

LA 1.5: Considering Concepts as Tools

Making Comparisons between Literal and Conceptual Tools

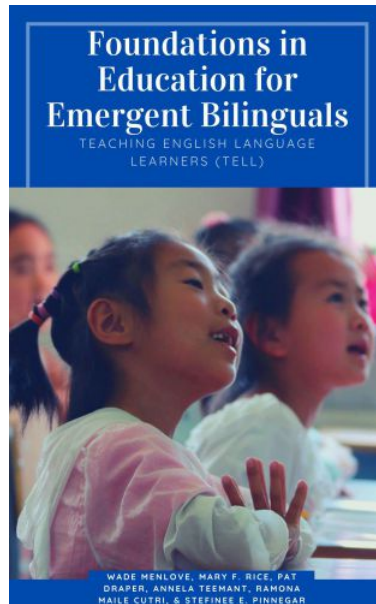


| Learning Outcome | Pedagogical Intent | Student Position |
|---|--|---|
| <p>Demonstrate how culture affects language development and academic achievement.</p> <p>Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.</p> <p>Assessment: 25 pts.</p> <p>TA: 30 Minutes</p> | <p>Teachers use their understanding of Inclusive Pedagogy as a guide to begin their work to engage EL learners so they can fully participate in class with access to the materials.</p> | <p>Students have been introduced to the Inclusive Pedagogy framework and the five characteristics. They are now ready to conceptualize their understanding thus far using analogy.</p> |

Instructions

1. The teacher will provide a tool box with a number of basic tools (crescent wrench, needle nose pliers, file, hammer, tape measure, putty knife, hack saw, Philips screw driver, vise grips, etc.)
2. Divide the class into groups of 2.
3. Each group will choose from the tool box one of the tools that they are familiar with.
4. Each group will discuss the following.
 - a. What is the name of the tool

- b. What is the purpose or use of the tool
 - c. How can this tool be compared to teaching English Learners
5. Each group will present their analogy to the class, making sure that each member of the group participates. For example: one member of the group talks about the tool's name and practical uses while the second member talks about the analogy to teaching.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education