Lesson Plan
ELL Focus

Instructor: Diana Wanek   Date: March

Subject :(*Library, Literary, Technology*) Library/Technology

Unit: Research/PowerPoint   Specific Topic:
                                          Library Research
                                           PowerPoint
Grade Level: 4th-5th   Time Allowed: 8 wks
                                        45+per week

Instructional Objective-*(Outcome and students should be able to demonstrate upon completion of the entire unit)*

Students should be able to demonstrate how to locate information from a variety of sources in the library and the lab. Students will be able to demonstrate the ability to cite their sources from where they collected information using the OSLI (Oregon School Library Information System) program. Students will be able to organize and prepare their information into a PowerPoint presentation.

State Standards/Core Curriculum: *(Does this lesson meet a State or core district standard?)*

Appropriate ethical legal conduct as in copy write laws, information literacy accessing digital information, internet research, use of a database OSLIS, navigating saved files, use of word process skills, desktop publishing, multimedia presentation, draw inferences or conclusions, fact or opinion, understanding the atlas, encyclopedia practice, electronic media, plagiarism, bibliography citing sources, note taking paraphrasing, comparing a variety of sources, maps, graphs, charts, tables, diagrams, table of contents, glossary, index, non-fiction, reference materials. Title page, copy write date, publisher, and steps in process.

Performance Objective- *(Using an action verb write a description of a measurable outcome)*

Students will complete a multimedia PowerPoint project complete with citations from a variety of sources.

Rational-*(Why do I feel students need to learn this topic?)*

I feel it is important to prepare students for Jr. High School and making presentations at that level. In the elementary level I feel like I can be there to help them learn the steps to gathering information and pulling it all together for an oral presentation which will give them the heads up knowledge for future projects that may require them to work more independently. I feel it is important to teach students early on how to gather information from a variety of reliable sources for reports, and how to cite sources for the places that students have gathered this information. I want to teach students early on about plagiarism to avoid setting bad habits early on in their education.

Lesson Content-*(What is to be taught)*

Students will be introduced in small groups to several reference materials to gather answers to assigned questions on their state.

With the ELL students they will be grouped together for more one on one direction. Those ELL learners who are at the intermediate and advanced fluency will work with the English dominated students in partnerships. All throughout this project praise for the work completed by ELL will be key to the success of the project and ensuring that their self-esteem is a motivation factor that they can do the work. When we rotate into the lab at the beginning of this project the ELL students will stay with the non-English speaking students for a simple and quick review of basic PowerPoint which we have already used this year. Again the intermediate and advanced fluency students will stay with the English dominate students and will be paired next to them in the computer lab. Once the whole class is grouped together in the lab ELL students will be seated next to another ELL partner but near English dominate student for assistance. ELL students will have a scaled back project of less information to gather as they learn to use the resources that are available in their new language and the resources available in Spanish. In the lab the assignment will be tailored to the ELL students for success and completion of the project in the time frame allowed yet working to make it equal to the English dominate students project. (see attached English dominate assignment and ELL assignment)

Anticipatory Set: *(How will I set the stage and tap into prior knowledge and give my objectives for this lesson?)*

While students are working independently on their keyboarding skills in the lab I will walk around the room and students will select a paper with a State name from the basket. Students will then come to the tables in the library to watch a short PowerPoint I created on a State. As they watch the PowerPoint my IA will move about the room recording the names of students and the States they will be reporting on. Following the PowerPoint a brief introduction will be given to show students how they will know what material to gather and from what sources, as well as an explanation of the requirements paper. (see attached sheet for Guidelines and State Information Chart). Students will be shown the count down calendar posted outside the lab to show how much time is allowed for this project.

<u>Instructional Procedures</u>-*(How will I present the lesson?)*

The lesson is presented in several parts:

Day #1
One group will be in the lab gathering information from the selected internet sites as well as setting up their PowerPoint project. I will work with students to cite the sources we gather information from online. The second group will be working in the library with my IA on gathering information from the reference materials using the State Information Chart to gathering information. My IA will also instruct the whole group with an overhead as to how to fill out a citation for the information gathered. She will be focusing on the Scholastic Atlas, US Map, and Encyclopedias.

<u>With the ELL group</u> her focus will be on understanding the terminology (bordering state, statehood or date State entered the Union) and using the Map and the Atlas book to gather information.

Day #2 the groups will swap places.

Day #3 As a whole group we will visit one website and learn how to read the graph on population and size ranking for each State. We will as a whole group site the sources of our information and then use the OSLIS website and citation program to cite the sources used thus far as a group and paste that information into the credits slide of our PowerPoint.

Day #4 At this point much of the information will have been gathered and students will begin working independently on their PowerPoint. I will send them to one remaining website to gather information and teach them how to access Wordbook online. We will learn to cite the source of the new internet site as well as Worlbook online together. These citations will be created in OSLIS at a later date.

<u>ELL students</u> will be sent to Worldbook online in the Spanish text for information gathering in the Spanish language. Some of the more fluent ELL students will need to help translate the questions that students will be looking to find the answers for as all the fact finding sheets are written in English. Much of the information on Worldbook will be going beyond the required ELL project.

Day #5-8 Will be continue working on placing the information gathered into the PowerPoint.

The ELL student will be placing information first then photos into the PowerPoint. ELL students will be following a different requirement sheet then the English dominate student. My hope is that the ELL learner will then be able to focus less on the creative aspect of the project and more on the input of the information in a form that will make sense to them and be easy for them to use for a presentation. It is also my desire for the ELL student to feel like their project is just a complete and special as the English dominate student.

All students will be offered the chance to come in before school, during lunch or after school if they feel they need more time to work or more one on one help then I can give during class time.

Also at day #6 I will be giving the students a grade at the mid-way point. What I think they should have accomplished at this point in order to be ready by the deadline date will be listed on the overhead. This will need to be translated for ELL students by more fluent ELL students.

Closure- *(How will I wrap this lesson up and make it meaningful?)*

I have emailed teachers that students will be completing these PowerPoint projects on various states and that these project can serve as classroom speech grades should the classroom teacher choose to use them as such.

Classroom Management-*(What if any special considerations are need for this lesson?)*

With this project students will be very motivated to work and accomplish the assignment. I don't anticipate there to be any management issues. Should an issue arise a few moments spent outside the lab by the offending students while others continue to work has always proven effective. The midway point grade will also be a management tool.

Adaptations for Students with Special Needs:

<u>ELL</u>: See the lesson plan for detailed arrangements. These paragraphs are marked with **<u>bold and underline ELL headings</u>**

<u>TAG</u>: These students will find more time to add creative aspects to their own PowerPoints as well as extra credit slides.

<u>Behavior</u>: See classroom management

<u>LRC</u>: Some LRC students will be given the ELL project requirement. This will help them in finding less information at the research aspect and less individual control over the slide content and more specific directions to each slides content and hopefully they will feel successful. Should they complete this part of the assignment they can go on to extra credit from the English – dominate assignment.

Evaluation Procedures-*(How can I measure the outcomes to determine if the material has been learned?)*

At the midway point students will be given a check point grade. Grades will also be given for clear and clean information recorded on the information gathering sheet as well as the paper citations.

<u>ELL PowerPoint's</u> will be graded separate of the English dominate projects. Two handouts of each students PowerPoint's will be printed out for the students. One for them to use for practice should the homeroom teacher decide to use the PowerPoint's for a speech grade and one with the notes I make after grading the PowerPoint's.

<u>Materials and Aids</u>-*(What will I need in order to teach this lesson?)*

Lap Top
Infocus
Lab
PowerPoint Program
Access to the Internet
Encyclopedias
Atlas
Map
Nonfiction books in English and Spanish on the States
Paper Assignments Sheets and requirements sheet
Clipboards
Pencils
Erasers
Storage box by each computer
Close Pins

<u>Post Review of Lesson</u>-*(Reflecting on the lesson how do I see the lessons outcome? Including student response and reaction)*

This lesson went well though some of the adaptations listed in this lesson plan are due to reworking through this years lesson. Trial and error this time around has caused me to refocus for next year. I have incorporated these changes for next year for the ELL learners. Examples of the changes are remembering that Worldbook online has a Spanish version of the States material that would help some of the students. At this point in the immersion program the language break down is 90/10 (English/Spanish) but over the years we have seen more Spanish speaking students come into the immersion program thus adjusting the 90/10 model format. I have included in this lesson plan examples of the English dominate projects from this year and then several projects done by ELL students. In looking back over the ELL students and the information I learned from this course (Classroom Instruction that works for the English Language Learners) I am more aware that I have several different levels of ELL students doing the project. Though our school does not make available to us as instructors the information that the Classroom Instruction book recommends in chapter 12 such as what level of English speaking students are currently at, how long they have been on the country, were they educated in their native country I was able to place several of the students into the second language acquisition chart in chapter 2 on page 15. Not all students as you can see by their work fit the defined model based on their project out comes. Next year doing this lesson again I would adjust my outcome goals for the ELL learner and work to develop a lesson based more on the second language acquisition chart on page 15. This would help me with students of all level. Examples would be of simple explanation of a US map with stars

marking the Capitol and what a Capitol represents in the US. Having students then locate their Capitol by pointing to the star in their state. I think I made to many assumptions on what students already came to my class with as prior knowledge. Where my out come of the PowerPoint was high other opportunities for strengthening vocabulary and understand in the research part of the unit were missed. I do believe the motivation factor as described in chapter 3 under combining language objectives with content objects was there with the learning of material in the library to move into the lab. I also think I did an okay job of learned in authentic context rather then in drill activities in the library but then once creating the PowerPoint it was more of a drill activity, though I believe that is how computer skills are best learned though repetition. With the changes planned for next year the ELL students will better learn in authentic context based on their level of language acquisition from page 15 chart. Using the information I learned in chapter 5 about making the focus of the lesson on what is important would help ELL students. They would learn more from the research that the English dominate students already know and understand. This year I think the ELL students answers were rote answers with no meaning. We worked this way in order to keep the ELL students up with their English speaking counterparts. Next year I would work to develop questions as a tool prior to the research and lab lesson to help students make connections with prior knowledge as well as understand what level of learning the ELL student is at which would be valuable to me. Working to remember to wait that 3 seconds has been something I have been working on as well and will continue to work on for all students. Often times it is easier to call on the first hand that goes up rather then wait for others to process and raise a hand for a response even with the English dominate student.

I also like the idea of cooperative learning projects for gathering information prior to a project like this one. Grouping English dominate students with ELL students would work well though I have had a hard time in the past seeing that the ELL student learns as the English speaking student dominates the work and often the ELL student seems comfortable with this process. I need to learn some way to have a checks and balances for this type of grouping as well as bringing out the information from the ELL student during this time of work.

I believe another area that I could work to improve is the positive reinforcement of the ELL students in my class. I find it frustrating to work with so many different level of English dominate student as well as ELL learners at one time in the computer lab. I could use the English dominate students to reinforce the praise needed to ELL students as a motivation though it would not be praise coming directly from me. The inability to get around to a class of 30 students at all the different levels in 45 min is a real challenge.

I really like the ideas of chapter 9 with the rubric for effort for both groups of my students and I would like to develop something of this nature for this unit and other units in the future. I think back on how with this project no homework was assigned to either group of students but I had one ELL student who went above and beyond any student I have had and did two pages of handwritten research on her own for her project. She deserves recognition for this feat when we return to school! She needs something more then the praise I already gave her for the work she did on her own. If I could do more of this type of thing in my class for the ELL students, they like their counter part, would know I do

like them indeed like them and care about them! This was a key concept in chapter 3 to the success of the ELL learner and really should not take more then a conscious effort on my part to reach across the barriers of language for my students.