English Language Learners Lesson Plan

Shaina Glass

CIED 5333, Spring 2012

Materials: Interactive KWL chart using Wallwisher.com, Prezi presentation using Prezi.com, and quiz using Googledocs

**Lesson Objective**

 The student will identify the characteristics, needs, and special services provided for ELLs using this PREZI and videos. Also, the student must analyze what teachers can do (teaching strategies) in a regular classroom if they have ELLs.

**Focus Activity**

1. Before viewing the PREZI, the student will go to the website, <http://www.wallwisher.com/wall/glassesl> to create their own KWL chart about what they know (the “K”) and what they want to learn (the “W”) about English Language Learners. Students will then open and if they would like to, print to quiz that can be found in Googledocs at <https://docs.google.com/spreadsheet/viewform?formkey=dDJPMEU2c1VIaWRlSjdMajRCRDgzWkE6MA>

**Lesson (student involvement)**

1. Have students view the PREZI presentation titled Understanding ELLs by Shaina Glass. The direct link is <http://prezi.com/xqyk9zgklwjq/understanding-ells/>
2. Take notes while watching the videos. (if you would like to print the PREZI, you must download it first)

**Closure Activity**

1. Have students go back to wallwisher.com (exact link posted above) and complete the KWL charts by describing what they learned about ELLs. (the “L”)
2. Students can also share videos, articles and websites with their fellow classmates on anything they would like to share or add about ELLs. The attachment is located at the bottom of their individual digital sticky tabs.
3. Students will then submit their answers to the quiz to Googledocs.

*Things to Remember:*

ELLs are students whose first language is not English and who need

help in learning to speak, read, and write in English.

The ELPS help teachers idenitify the student's English language proficiency levels in the domains of LISTENING, SPEAKING, READING, and WRITING in accordance with the profiency level descriptors for the beginning, intermediate, advanced and advanced high levels.

Just like working with students with disabilities, working with English Language Learners constitutes nothing more than best practice.

All students benefit from ELL accommodations.

Annotated Bibliography:

Kauchak, D., & Eggen, P. (2011). *Introduction to teaching*. (4th ed., pp. 110-115). New Jersey: Pearson Education Inc.

I used our textbook to build on my knowledge of English Language Learners and the different programs provided for ELLs. I found the meanings of ELLs and ESLs and it provided with the description of the different programs offered as well as the advantages and disadvantages of each program.

Seidlitz, John & Jordan-Kaszuba, Jennifer (2010). *Navigating the ELPS in the Science Classroom*. Seidlitz Education.

This book provided the detailed charts that describe the Language Proficiency Level Descriptors.

It also explained the ELPS framework and provided examples of how to communicate, sequence

and scaffold the ELPS into linguistically accommodated instruction. This book is an excellent

resource for teachers to improve instruction for English Language Learners.

Seidlitz, John. (2010). *ELPS Flip Book*. Seidlitz Education.

This book provided me with detailed explanation of the English Language Proficiency Standards by allowing me to select a language domain (beginning, intermediate, advanced or advanced high) and explaining in detail the student proficiency levels. It also allows for the teacher to select the most appropriate accommodations.

*English Language Proficiency Standards*. (2012). Retrieved from http//www.tea.state.tx.us/rules/tac/chapter074/ch074a.html

I used this website to obtain the English Language Proficiency Standards that are about of the Texas Education Code.

“Differentiated Instruction”. Retrieved April 6, 2012 <http://www.youtube.com/watch?v=FJMkcL6Do0Q>

I used this video to show an example of how teachers can use differentiated instruction as an instructional strategy when teaching not only ELLs but also ANY students. The video shows the difference in direct instruction (old school methods of teaching) and how every student is different and their instruction can reflect it.