout the lesson. In the assessment, for example, pre-production students demonstrated and pointed to relaxed/contracted muscles, while early production students were presented with a series of pictures and asked to name each one as either "contracted" or "relaxed." Speech emergent students briefly defined a contracted muscle, a relaxed muscle, and mobility and then answered the following question: "What

happens with arm mobility when the muscle is attached to the bone at the different locations? Will there be less mobility, more mobility, or greatest mobility?" (The writing was expected to be brief but include the terminology presented) Finally, students at an intermediate fluency level wrote several sentences to describe a contracted and relaxed muscle. Then students answered the following question in a complete sentence: "What happens with arm mobility when the muscle is attached to the bone at the different locations?" (The writing was expected to be less elaborate than that of native speakers, but descriptive.)

MAE 4310- Math Lesson- July 21, 2009

This lesson addressed the need for thoughtful planning, inclusion of appropriate and useful materials, and facilitation of scaffolded communication when faced with teaching content to English language learners. In order to meet the needs this speech emergent student, my partner and I infused the lessons with ESOL modifications that truly benefited the entire remedial group, as well. The use of manipulatives and help from a partner seemed to be most beneficial to this student, particularly when trying to help her explain her thinking. We also used a great deal of real objects, countable pictures, and numerals. In addition, we encouraged students to draw simple pictures to represent problems (extra paper and pencils were provided). If a student could not understand the definition of an object in a problem, we altered the problem include an object with which they were familiar. Because we had performed a thorough pre-assessment on each student, we were able get to know the students and, at the same time, evaluate their understanding. We were thus better prepared and more successful in our attempts to teach difficult math content.

EDF 4430 Item Writing Assessment with ESOL Modifications- July 21, 2009

The assessment gave me the opportunity to design an objective assessment, based off of a science lesson that I had previously written. In the writing of the assessment, I created items that specifically aligned with application, analysis and synthesis thinking about the content presented in the lesson. Under each objective, I was able to use my knowledge of ESOL practices to develop modifications to promote understanding of each level of English language learner. For example, preproduction students may have been shown a picture of a real willow tree to supplement the activity of building the tree. Early production students could be shown a picture of a round dish to represent "dish-shaped petals." Speech emergent students could have certain terms reworded to make the objects more relevant and comprehensible to them. Finally, intermediate fluency students were supported through bolded key words to help them focus on main points.

LAE 4414 Literature-Multicultural Lesson Plan – July 21, 2009

The literature/multicultural lesson plan enabled me to explore different areas of multicultural literature and incorporate them in my classroom. This provides a great way to show acceptance and appreciation of diversity. This was a simple lesson that would maintain native speakers' interest, but still provide background information in order to scaffold communication for English language learners. Throughout the lesson I included targeted strategies to assist each learner at his or her level. For example, when asking guiding questions during the group work, I would include the following:

Pre-production: Which story has a happy ending?

Early production: What does Egyptian Cinderella wear?

Speech Emergent: How is the weather different between the two stories?

Intermediate fluency: Describe the endings of each story.

In this way, I am able to promote understanding of the stories, the new culture represented, as well as the English language for those who are learning it.

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?)

FLE 4317- Modified Lesson Plan

b. The lesson plan gave students the opportunity to actively participate in learning about clouds and weather through a variety of activities designed to accommodate various learning styles, as well as ESOL students. The lesson plan was one that I had adapted and modified from another rather plain lesson. In order to meet the needs of ESOL students, I incorporated many different methods and techniques into the lesson that would assist those students who are at different levels in learning English. I incorporated many visual aides, gestures, word banks, semantic maps, role-play activities, as well as many other activities that were intended to enhance the lesson for students. The modifications that were made to the lesson make a huge difference for ESOL students. The activities and techniques allow for increased motivation, understanding, participation, and confidence in the ESOL student and ultimately lead to increased comprehensibility of the lesson for all students.

SSE 4313-Cultural Activity Lesson Plan (Social Studies)

b. The lesson plan could greatly impact student learning in several ways. First, the story used in the lesson is a poignant and moving story whose main character is a girl about the same age as the students. This would help to create the understanding and empathy for her situation and that of so many others during that time in Japan. The story, with its vivid artwork and emotional artwork, is great for all students- especially ESOL students. The activity of making paper cranes is also very important in that it provides an interesting, hands-on, and kinesthetic extension to learning that will be memorable and offer something that each student can physically take with them after the lesson.

SSE 4313- ESOL Article

b. The article reflection demonstrated how to make learning Social Studies less intimidating to ESOL students by implementing strategies to help these students gain confidence and further their understanding and comprehension when reading. One such strategy is the use of outlines and guiding questions to provide the student with a preview of the text as well as indicate main ideas to remember. Another suggestion is the use of content maps to organize the content and present facts and events in a more visual way. Strategies like these and others can be utilized in the classroom to make reading and learning in Social Studies more attainable to ESOL students.

EDG 4909- Modified Lesson Plan (Science)

a. The modified lesson plan allowed students to learn about a complicated and abstract concept in a content area and do so with active involvement and a plan that was tailored to their individual needs. As the lesson progressed students were supported by one another in their cooperative groups and also by the modifications made and infused into the lesson. Specifically, I observed pre-production students supported through modeling, early production students through creation of

vocabulary banks, and speech emergent and intermediate fluency students through "think-write-pair share." All students seemed to benefit from the visual representations and periodic questioning. The making of the actual model gave the students something real and tangible with which to relate, therefore "leveling the playing field" of the classroom. Everyone took part in this activity that transformed the scientific concept into a more realistic representation that could be manipulated.

MAE 4310- Math Lesson- July 21, 2009

a. The math lesson plan helped students learn in that it was specifically designed and implemented to support a group of students with remedial knowledge of the subject. The careful collection and analysis of data is what allowed this. In regards to the ESOL student, I was able to "interview" her individually, discover more about her background, level of language and her understanding of both the concept and how she solves problems. During the lesson, this student was paired with a friend with a manipulative understanding of repeated addition. Together they worked through the activities- the pumpkin seeds, candy corn, and the pictures- gradually moving from more manipulative to less. As we went around the group and asked how each person solved a problem, we encouraged the partnership to explain together. I encouraged her to speak by pointing to the manipulatives and pictures and asking how she came up with that number. I was cognizant of her language level and tried to ask questions at her speech emergent level- questions that begin with "How?" "Why?" and "Tell me about..." encouraged her to experiment with language and explain her thinking at the same time.

EDF 4430 Item Writing Assessment with ESOL Modifications- July 21, 2009

b. The assessment could help students learn in that each objective contained items that aligned with different levels of thinking in Bloom's taxonomy, which helped to measure the level at which students "knew" the content of the lesson. Because ESOL students could have difficulty understanding much of the assessment (in that it was a traditional test), modifications were carefully created so as to give them more comprehensible input. The potential for students' learning is great because of my understanding of the different levels of language acquisition and how each can affect an individual's performance on a content-area assessment, simply because of a language barrier. It was important to write questions for students so students could be supported and the question itself could be understood.

LAE 4414 Literature-Multicultural Lesson Plan - July 21, 2009

b. Students could greatly benefit from this lesson in many ways. First, I knew that I had to "level the playing field" for the ESOL students, meaning I had to introduce them to the American version of Cinderella that is so widely known by native English speakers. If I had not initially read this version, it is quite possible that the ESOL students would have been completely unable to create a Venn diagram because they would not possess a foundation for comparing or contrasting. Second, students were supported through both their partnerships and through guiding questions that were directly focused for their language level. Third, the writing assessment was modified for each level, which provides for a more appropriate measurement. Finally, in the extension of the lesson, students were encouraged to visit a website to learn more about Egyptian culture, which would give them more related information that they might share with the class.

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)

FLE 4317- Modified Lesson Plan

The lesson taught me a great deal about how important it is to plan and prepare lessons, especially taking into consideration the great diversity of needs in the classroom. I learned that teachers need to plan carefully in order to keep the interest and attention of all students in the classroom. When planning, teachers need to think forward and anticipate any deviations a lesson may take, and in turn be prepared with a way to continue the lesson from that point. Writing the lesson plan also taught me how important it is that teachers plan a lesson that is sensitive to ESOL students and the stages of language development that they may be at. After reviewing the lesson plan with my ESOL professor, I also learned how important it is to remember to clarify words that an ESOL student may have never heard before, but with which a native speaker is entirely familiar. Finally, I learned that it is important to review and reflect on the lesson to determine if it accomplished the objectives for which it was intended.

SSE 4313-Cultural Activity Lesson Plan (Social Studies)

This lesson, in particular, taught me how it is very important to plan ahead for lessons in social studies. Social studies is a content subject that can so often be just read out of the book and forgotten by students, particularly for ESOL students who can hardly grasp the complex text in the book. It is important to plan ahead to make lessons for social studies that are interesting and engaging to all students- those that help students develop that sense of empathy, understanding and critical analysis. In my lesson, I made sure that I planned for an engaging introduction, a period of discussion (questions, responses, and thoughts), a hands-on activity that would motivate students, as well as accommodations for ESOL students to aid them in comprehension of the content of the lesson. This is a lesson that truly demonstrates the importance of careful planning to ensure student engagement as well as development of skills to understanding concepts and events in the social studies.

SSE 4313- ESOL Article

The article reflection allowed more to truly identify with the challenges faced by ESOL students when it comes to content areas. Oftentimes, the texts in these areas are difficult for native English speakers, so it is reasonable to me that they would be more than challenging for those students who are just learning English. Effective teachers use strategies to expand on concepts in the text and make them comprehensible to all students, as well as provide numerous concrete examples and realia because language can be an abstraction. Creativity can be a major asset when planning lessons in the social studies that will be comprehensible, engaging and memorable to all students.

EDG 4909- Modified Lesson Plan (Science)

The planning and implementation of this lesson allowed me to see how very important it is to make use of all available resources that will facilitate greater comprehension of concepts by all students. Some of the greatest resources are the students themselves. Cooperative grouping and peer teaching are true assets. I learned that objectives and assessments need to be realistic and appropriate for the language level of each student. I believe it is unreasonable and unfair to assess an ESOL students' knowledge of academic content the same way as that of a native English speaker- particularly if the assessment is linguistically-based. Modifications of instruction and assessments are essential in order to scaffold the learning of academic content for all learners.

MAE 4310- Math Lesson- July 21, 2009

The math project was a carefully planned and implemented lesson that allowed for careful reflection on theories of learning, human development, and subsequent application of them in a real classroom setting. Decisions on planning, implementation and assessment were made based on carefully collected data. This was essential when considering the presence of a speech

emergent ESOL student in the remedial group. This assignment taught me a great deal about the importance of understanding child development, individual needs and experiences, as well being able to organize and interpret students' data to provide the best instruction to meet them at their levels (both developmental and language). I had to use my knowledge to conclude whether her lack of understanding was really with the concept, or whether it was a language barrier issue. As a teacher, I was able to see the importance of translating theories into an understanding of individual students and their abilities. This knowledge is an important step in the planning of instruction of content that is both appropriate and meaningful for all students.

EDF 4430 Item Writing Assessment with ESOL Modifications- July 21, 2009

While I believe this assignment was an excellent way for me to practice employing modifications for ESOL students on traditional assessments, I do not believe that I will be delivering many assessments of this variety in a diverse classroom. Especially when measuring knowledge of content, I think various assessments (particularly nontraditional) are essential. Through many experiences and information from college courses, I have seen the usefulness of performance based assessments, projects, drama/role plays, dioramas, journals, and various charts to demonstrate student understanding in a more practical way, and one in which information will most likely be better retained.

LAE 4414 Literature-Multicultural Lesson Plan – July 21, 2009

Through careful planning, gathering of resources and materials, use of appropriate strategies, and inclusion of technology, I was able to create a lesson that fostered inclusion and understanding of another culture. In the lesson, all students were able to compare and contrast two versions of the same story, and they were able to see the role that culture plays. Students were encouraged to work together to analyze the stories, research the Egyptian culture, and share their thoughts and opinions on the two versions of the story. It is important to include multicultural literature in the classroom because it creates more of an appreciation and understanding of different cultures and helps to diminish any stereotypes that may be held by the students. Many of the cultures that could be studied could be those represented in the classroom. When this is the case, these students should be encouraged to take an "expert" role and share information and artifacts that they find most interesting. The teacher should always facilitate the discovery of new cultures by expecting respect but curiosity from all students.

Status: Evaluated **Last Modified:** 09/10/2009