

Annotation & Evaluation

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Agey, Anasztasja				
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>Pasco-Hernando Cohort</p> <p>1st evidence: Literature/Health Lesson This lesson, initially developed as a requirement for my Health and P.E. course in Summer 2008, was implemented in my Level II Internship course with a fifth grade class. This lesson uses a classic piece of children's literature, Bridge to Terabithia, to help students understand what it is like to cope with loss and grief through role-playing the characters in the story. ESOL accommodations are detailed at the end of the lesson.</p> <p>2nd evidence: ESOL Modified Lesson Plan (Language Arts/Social Studies) This lesson was completed during my ESOL Practicum in Fall 2008 with first grade students. This lesson integrates knowledge from social studies and language arts. It was designed as an economics acquisition lesson to teach 1st grade students about the difference between needs and wants. Modifications for each level of language acquisition are detailed in the lesson.</p> <p>3rd evidence: EATS Format Lesson incorporating Music and Movement This lesson, initially developed as a requirement for my Integrating Creative Experiences course in Fall 2007, was implemented in my Level I Internship course with Kindergarten students. This lesson teaches children how a clock uses both numbers and hands to tell time. Though the EATS format is brief and does not provide room for modifications, this lesson integrating song and movement was successful with ESOL students.</p> <p>4th evidence: Function Machine Lesson (Mathematics) This lesson was completed for my Teaching Math II course during Summer 2008 and taught to a third grade class. The purpose of this lesson was to design a function machine and a corresponding lesson to help students internalize the concept of algebraic patterns in mathematics. The lesson is organized in the USFSP format with standards, objectives, materials, practice, closure, assessment, enrichment, technology, and ESOL modifications.</p> <p>5th evidence: Geography Lesson Plan (Social Studies/Art) This lesson was taught in my Level II Internship and required for my Teaching Social Studies course during Fall 2008. The purpose of this lesson was to assist students in better understanding landforms by incorporating a hands-on activity in which students construct their own landforms from molding clay and have to justify the features of their landforms based on what</p>				

they have learned. The construction of the landform is a performance-based assessment. ESOL modifications are detailed at the end of the lesson.

6th evidence: 5E Format Science Lesson Plan

This assignment was completed as a requirement for my Teaching Elementary School Science course in Fall 2008, but implemented in my Final Internship course during the Living Things unit with a third grade class. The lesson is structured in the 5E format: Engage, Explain, Explore, Elaborate, and Evaluate. In each section, teacher/student behaviors and expectations are explicitly described. ESOL modifications, assessment, vocabulary, and materials are clearly stated 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?)

1st evidence: Literature/Health Lesson

This Literature/Health Lesson meets the Academic Content cluster because I developed and implemented a lesson that utilized feeling words and the role-playing of a piece of literature to help students better understand loss and grief. Before I taught the lesson, we spent a couple of weeks reading the book aloud together. Choral reading, echo reading, and following along are great ways to help ESOL students in each level of language proficiency gain fluency with both reading and speaking in English. It also provided opportunities to discuss vocabulary in the text. Each level of language acquisition has been considered during the culminating activity after the book is read. The role-playing of the characters in the book is a form of Total Physical Response (TPR) in which the student is using both their bodies and the language to show expression. The book, *Bridge to Terabithia*, deals with the friendship between two young children. When one dies, the other has to learn how to cope with the loss. Students role-played the emotions of friendship, enjoyment, grief, and loss. ESOL students learn the meaning of these words by role-playing them. The lesson also gave me a chance to integrate a health concept into the curriculum, something that is often lost nowadays due to high-stakes testing. Integrating from subject areas allows the ESOL student to make meaningful connections between real life and their learning.

2nd evidence:

The ESOL Modified Lesson Plan meets the Academic Content Cluster because I shows that I can implement instruction to meet the needs of ESOL students at the beginning, intermediate, and advanced stages of English proficiency. The lesson uses real-world knowledge, language, and the student's own experiences to develop an understanding about the differences between wants and needs. In the lesson, students complete a frayer diagram about wants and needs to help them understand why they are different. Graphic organizers such as the frayer diagram help English language learners of all proficiency levels better grasp concepts. The frayer diagram is a vocabulary technique used to introduce words that are new or unfamiliar. There are five portions on this diagram: the word is in the middle and on the four corners are spaces for writing the definition, a sentence containing the word that contributes to its meaning, examples, and non-examples. While students use the words want and need in their everyday language or Basic Interpersonal Communicative Skills (BICS), it was important for the purpose of this lesson to learn these words in the economic content terminology or using Cognitive Academic Language Proficiency (CALP). Utilizing the frayer diagram connected language arts to social studies by helping students differentiate between the academic terms. During the instruction, I facilitated their knowledge about these terms by discussing some of the things in our lives that we could classify as wants or needs. As a class we determined things such as food, shelter, and clothes as needs and hamburgers, a mansion, and name-brand apparel as wants. To meet the needs of their developmental and linguistic levels I encouraged the students to draw pictures as they wrote words to help them better understand. For the assessment, students were given a T-chart with terms wants and needs. Students were to cut at least 3 pictures out of a magazine and paste them under the corresponding column. They were asked to label their choices so that I could see how they classified and differentiated wants and needs. ESOL students fare better with performance-based assessments such as the one described above. I was measuring their actual learning, not how well they could write, read, or speak the words in English. I modified the assessment for each level of language acquisition. For the pre-production student, I had them point to the need and the want of their completed product. For the early production student, I had them tell me which picture was a want and which was a need. For the speech emergent student, I asked them to describe the pictures they chose as wants or needs. And finally for the intermediate fluency student, I had them explain how they chose the pictures for wants or needs.

3rd evidence: EATS Format Math Lesson incorporating Music and Movement

This EATS format math lesson incorporating music and movement meets the Academic Content cluster because utilizing movement and music is a great way to help ESOL students at each level of proficiency participate in the lesson and help them internalize knowledge gained from a lesson. Studies have shown that we learn best when we do something. For the ESOL student, experiencing a concept is equivocal to learning it. When we incorporate drama, music, or movement into a lesson this allows the student to engage in the lesson body and mind. Rather than be a passive listener, they have become an active learner. Plus, when they forget something they can simply hum the tune or re-sing the lyrics to remind them. I have seen students do this during tests when they are trying to conjure up previously learned information. Singing, clapping, and moving helps cement the new concept in the ESOL students mind. It forms a connection between the vocabulary and the concept.

4th evidence:

The Function Machine Lesson meets the Academic Content cluster because while planning the lesson, I utilized my knowledge of the student's current independent skills in mathematics to scaffold them to the next level of higher-order learning. Scaffolding the learning of ESOL students is the best way to take them from one level of English language proficiency to the next. I knew that the students in the class had experience with an input/output chart, finding patterns, and basic multiplication facts. Equipped with this knowledge, I was able to scaffold their learning to the next level: algebraic thinking. The lesson required ESOL students to use math talk or content vocabulary to help them internalize the concepts. Use of manipulatives and drawing models was encouraged to help students solve the pattern. I allowed students to work together to solve the pattern. Peer teaching or working with a buddy is helpful to the ESOL student at any level of language proficiency because it gives them a chance to utilize the language in a comprehensible way and build their English vocabulary. In addition to these teaching strategies, an illustrated bilingual word wall was developed with pictures and terminology in both the heritage and second language.

The task that was given to students was to observe the given numbers in the chart, track how the numbers changed as they went from the input portion to the output portion of the chart, and infer the pattern that was occurring based on what they noticed as they numbers changed. Then, students evaluated the rule or function they came up with and tested it to see if the

pattern worked. To further scaffold students to the next level, I used probing, higher-order questions. For example, I asked: What might happen to the set of numbers if I multiplied them by 2 and added 1? I engaged them with this question before explaining that this was an example of a rule or function, essentially a pattern in a set of numbers. Starting with their independent skills and background knowledge, I was able to begin with very basic one-step functions and scaffold students through the process of problem-solving by having them solve two or even three step functions by observing a set of numbers in an input/output chart.

5th evidence: Geography Lesson Plan

This geography lesson plan meets the Academic Content cluster because it was designed and implemented to help students understand and apply content vocabulary. The lesson integrated art and creation by incorporating a hands-on activity in which students construct their own landforms from molding clay. The construction of the landform is a performance-based assessment. These authentic assessments are critical for ESOL students because it is a more realistic measure of their understanding. The fifth grade students in this class were having difficulty articulating and describing landforms. The content vocabulary was not being internalized, as frequently happens when we expect English language learners to read something out of a book and understand it. To help students get a better grasp of the content vocabulary in their social studies text, I decided to have them create their own landforms. They were required to create and label three landforms such as mountains, plains, and plateaus. In addition to this product creation, they were to answer what is called a 3-2-1 or ticket out the door short answer informal assessment. The short answer questions provided a written product in their own words about the kinds of landforms, examples of landforms, and differences between landforms. Students at beginning level proficiency could do this orally or with gestures instead of in writing. I feel that alternative forms of assessment better meet the needs of a diverse classroom population. Alternative assessments allow students to express their knowledge in a way that meets their cognitive, social, linguistic, emotional, and physical needs. For example, the creation of the product and the museum walk students did after everyone finished their product met each of the aforementioned needs because students were able to critically assess each other's landforms (cognitive), talk about them (social and linguistic), support each other's efforts and hard work (emotional), and allowed them to create with their hands and move around the room to see the different interpretations of mountains, plains, canyons, plateaus, and basins (physical). Meeting these various needs is crucial to helping the ESOL student not only develop their academic language, but turning something abstract into the concrete by visualizing and creating it.

6th evidence: 5E Format Science Lesson Plan

The 5E format science lesson plan meets the Academic Content cluster because it was designed and implemented to help students learn scientific terminology in a fun and meaningful way. Like social studies, science learning is often relegated to what students read out of a book or can memorize from fact cards. However, this is not a realistic way for anyone to learn, especially students who are learning the language. The reason this lesson plan format is so effective is because I was able to plan both my behavior and student behavior as the lesson was being taught. This helped me anticipate what accommodations I would need to make for my ESOL student to ensure that they were not lost during each facet of the lesson. This lesson incorporates both reading and science because the story, Dairy of a Fly is read to help provide background knowledge for ESOL students. During the lesson, I am constantly monitoring the learning of each student. To provide variety in the lesson, students are interacting with one another, experiencing a concept by using their hands, or listening to an explanation, but not all at the same time. It is important to take each facet of the lesson a step at a time to ensure maximum comprehensibility for your ESOL students. Doing too much at once will confuse them rather than engage them. Content vocabulary is reviewed, explained, and repeated meaningfully throughout the lesson to help the student connect the word to the concept. For example use the Spanish word cabeza for head and point to my head, then the insect's head to help my beginning proficiency speaker understand the connection between the English and Spanish word. Students are constantly interacting with one another during the lesson to brainstorm, discuss, and challenge one another on a topic. This is crucial for the intermediate and advanced speakers because it helps them develop their fluency and vocabulary.

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?)

1st evidence: Literature/Health Lesson

a- I implemented this lesson in a 5th grade classroom with advanced ESOL speakers. Reading Bridge to Terabithia aloud really benefited the advanced proficiency students in my class because though they were effortless speakers of the English language, they often lacked fluency and comprehension when they read. I was able to model for them how to read a passage with expression and following each chapter, we summarized the events together to ensure comprehension. During the role-playing activity they had the opportunity to truly understand the words grief and loss because they had to act it out. I feel this activity really helped them become better readers because they were able to interact with the text instead of just passively following along.

2nd evidence: ESOL Modified Lesson

a- I developed the ESOL Modified Lesson Plan for my ESOL Practicum. I was in a 1st grade class with three English Language Learners at the intermediate and advanced stage of proficiency. I designed this lesson specifically for the theme they were starting for the next six weeks: Why People Work. With permission from my cooperating teacher, I developed a modified lesson to implement in her classroom. In order to plan this lesson, I used the theme curriculum map and current Sunshine State Standards for social studies and language arts to determine what needed to be covered in the theme and what ways I could help students better understand what is often an abstract concept for young students to grasp. In the lesson, we discussed things that could be wants and things that are needs. We used the knowledge we gained about the terminology to create a specific definition for each of the terms. For example, we determined that since wants are nice and cost a lot of money, they must be things that make our lives more fun and easier. However, needs are things that we cannot survive without. If we did not have medicine when we were sick, we could get hurt. Students used their frayer diagrams to organize this information and help them better understand why it was disingenuous to tell their parents they needed the newest video game system. Connecting it to their real-world experiences helped them better internalize the concepts. When they were assigned the magazine project in which they had to cut out and label wants and needs, nearly all of them put things such as iPods, chocolate, and Skechers brand sneakers under wants and things such as a house, broccoli, and water under needs. This real-world connection also made the lesson interesting and engaging for students. Following the lesson, students were

able to tell me the difference between wants and needs. I assessed them both written and orally by asking them to defend why they put chocolate under wants but broccoli under needs. When asked, the intermediate fluency student responded: Well I really want chocolate with my dinner, but I need broccoli to make me strong and healthy. So I'll probably have broccoli because I need it. Assessing the students in this fashion was helpful in determining if the objectives of the curriculum map had been met.

3rd evidence: EATS Format Lesson

a- I taught this lesson in a kindergarten class during my Level I Internship. Four of the students were classified ESOL and they were mostly at the beginning or intermediate stage. We sang Hickory Dickory Dock to learn the names of the hours on the clock. As we sang, I pointed to each number on the clock. We counted by fives to learn the time intervals between minutes on the clock. Each time we counted 5, 10, 15, 20, etc we clapped it out. When showing students how a clock moves, I had a student volunteer be the hands of the clock. Using this combination of singing, clapping, and moving helped students build a foundation for understanding elapsed time. This lesson was especially beneficial to the ESOL students in the class because though some of them did not initially participate, they were caught up in the enthusiasm and began to clap and sing with everyone else.

4th evidence: Function Machine Lesson

a- The Function Machine Lesson did not take place during any of my internships or practicums. Rather, I had the opportunity to volunteer in my sister's third grade class to teach the lesson during her last few weeks of school since, coincidentally, her teacher was working with the class on input/output charts and recognizing patterns. This was a great opportunity for me to try the lesson out with intermediate grade ESOL and native-speaking students since up until that point I had not worked with ESOL and native-speaking students older than six. I developed the function machine with my sister since she had the experience of currently being in the third grade and knowing what her classmates liked. She knew what would appeal to her classmates so I took her insight very seriously as I developed my machine. The purpose of developing the function machine was to engage students in the process of learning and motivate them to participate in the lesson. I also have an inkling that my cuddly, happy-looking function machine made the algebraic concepts a little less threatening to struggling students. This lesson helped students develop higher-order thinking skills because they were challenged with a problem. They had to figure out why the function machine was giving them a set of numbers and determine the relationship between those numbers. Building from concrete skills such as multiplying and adding to more abstract concepts such as variables or determining a pattern in a set of numbers helps students learn to problem-solve and think critically. To evaluate that they understood the function, I would ask the student to explain the rule or pattern they found in the set of numbers using math talk. For example, to directly quote the reflection in my lesson, a child found the rule to a two-step equation. When probed to explain how she found the rule she said: Well it was easy! I just followed the pattern. See? 15 times 2 is 30, plus 2 is 32. 19 times 2 is 38, plus 2 is 40. Then I asked: How do you know? She said: Because I could put any other number in there and if I added two and times [sic] it by two I'll get the answer. So together, we wrote the rule on the board as $N \times 2 + 2$. Exposing children to problem-solving at an early age will make them critical, independent thinkers as they progress through their education. This is so important for ESOL learners because while math is thought of as the universal language, students often struggle with applying the complex vocabulary. I took students away from computation and moved them into problem-solving with applying language. Though one of the intermediate proficiency ESOL students struggled with verbalizing their pattern, they were able to draw it and explain me what they meant in short phrases and simple words.

5th evidence: Geography Lesson Plan

a- My ESOL students and native-speakers alike had been having trouble explaining to me what a landform was, in both writing and orally. My cooperating teacher taught a mini-lesson about it in the beginning of the year because she felt it was something they should be able to grasp quickly. However, their quiz scores proved otherwise. I asked her if I could use the information from the book to better communicate a concept that was supposed to be simple. I thought that the students needed re-teaching because the book was not relaying the information to them in a comprehensible manner. So I designed this lesson with communicating the information in mind. I had a variety of learners in the room, so I decided to strike on all fronts. I incorporated the map and globe to help my kinesthetic learners, the graphic organizer for my visual learners, and a review discussion for my auditory learners. When teaching the lesson, I thought about how I presented the information and utilized visuals with the key vocabulary as I spoke to make a connection between the words and the pictures. This is especially helpful for ESOL learners. Additionally, I would stop to review or repeat information and allow for more wait time so they had those few extra seconds to process the language of the question. During the review session, I wrote the questions and vocabulary on the board to keep us on track and help the students who needed to see the information to make it comprehensible. When giving the directions for the project they would construct at the end of their lesson, I also wrote them on the board and conferenced with individual students who needed more instruction. The results were fantastic. Everyone turned in a completed project with at least three labeled landforms and provided verbal justification for why they had labeled them canyons or plateaus. During the museum walk in which students viewed one another's landforms, students had the opportunity to discuss with each other why their canyon looked the way it did and how they made their mountain range. This opportunity for students to communicate with one another was most beneficial because they were able to convey the learning to both myself and their classmates. They were able to defend their pieces by saying that it was a plateau because it was high, raised ground that was flat on the top. This was information that even my speech emergent student could convey. I was thrilled that students were able to use the academic language of the lesson and make it comprehensible to themselves, their classmates, and me. The final task was a 3-2-1 assessment in which they had to write answers to a couple of questions that they would now be able to answer because they talked about it and had the opportunity to experience it with their hands. This written short answer assignment communicated to me that they had understood the concept of landforms because the information had been presented to them in a way that it had not been before.

6th evidence: 5E Format Science Lesson Plan

a- This lesson impacted student learning because I was able to take new and complex vocabulary and make it comprehensible to my ESOL students by using visuals and pictures to connect it to the language. In my third grade class, I had two ESOL students: one at the beginning stage of proficiency and one at the advanced stage. Since both are native Spanish-speakers, the advanced English speaker was able to help the beginning English speaker throughout the lesson. This peer-buddying is beneficial to helping students feel like they have someone advocating for them while they learn the new language. Students were actively engaged while I read *Diary of a Fly*. This story provided the background knowledge to help them understand why flies are classified as insects and spiders are classified as arachnids. It gave my beginning proficiency student a chance to participate actively. I asked him at one point: Jose, is this an insect? He pointed and replied: No look, 8 legs. This indicated to me that he understood the academic language of the lesson. The constant peer interaction was very beneficial even to my advanced proficiency student because it gave him a chance to practice the new vocabulary in a safe environment. When

assessing whether the students had understood the lesson, my ESOL students were at the top of the class showing the other students to count the legs before they called it an arachnid or an insect.

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)

I have learned that the ultimate goal of ESOL best practices is to make academic content in each subject area comprehensible to the ESOL student. We do this by modifying our lessons with visuals, technology, and other materials such as manipulatives to ensure that students are engaged in the curriculum and actively learning. While students move through the stages of language proficiency, it is often the academic language that they struggle with because they are still learning the nuances of the spoken language. My experiences in teaching ESOL students have taught me that it is imperative to emphasize the academic language early on so that they struggle less with content vocabulary. We can emphasize academic language by using it meaningfully and applying it to their real lives. What I have done as a pre-service teacher is learn how to make academic content a priority by scaffolding student language through visuals, technology, and other materials. When you make the language applicable to students and provide realistic measures of their learning through alternative assessments, the outcomes of learning are markedly better.

Status: Evaluated **Last Modified:** 04/25/2009