**Preparation for ELL Paper**

This **descriptive paper** will demonstrate how you apply recommendations and strategies for students who are learning English suggested in required readings and class notes. You will use a typical lesson plan to integrate multicultural curriculum at a grade level and content area of your choice. As we study ELL instruction, you will critique and edit the lesson. Your paper will describe what differentiation you would recommend for an ELL student. Be specific, use examples, be creative, and use exact terminology to signal that you are well-read. Your paper should be no longer than 6 double-spaced pages. Attach the original lesson plan and your reading notes to your paper. Your paper can be organized as follows:

Rationale for your portfolio (prepared in class)

1. Header: title of lesson, grade levels, subject matter
2. Resources: what teacher material did you find? What will students need?
3. General explanation of the lesson and major concepts/ideas taught
4. Recommended differentiation to encourage talking, writing, reading, listening, and contributions from the ELLs
5. Language fluency and talk
6. Universal design
7. Multicultural curriculum
8. Questions and concerns about the lesson; limitations
9. The original lesson plan

**EDU 230 Adapted Lesson Plan Description Rubric**

**Writer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Peer Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Paper Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Original Lesson Plan is attached \_\_\_\_\_**

**Independent Study? Yes No**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Level 2** | **Level 3 or B** | **On Target!** | **Level 4 or A** |
| **Key Concepts, Objectives, Content** |  | Some teacher and student activities focus on content or key concepts. |  | All teacher and student activities focus on content or key concepts. |
| **Description** |  | Directions for the teacher are explicit. |  | Description of the lesson revisions is interesting and engaging; specific strategies are named |
| **Differentiation** |  | Lesson and notes indicate application s for language acquisition, oral language, academic language, and grade level content |  | The use of language strategies strengthens the lesson for all students; ELLs must to contribute to the lesson; strategies are explained in terms of how or why |
| **Creativity** |  | Lesson revisions are creative |  | Cool ideas encourage all students to exercise their intelligence—how they are bright |

Strategies named: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Example of Paper**

INTASC 3: Differentiated Instruction for Diverse Learners

Course: EDU 230

Date: 5/19/13

Artifact: The Basics and Diversity of Photography, EL Lesson Plan Revision

This lesson plan revision is designed to teach EL and general education students about the basics of photography and diversity of photography. I found the lesson plan on Corvallis High School’s website; however, I edited it to remove the focus on importance of photography in newspapers to make it have a focus on diversity and the basics. This lesson plan is for an grade level in high school for students who have not taken an introductory photography class before.

This lesson plan revision shows that I am aware of diverse learners’ specific needs. It shows that I know how to revise lesson plans to meet the needs of every individual student, especially EL students.

I want to help my students understand that everyone learns differently. By making sure that all students, especially EL students, understand all vocabulary shows I am aware of second language inclusion. Small groups, which the will meet as a big group as well, will help build a community environment in the classroom. This way students can respect each other individually and as a whole class. By learning about the diversity of photography, students will also learn to respect other cultures and their history.

EDU 230

5/16/13

Joyce Imel

The Basics and Diversity of Photography

Photography is a universal art medium that allows people to communicate their feelings, beliefs, and culture. It is important to teach the art of photography to show students that there are many forms of expression. It is also important for students to learn the art of photography to embrace diversity.

Photography is a great art medium to incorporate multicultural education because photographs are taken all over the world in different states, countries, and cultures. This creates topics in the classroom to discuss different cultures and the importance of photography in each. It also brings up the topic of viewers’ having different perspectives. This lesson will helps students learn about the aesthetics and different meanings of photographs. It will also encourage students to respect other cultures by learning more about them through visuals. Students will learn that photography is more than taking pictures.

This lesson plan is designed for all students in any grade levels in high school that have not taken a photography course before. There will be a stress on specific to photography and difficult vocabulary to make sure all English Learners (EL) students understand the terminology and the whole lesson. There will be new vocabulary for general education students as well; therefore, EL students will not feel singled out. Students will work in groups with similar qualities and ways of learning that are pre-arranged by the teacher. This will help EL students feel more comfortable in expressing their opinions because they will be amongst a small audience and students familiar with their culture, language, or ways of learning. All students will then reconvene and talk as a whole class and share their opinions with a more diverse audience to learn from each other. All students will be required to talk in their small groups and as a class for a grade. This means students are not only encouraged to talk, but they are instructed to in order to complete the activity successfully.

Photographs will not be chosen at random, but carefully selected to show different cultures and diversity. Culture and diversity will be seen through subject matter and location of each photograph. The teacher will have pre-picked these photographs with current students’ cultures and diversity enrolled in the class in mind. This will allow EL students to connect more and answer display questions easier because they are familiar with the content of the photographs. General education students will learn more and respect diversity and other cultures through the multicultural choice of photographs that will be analyzed during the lesson. All students in this course will learn about different cultures in order to respect diversity in the classroom and the real world.

During small group and whole class discussion about the group of photographs, students will participate in a Find the Difference game as the chapter on “Classroom Talk” suggests. This game will help students identify the different culture, aesthetics, and elements of each photograph. This will also help each student gain respect for diversity by clearly stating the differences in small parts. This game reflects ideas of universal design because all students will have accessibility to participating in this game because they will have had thorough review of each photograph's aesthetic and cultural aspects.

Once the aesthetic qualities have been reviewed for each photo, students will regroup into their beginning groups to critique each photograph on its own level of success on conveying a feeling to the viewer. After small group discussion, the class as whole will come together and each group will share a few comments on their positive or negative criticisms for each photograph. This will be required for a grade as well, which will help increase fluency and talk for EL students and help general education students respect how EL students learn. This process demonstrates message redundancy because students discuss criticism and diversity in small groups and as a whole class which will increase comprehension of photography for EL students.

The teacher will stress that the purpose of learning about diversity is not to disregard or bash the white culture, but to broaden student’s understanding and knowledge of history through learning about multiple cultures. This multicultural curricula is designed to create a fair lesson that is also historically accurate. Although some students’ perspectives may be crossed and the truth of them argued, the teacher will clarify that everyone has different opinions and views and all students need to keep that in mind before their judge another students’ comment.

The teacher and the students need to be sensitive, fair, accurate and respectful when learning about different cultures. Although artwork is subjective, criticism follows guidelines that make sure students do not say that a photograph or a students’ comment is “wrong”. There is no right or wrong in art, only opinions. Therefore, all appropriate perspectives and views are accepted in the classroom.

EL students may have a hard time feeling like a part of the classroom community due to the small groups of students paired together based on similar cultures, language, or ways of learning. However, once the students come back to the class as a whole, they should not feel limited in what they can say. This lesson should not limit EL students to feeling as though their comments are lower quality than anyone else. All vocabulary and chosen photographs will be thoroughly explained and analyzed for each EL and general education student to feel confident enough to comment on in the class as a whole. EL students should feel empowered during this lesson because photographs will be chosen with their culture and diversity in mind. The small group and whole class discussion should also make the EL students feel more comfortable in the course.

The lesson plan was altered from a focus on the purpose of photographs in newspapers to a focus on diversity found in photography. EL students and general education students have the same expectations except EL students will be offered a longer time to discuss photographs and learn vocabulary. This lesson will show EL students that they are respected just as much as general education students which will create a stronger sense of community in the classroom.

[REVISED]

The Basics of Photography

Jennifer Rinterknecht of Corvallis High School in Corvallis, Ore.

Jennifer RinterknechtCorvallis High SchoolCorvallis, Ore.

Title: A Basic Photography Lesson

Overview: Photography is key to capture a moment or feeling or expression. Too often, photos are overlooked as just pictures. This lesson will teach students the importance of photography in specific cultures, how photographs embrace diversity, good photo taking skills, and the appreciation of photo aesthetics. This lesson will take one 90 block. In addition students will work on the assessment pieces over the course of the next five months as well as the whole year.

Goals:

* Students will understand the aesthetics of photography
* Students will be able to analyze the qualities of a given photo
* Students will understand that photographs can represent different cultures and an be taken anywhere
* Students will understand that many different cultures and countries taken photographs
* Students will learn to respect other cultures
* Students will be able to recognize an authentic photograph
* Students will learn how to critique photographs

Essential Questions:

* Why is photography important?
* What are the qualities of a good photo?
* How does one take a good photo?
* What cultures have used photography?
* Can you take photographs to represent a culture?
* Can you embrace diversity in photographs?

Before Activity:

* Find out the cultures and ethnicities of students in the classroom
* Find photographs from the cultures and ethnicities of students in the classroom

Activity:

* Warm up:
  + Show student three sets of pictures (from the cultures and ethnicities of students in the classroom) and ask them to choose which photos they like better.
  + Talk about why they like one set of pictures better than the other.
  + Students at this time may start talking about things like detail, closeness, intrigue. Steer them away from talking about a photo's content and toward talking about qualities of the photo itself.
  + Tell students facts about photographs: artist, subject, state/country taken
  + Ask all students if there was any vocabulary in the warm-up that they did not understand; if yes, explain them. (in small groups, and as a whole class)
* Main lesson
  + Write the elements of photos on the board and have students take notes on brief definitions.
    - disturbance
    - proximity
    - vantage point
    - sense of place
    - ambiguity
  + Show photos from different countries and cultures that demonstrate these qualities.
  + Show photos that don't demonstrate these qualities and talk about the difference between the photographs.
  + Discuss why photos are important in different cultures. Who looks at photos and why? (in small groups, and as a whole class)
  + Discuss how each photo embraces diversity.
  + Conduct “Find the Difference” game to review diversity and aesthetics in photographs (in small groups, and as a whole class)

[ORIGINAL]

The Basics of Photography

Jennifer Rinterknecht of Corvallis High School in Corvallis, Ore.

Jennifer RinterknechtCorvallis High SchoolCorvallis, Ore.

Title: A Basic Photography Lesson

Overview: Photography is key to getting readers to engage with a publication. Too often in student journalism photos are overlooked as space fillers. This lesson will teach students the importance of photography as an entry into the news, good photo taking skills, and the appreciation of photo aesthetics. This lesson will take one 90 block. In addition students will work on the assessment pieces over the course of the next five months as well as the whole year.

Goals:

* Students will understand the aesthetics of photography
* Students will be able to take photos that demonstrate their understanding of aesthetics
* Students will be able to take photos that convey a message or tell a story
* Students will be able to analyze the qualities of a given photo
* Students will value photography as an essential part of the newspaper

Essential Questions:

* Why is photography important?
* What are the qualities of a good photo?
* How does one take a good photo?
* Why are photos important in newspapers?

Activity:

* Warm up:
  + Show student three sets of pictures and ask them to choose which photos they like better.
  + Talk about why they like one set of pictures better than the other.
  + Students at this time may start talking about things like detail, closeness, intrigue. Steer them away from talking about a photo's content and toward talking about qualities of the photo itself.
* Main lesson
  + Write the "Rosetta Stone" of photos on the board and have students take notes on brief definitions.
    - disturbance
    - proximity
    - vantage point
    - sense of place
    - ambiguity
  + Show photos that demonstrate these qualities.
  + Show photos that don't demonstrate these qualities and talk about the difference to a reader of a paper.
    - Which photo will draw them in?
    - Talk about the anchor of a photo.
  + Discuss why photos are important in newspapers. Who looks at photos and why? Talk about them as entry points.
  + Look at some front pages: The New York Times. USA Today, your local newspaper, a local metro newspaper and perhaps a paper students aren't likely to see often (look at the Newseum's [daily front page display](http://www.newseum.org/todaysfrontpages/) for ideas on these).
  + When are students drawn into these photos? What qualities do these front page photos possess?

Assigment:

* As a part of each student's portfolio of work for the year, they will collect photos that they have found or that they have taken. These photos will be pasted into a scrap book with a short commentary as to why each was saved. Mention of the Rosetta Stone qualities is required.
* With a digital camera (a students own or the school's) students must take five photos over the course of the next five months. Each photo must demonstrate an understanding of one of the five qualities of a good photo. These photos will be printed and then displayed on the bulletin board with a short paragraph commentary by the photographer as to what he or she was trying to do in the photo. Each photo is worth 25 points and will be evaluated based on its success as demonstration of understanding. Photo due dates are variable but each student must do one a month.

Recommended Reading and Sources:

* For examples of good photography look at photo books by Irwin Penn, Bruce Davidson. Alfried Steiglitz, Ansel Adams and Dorothea Lang.
* The New York Times, Los Angeles Times and The Washington Post are noted for their strong photos.
* "Chameleon with Camera" by Dennis Darling