

## EDU 341 Lesson Plan Modification Assignment Instructions

Students will modify one lesson plan with literacy focus for varying levels of second language proficiency. In doing the modifications, students will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning (ESOL 2.3). In modifying the lesson, evidence must be provided for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

The purpose of this assignment is to help you develop the expertise of creating well-designed and meaningful lesson plans that are adapted for multiple levels of ELLs that you might have in your class. You will modify **one well-designed plan** that modifies instruction for four levels/stages of ESOL. The modifications you make must be **explicitly** explained, with **specific** actions/materials/means integrated throughout the plan.

### Step 1: Select a lesson plan

**Procedure for the assignment:** Choose your lesson from a content area that you teach. This lesson can be part of a unit plan that you have used to teach a content area class or a single lesson plan. You will work to create, modify, enhance, and perfect this lesson plan to modify instruction for multiple levels of ESOL. The modifications you make must be **explicitly** explained, with **specific** actions/materials/means integrated throughout the plan.

- Make sure that the lesson plan:
  - Is for appropriate age and grade level
  - Has appropriate content teaching strategies
- Remember what you have learned about lesson planning from other education classes in undergraduate education and use what you have learned to select a good unmodified lesson plan. However if you need some assistance, you can view "What Makes a Good Lesson?" at <http://wwwstatic.kern.org/gems/valleyOaks/whatmakesagoodlesson.pdf> (this link is available in the Webliography).
- Make sure your lesson includes the following information
  - Grade level
  - Sunshine State Standards
  - Lesson Topic
  - Objectives
  - Procedure
  - Assessment
  - Materials

### Step 2: Modify the lesson plan.

- You must modify your lesson plan for all the four levels of English language proficiency. Your modifications must include appropriate strategies, select materials, and modifications for all ELL students.
- Explain your modifications using a short narrative at the end of the lesson plan where you reflect on the process of modification.
- Use (download) the following documents from Doc Sharing to help plan your modifications.
  - Four Stages of Second Language Acquisition
  - BICS, CALP, and Bloom
  - ESOL Instructional Strategies
  - Four Stages of Language Acquisition and Appropriate Questioning Techniques
  - Four Stages of Language Acquisition and Student Teacher Behaviors

**Here is how to engage in the modification process:**

**Subject:** What content area is the lesson addressing?

**Grade:** What grade is this lesson for?

**Sunshine State Standards:** Identify the appropriate NGSSS for your lesson plan.

**Lesson Topic:** What subject and what topic will be covered in this lesson?

**Objectives:** Modify the objectives for content, language, and any cultural element that might be present in the lesson

**Content Objectives:** these are the content objectives of the lesson. In modifying these, consider the following:

- Think of the stages of language acquisition and the student's level of academic language
- Examine the difficulty index of the task based on Cummins' quadrants.
- What content material do you hope that your ELLs will be able to learn for each of the 4 levels of language proficiency; i.e., what do you expect your pre-production, early production, speech emergence and intermediate fluency students to achieve in this lesson.

***Sample modified content objective:***

*The student will be able to listen to information about a manatee at a wildlife park, and discuss this manatee's "personality." Mainstream (MS), Level 4 (L4), Level 3 (L3), Level 2 (L2).*

**Language Objectives:** these are the language structures, functions, vocabulary (content words as well as language) that need to be modified for the 4 stages of language proficiency.

- Look carefully at the lesson and materials to identify language structures (sentence structures, academic vocabulary etc.) that might be problematic for ELLs.
- These structures need to be pulled out for instruction.

***Sample modified language objective:***

*The student will be able to change passive voice sentences into active voice sentences*

**Culture Objectives:** In order to demonstrate culturally-sensitive pedagogy, look in the lesson for cultural content that might need to be modified for learners at the four levels of language proficiency.

- Think of surface culture features from the lesson that might need to be addressed for comprehension
- Think of deep culture features associated with the task that might need to be addressed for successful completion of the task.

***Sample modified culture objectives:***

*The SWBAT recognize folklore (surface cultural practices) associated with manatees which linked manatees to either mermaids or monsters citrus (L4, L3, L2, L1)*

*The SWBAT understand how to participate in a cooperative learning group activity (deep culture practices), where each student will assume a role in the group to complete the task of building the graphic organizer (L2, L1)*

**Procedure:** Modify the procedure for all the stages of lesson delivery for ELLs at all four levels of language proficiency.

**Pre-lesson Warm-up:** Reflect on what kind of pre-lesson activity you might need to help activate students' prior knowledge related to the content? What steps and strategies does the lesson have? Modify the warm-up activities for all four levels of language proficiency.

**Lesson Introduction:** What do you do to encourage, motivate and involve the student's immediately at the onset of the lesson? Modify these activities for all four levels of language proficiency.

**Presentation:** Think of the following:

- Activities and sequence of events that takes into consideration varying proficiency levels, varying styles
- Procedures that will make the comprehensible input for ELLs differentiated for all four levels of second language proficiency, but also keep in mind that in the inclusion classroom there are main stream students who also need to learn the lesson.
- In designing the activities think about different learning styles, the cultural traits that effect learning.
- Engage in your reflective activity, writing down all the specific steps that you modified for the ELLs.

**Sample modified procedure:**

1. *Distribute a list of content and vocabulary words related to the lesson (with pictures when possible) (L2, L1)*
2. *Read a short text about manatees and their interaction with humans to the class. Read at a natural but slow pace, pause, share any pictures, use dramatic gestures that might be present in the text. As you read, ask them to visualize the text in their head about how the manatees' personality and how they interact with people. (All)*
3. *After reading the text about manatee, discuss the following questions in class. The questions are for all levels; L1 and L2 respond with gestures or simple words.*
  - a. *Is the manatee in the story curious? What does she do when she's curious?*
  - b. *What did the manatee do when she wanted a treat?*
  - c. *Do you think that the manatees get along well with each other? How do you know this?*

**Follow-Up:** What activities are you going to have the students do as a follow-up? What take home activities would the students do?

**Sample modified follow-up to help you think:**

*Ask students to describe using a few sentences (All, L4, L3) the types of places where the manatees like to live, according to this map. They should notice that manatees do go into inland rivers, but they prefer staying around the bays and islands near the coast; L2 and L1 students can pick the appropriate words from the word list provided and label the kinds of places the manatees like to live.*

**Materials:** What alternate, supplemental ESOL modified materials need to be used to facilitate learning at any step of the lesson?

**Sample modified materials:**

*Vocabulary sheet with content and vocabulary words related to the this lesson with pictures and or bilingually translated (L2, L1)*

**Assessment:** What is the best way to assess student learning for the lesson? Do you need alternative ways of assessing your students?

**Sample modified assessment procedures:**

*Students answer reading comprehension questions on manatees (All, L3, L4)*

Make sure to check the rubric for on the next page after completing your assignment. Submit your assignment to the Assignment box **no later than Sunday 11:59 PM EST/EDT of Module 8-Week 2.** (This Assignment box maybe linked to Turnitin.) See the assignment rubric on the next page for distribution of points.

### Rubric for Lesson Plan Modification

**Rating for the Lesson:**

**Exceptional** corresponds to an A (90-100%). Performance is outstanding; significantly above the usual expectations.

**Proficient** corresponds to a grade of B to A- (80-89%). Skills and standards are at the level of expectation.

**Basic** corresponds to a C to B- (70-79%). Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice** corresponds to an F (< 70%). Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Criteria	Ratings				
	Exceptional	Proficient	Basic	Novice	0
	5	4	3	2	0
<b>Subject, Grade, Topic, and Florida Standards</b> are included in the lesson plans.	All descriptors included in the lesson plan	Missing 1 descriptor	Missing 2 descriptors	Missing 3 descriptors	
<b>Objectives</b> need to be modified for all four levels of language proficiency.					
<ul style="list-style-type: none"> <li>Content Objectives</li> </ul>	All four levels of language proficiency are addressed	Missing modification for 1 level of language proficiency/ modification not sufficient.	Missing modification for 2 levels of language proficiency/ modification not sufficient.	Missing modification for 3 levels of language proficiency/ modification not sufficient.	
<ul style="list-style-type: none"> <li>Culture Objectives</li> </ul>	All four levels of language proficiency are addressed	Missing modification for 1 level of language proficiency/ modification not sufficient.	Missing modification for 2 levels of language proficiency/ modification not sufficient.	Missing modification for 3 levels of language proficiency/ modification not sufficient.	
- Language Objectives	All four levels of language proficiency are addressed	Missing modification for 1 level of language proficiency/ modification not sufficient.	Missing modification for 2 levels of language proficiency/ modification not sufficient.	Missing modification for 3 levels of language proficiency/ modification not sufficient.	
<b>Procedures</b> need to be modified for all four levels of language proficiency.					
<ul style="list-style-type: none"> <li>Tasks modified to provide ELLs access to core curriculum based on NGSSS</li> </ul>	Comprehensive description of modified procedures at all 4 proficiency levels.	General description of modified procedures at all 4 proficiency levels.	Basic description of modified procedures at 3-4 proficiency levels.	Incomplete description of modified procedures at 2-4 proficiency levels.	

<ul style="list-style-type: none"> <li>• Uses a variety of teaching strategies to develop and integrate language skills to provide literacy and content instruction to ELLs</li> </ul>	Comprehensive description of modified procedures at all 4 proficiency levels.	General description of modified procedures at all 4 proficiency levels.	Basic description of modified procedures at 3-4 proficiency levels.	Incomplete description of modified procedures at 2-4 proficiency levels.	
<ul style="list-style-type: none"> <li>• Use teaching strategies to provide students to use oral/aural language to enhance phonological awareness <b>(REC 2.C.2)</b></li> </ul>	Comprehensive description of modified procedures at all 4 proficiency levels.	General description of modified procedures at all 4 proficiency levels.	Basic description of modified procedures at 3-4 proficiency levels.	Incomplete description of modified procedures at 2-4 proficiency levels.	
<ul style="list-style-type: none"> <li>- Applies knowledge of theories of second language literacy development to support ELLs' learning.</li> </ul>	Comprehensive description of modified procedures at all 4 proficiency levels.	General description of modified procedures at all 4 proficiency levels.	Basic description of modified procedures at 3-4 proficiency levels.	Incomplete description of modified procedures at 2-4 proficiency levels.	
<b>Activities</b> need to be modified for all four levels of language proficiency.					
<ul style="list-style-type: none"> <li>- Assist ELLs in learning academic vocabulary and content through the use of analogies (Cognates, Greek and Latin roots) <b>(REC 2.F.3)</b></li> </ul>	Comprehensive description of modified activities at all 4 proficiency levels.	General description of modified activities at all 4 proficiency levels.	Basic description of modified activities at 3-4 proficiency levels.	Incomplete description of modified activities at 2-4 proficiency levels.	
<ul style="list-style-type: none"> <li>- Develop language skills for social and academic purposes based on research-based practices</li> </ul>	Comprehensive description of modified activities at all 4 proficiency levels.	General description of modified activities at all 4 proficiency levels.	Basic description of modified activities at 3-4 proficiency levels.	Incomplete description of modified activities at 2-4 proficiency levels.	
<ul style="list-style-type: none"> <li>- Develop literacy activities that apply theories of second language literacy development to support ELLs' learning</li> </ul>	Comprehensive description of modified activities at all 4 proficiency levels.	General description of modified activities at all 4 proficiency levels.	Basic description of modified activities at 3-4 proficiency levels.	Incomplete description of modified activities at 2-4 proficiency levels.	
<ul style="list-style-type: none"> <li>- Provide oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration) <b>(REC 2.C.2)</b></li> </ul>	Comprehensive description of modified activities at all 4 proficiency levels.	General description of modified activities at all 4 proficiency levels.	Basic description of modified activities at 3-4 proficiency levels.	Incomplete description of modified activities at 2-4 proficiency levels.	

Demonstrates an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELL's learning <b>(ESOL Domain 2, Standard 3)</b>	Comprehensive description of modified activities at all 4 proficiency levels.	General description of modified activities at all 4 proficiency levels.	Basic description of modified activities at 3-4 proficiency levels.	Incomplete description of modified activities at 2-4 proficiency levels.	
Student implemented the core value of Respect in developing this assignment	Makes critical connections to the Core Value of Respect.	Makes generalized connections to the Core Value of Respect.	Makes basic connections to the Core Value of Respect.	Makes limited connections to the Core Value of Respect.	
<b>Writing Conventions</b>	15	13	11	9	0
<b>Narrative</b> portion of the text satisfies all aspects of the written conventions (cohesion, grammar etc.)	Models the highest standards of University writing. Outstanding command of conventions. Zero errors.	Models expected quality of University writing. Good command of conventions. 1-2 errors.	Lacking in expected quality of University writing. Limited command of conventions. 3-5 errors.	Does not model expected quality of University writing. Struggled with conventions. 5+ errors.	
<b>References:</b> Included a minimum of 4 references that followed APA guidelines	4 or more external sources utilized.	3 external sources utilized.	2 external sources utilized.	1 external source utilized.	

Total Points:  out of 100

Comments: