

Angela Pieniaszek

MEDT6401

3.6 Addressing Diversity with Technology

Part A: Scenario 3

Serena's primary language is Spanish and she is struggling with the readings from the assigned textbook for your class. Realizing that Serena needs audio-visual enriched materials to supplement the textbook, you locate several technology-related resources.

Part B: Adaptive Technologies for ESL students

<http://owl.english.purdue.edu/owl/resource/733/01/>

Has many worksheets and explanations for grammar and mechanics for ESL students, as well as podcasts on writing topics.

<http://www.internetpolyglot.com/>

Has games and a video tutorial for vocabulary in many languages.

<http://www.podcastsinenglish.com/index.shtml>

Has podcasts on many topics including current events and grammar for ELL students.

http://www.everythingsl.net/in-services/graphic_organizers.php

Graphic organizers for ELL students (or any student!).

Part C

The technologies I have chosen to use to help Serena with her English comprehension are podcasts and graphic organizers. I chose these two technologies because the podcasts will help her get extra support for her English comprehension, and graphic organizers because having a graphic chart or guide to help her decipher text would help her visualize the information, and give her reference sheets to build on as she moves through the class.

Lesson plan below...

Sample Lesson Plan

Theme	Reading a Novel
Subject	Reading/Language Arts Grade 6
Grade	6-8 (could be adapted to any age)

Objectives

Students will:

Read an grade appropriate novel

Discuss and write about themes in the novel

Identify important characters in the novel

Materials

Ipods (most students have them, perhaps a class set for those who do not.) And/Or computers with internet access.

Graphic organizers

Pencils

Papers

Novels

Procedure

Teacher will record a podcast of the novel being read out loud.

Teacher will present the students with a graphic organizer.

Teacher will fill in parts of the graphic organizer for questions the students need to answer.

Teacher will monitor student progress throughout the lesson.

Activity

- Students listen to the podcast and follow along with the text. They do this individually so the teacher can clarify if students are confused about something, or if students would like to listen to things more than once.
- Teacher gives the students a blank concept map and then projects a concept map in the front of the room.
- The students are discussing characters. The teacher would fill in the theme for the student to copy of the projected master map.
- The projected map would also have questions in certain areas. Using their podcast, the text, and a collaborative partner, students fill in and answer questions about the characters (such as their name, where they live, or whatever the question calls for.)
- Students would turn in their maps for teachers to review. Students can use their maps as they work through the novel to help them identify and recall important information about characters.

