

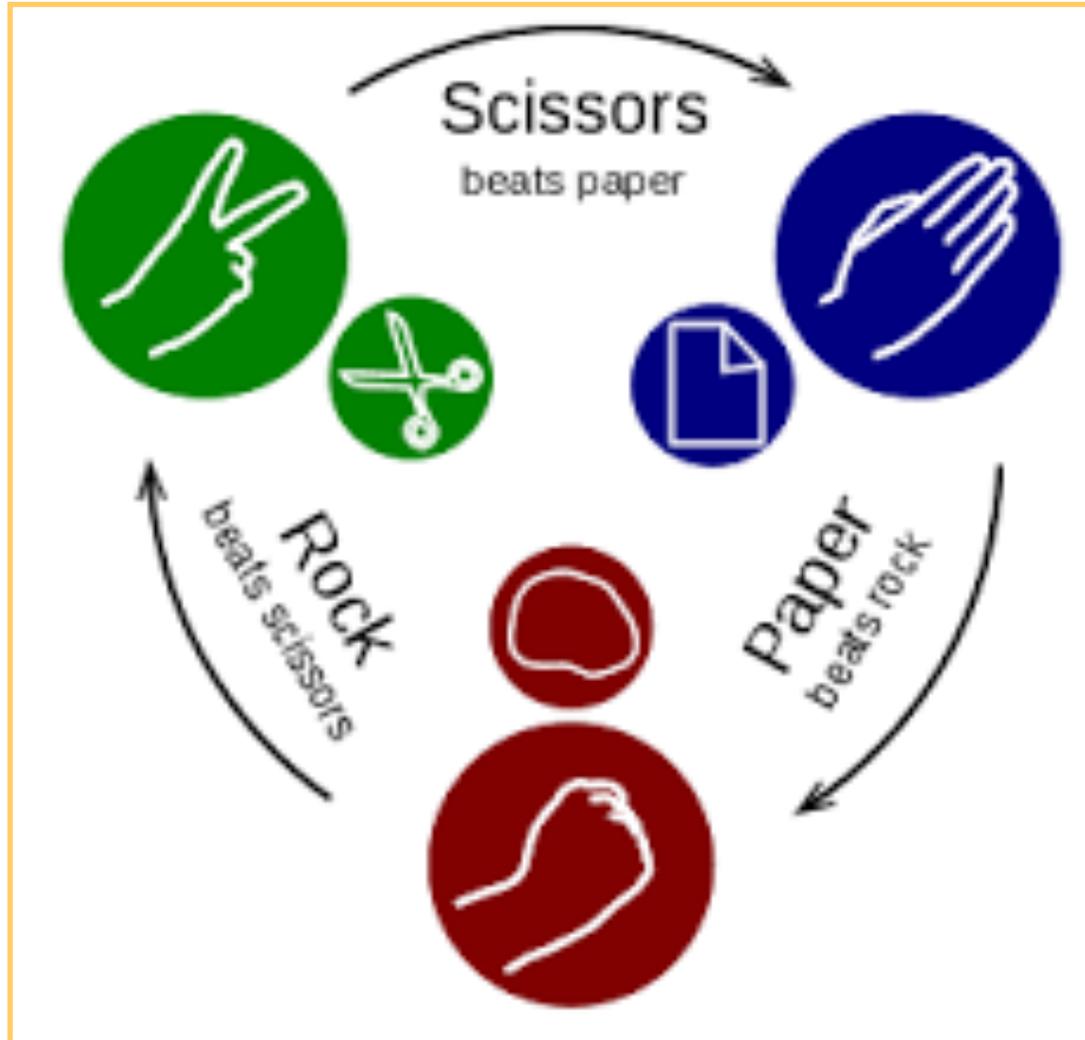


INTEGRATE ENGLISH LANGUAGE LEARNERS LIKE A CHAMP PART 2



PATERSON CHARTER SCHOOL OF SCIENCE AND TECHNOLOGY - OCTOBER, 2018

DO YOU KNOW HOW TO PLAY ROCK/PAPER/SCISSOR?



**TOURNAMENT
ON!**

*“You will find the future wherever
people are having the most fun.”
Steven Johnson, Wonderland*

ROCK-PAPER-SCISSOR TOURNAMENT



1. TURN TO A NEIGHBOR, MAKE EYE CONTACT, INTRODUCE YOURSELF, AND DO THREE ROUNDS OF ROCK-PAPER-SCISSORS.
2. WHEN THE WINNER IS ESTABLISHED, THE PERSON THEY DEFEAT BECOMES THEIR BIGGEST CHEERLEADER.
3. THE WINNER, ALONG WITH THE CHEERLEADER, WILL FIND ANOTHER WINNER/CHEERLEADER PAIR, INTRODUCE THEMSELVES, AND COMPETE AGAIN.
4. THE NEW WINNER GAINS THE LOSER AND THEIR CHEERLEADER AS THEIR PERSONAL CHEERING SECTION.
5. REPEAT UNTIL THERE ARE TWO PEOPLE LEFT AND HAVE THEM COMPETE AT THE FRONT OF THE ROOM, WITH THEIR CHEERING SECTION BEHIND THEM.



f o c u s

COURSE EXPECTATIONS

- BE PRESENT
- BE OPEN
- BE RESPECTFUL
- BE AWESOME



TODAY'S AGENDA

1. MEMORY JOG THROUGH OUR LAST CLASS
2. ENGAGE IN COOPERATIVE LEARNING STRUCTURES
3. BUILD COMMUNITIES OF LEARNERS
4. INTRODUCE THE SUSANA SEIS (SHELTERED ENGLISH INSTRUCTIONAL SCAFFOLDS)
5. EXPLORE METHODS FOR TEACHING ACADEMIC VOCABULARY
 - A) WORD WALLS
 - B) STUDENT DICTIONARIES
 - C) VOCABULARY TRIANGLES
 - D) FRAYER MODELS
 - E) CONCEPT MAPS
6. BE DIFFERENT



MEMORY JOGGER OF PART 1: WHO ARE MY ELLS?



PRIOR KNOWLEDGE

METACOGNITION

COMMUNITY

THE GOLDEN RULE OF TEACHING

K now

Y our

S tudents

ALL ELLS ARE NOT THE SAME

English Language Learners come to our public schools with vastly different backgrounds.

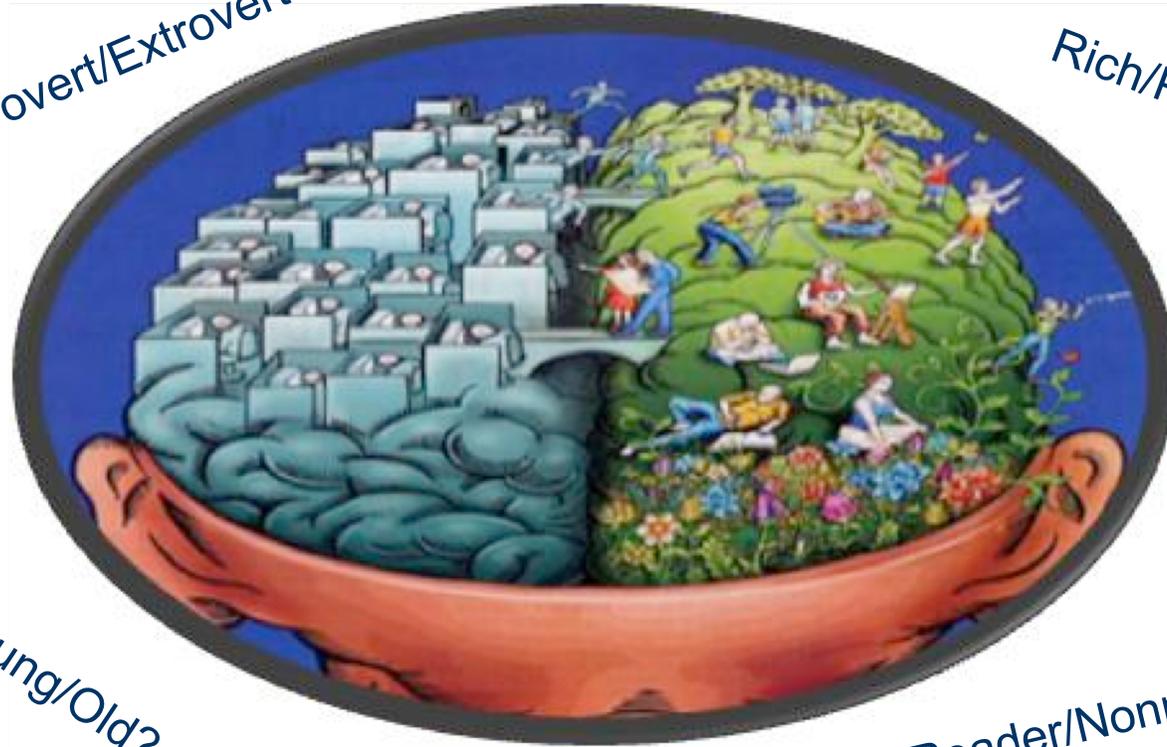
1. Newly arrived students with adequate formal schooling;
2. Newly arrived students with limited formal schooling (SLIFE);
3. Students exposed to two languages simultaneously; (2/3 of ELLS are born in the US)
4. Long term English-language learners.



FACTORS AFFECTING SECOND LANGUAGE ACQUISITION

Introvert/Extrovert?

Rich/Poor?



Young/Old?

Reader/Nonreader?

"Write like your fingers are on fire."
- Kathi APPelt



Culture Shock

Honeymoon Phase

The culture is new and exciting; their dreams and expectations about the future seem to be coming true.

1

Rejection Phase

The realities of life (housing, employment, and family) can become overwhelming. Many things do not go according to plan, and refugees may feel misunderstood.

2

3

Regression Phase

In order to deal with the stressful changes, a refugee may only try to surround himself with people of their own culture.

Reverse Culture Shock

A person may become so accustomed to their new culture that they would exhibit culture shock if they returned to the home country.

4

Recovery Phase

If a person can work through the regression phase, they may be able to accept and feel accepted by American culture.

5



★ Rockstar Group Work ★

Looks Like

- * All eyes are on the task.
- * Everyone is sitting up or leaning in.
- * Group mates are facing one another.
- * One mouth moves at a time.
- * Hands are busy with the task.

Sounds Like

- * One voice is speaking at a time.
- * We are using a gentle tone of voice.
- * Lots of questions are being asked.
- * All voices get a turn.
- * All voices get to finish their sentences.

YOUR TAKEAWAY AND WHY

Talking Chips



Purpose: To give everyone in your group a chance to share.

Question: How can you get involved or influence the government?

1. Each person in your group gets ONE/TWO chip(s).
2. To begin sharing your idea you put your chip in the middle of the table.
3. It is now your turn to talk and everyone else is listening to you. (eyes on the speaker)
4. When you're done, someone else puts their chip in the middle and it is their turn to talk.

*If you absolutely cannot think of anything to say and you still have a chip you should repeat what someone else said.

Don't forget to assign a timekeeper and a potential speaker!

You have 7 minutes!

SECOND LANGUAGE ACQUISITION



Expert learners take notes!

THE COMPREHENSIBLE INPUT HYPOTHESIS

- We acquire language only when we receive comprehensible input
- We must move from i to $i+1$
- The i represents the language, context and knowledge we currently possess
- The $+1$ represents new knowledge or language structures

I don't mean to be sesquipedalian, but did you purchase the echinated animal before defenestrating it? Ouch!



THE AFFECTIVE FILTER HYPOTHESIS

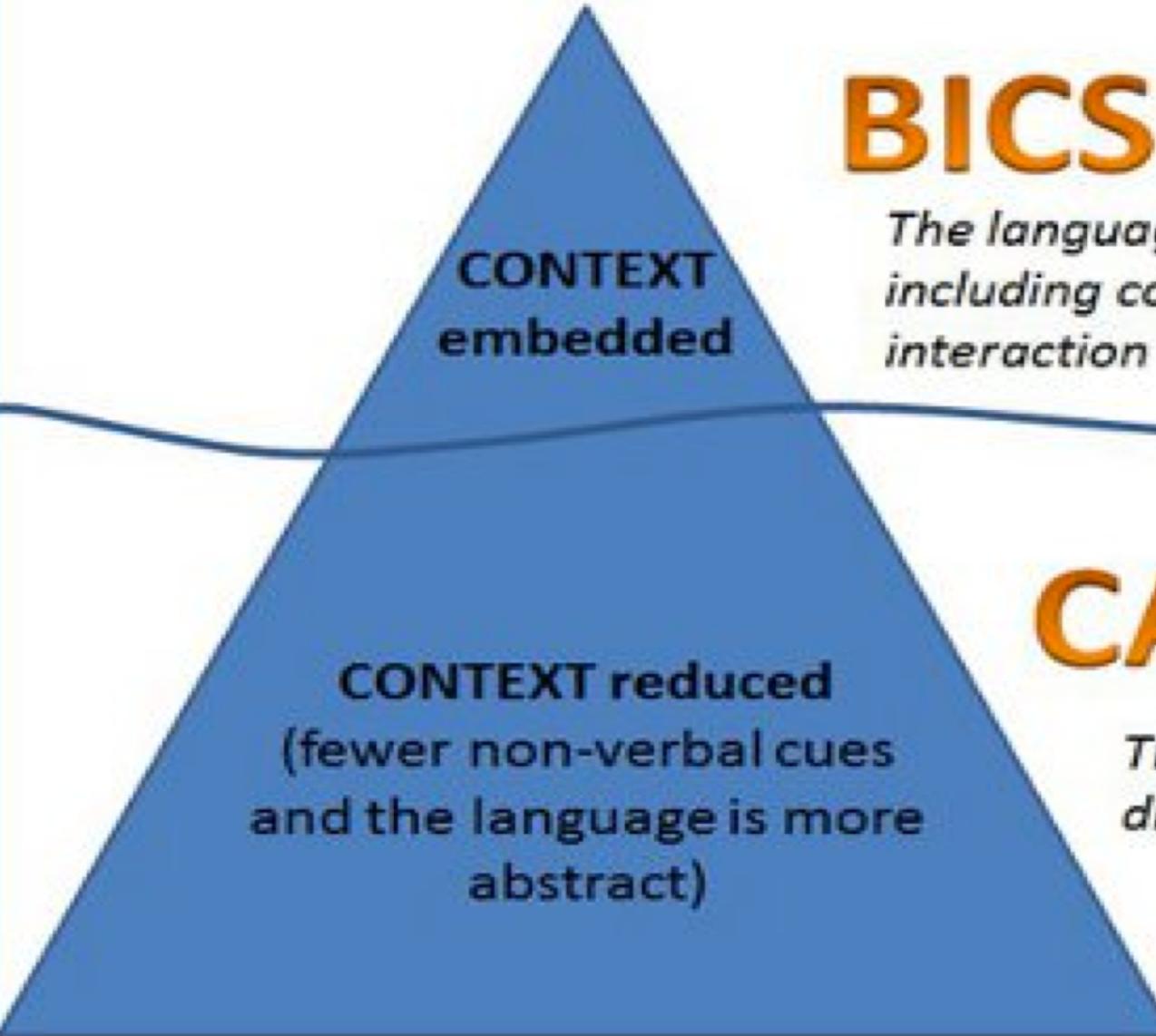
Certain affects may 'raise' the affective filter, resulting in a mental block

- Low motivation
- Poor self-confidence
- High anxiety

and prevent the acquisition of comprehensible input.



Cummins' Iceberg Theory



CONTEXT
embedded

BICS Basic Interpersonal
Communication Skills

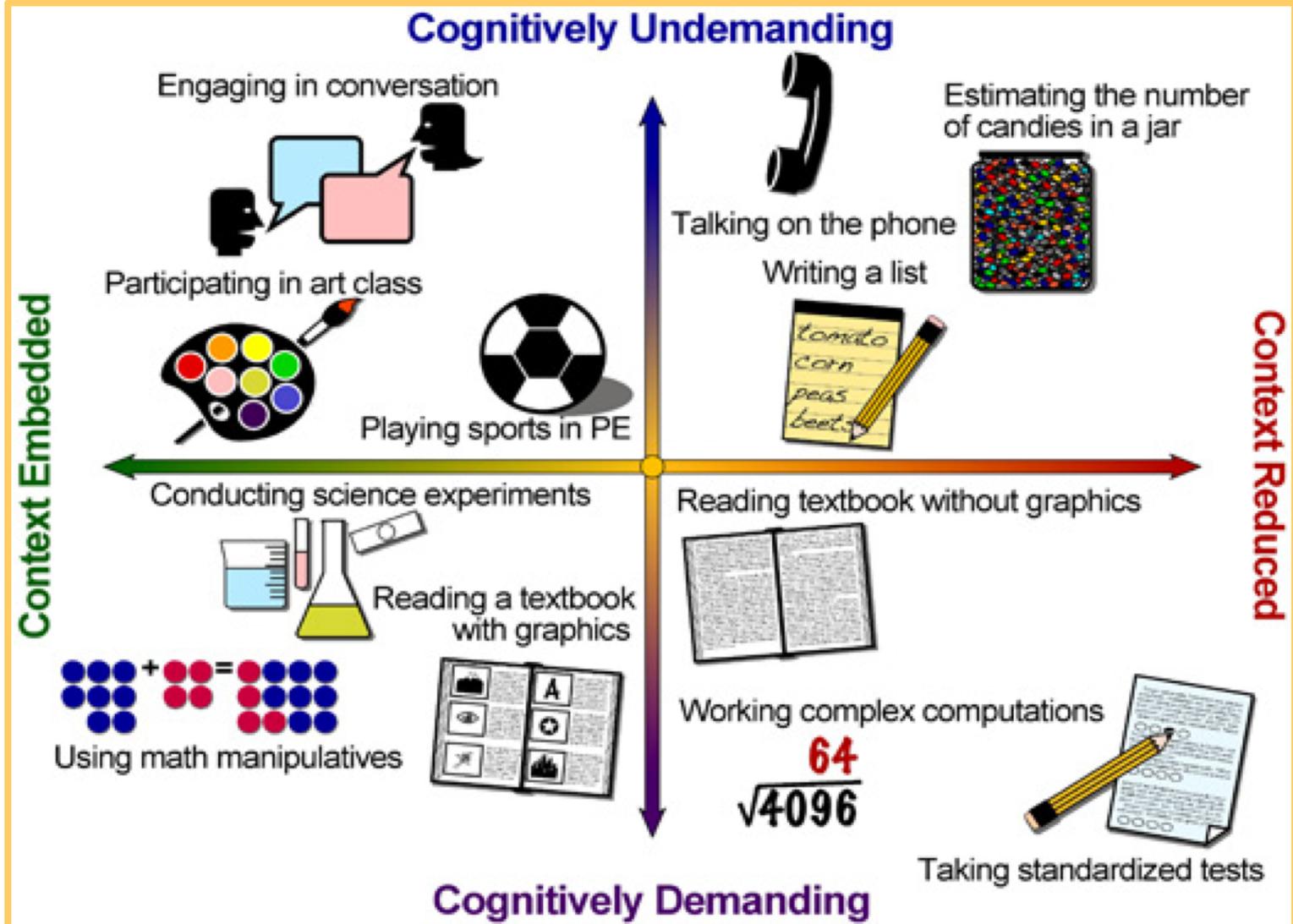
*The language necessary for day to day living,
including conversations with friends, informal
interaction*

CONTEXT reduced
(fewer non-verbal cues
and the language is more
abstract)

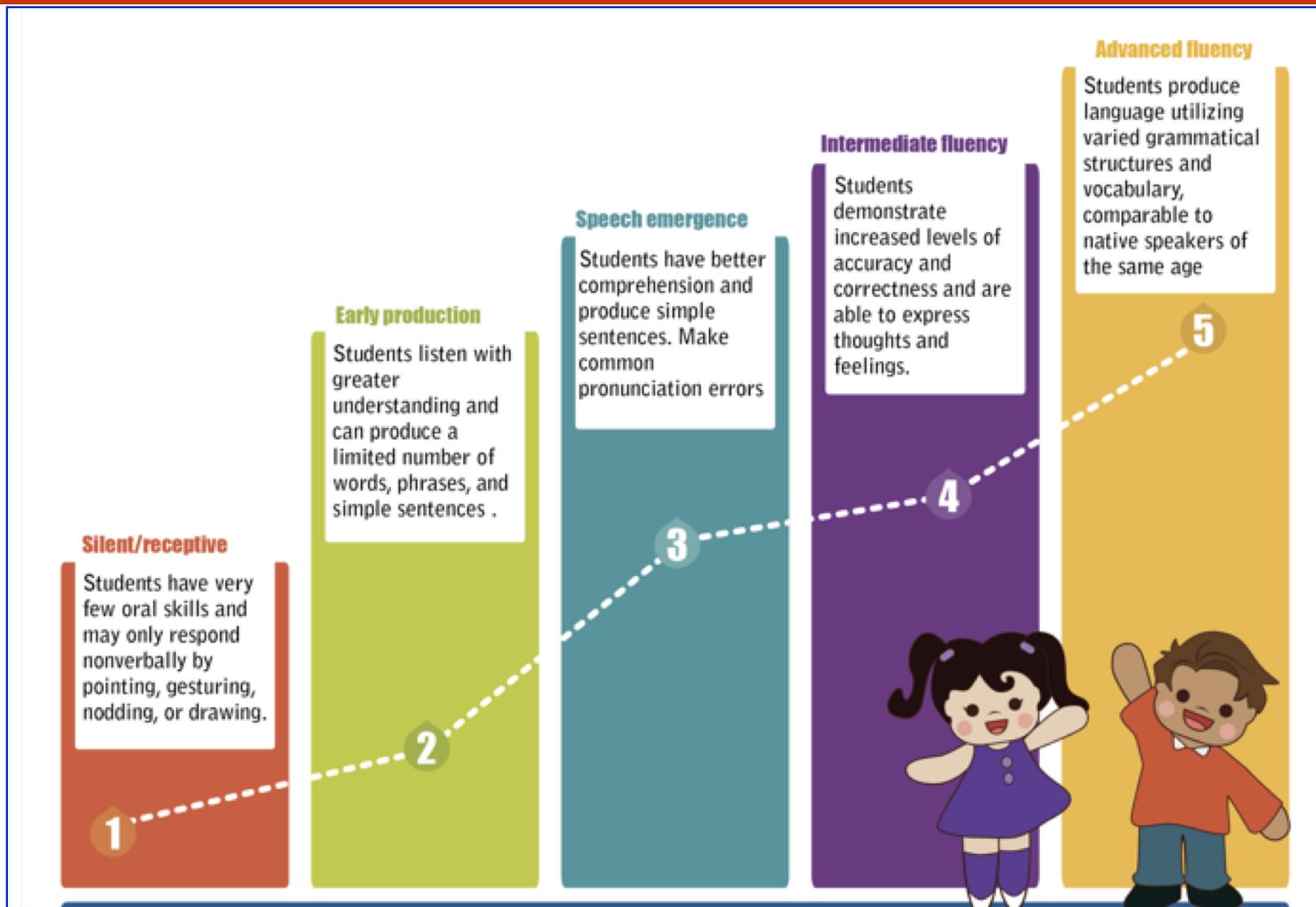
CALP Cognitive Academic
Language Proficiency

*The language necessary to understand and
discuss content in the classroom*

JIM CUMMINS MODEL OF ACADEMIC LANGUAGE



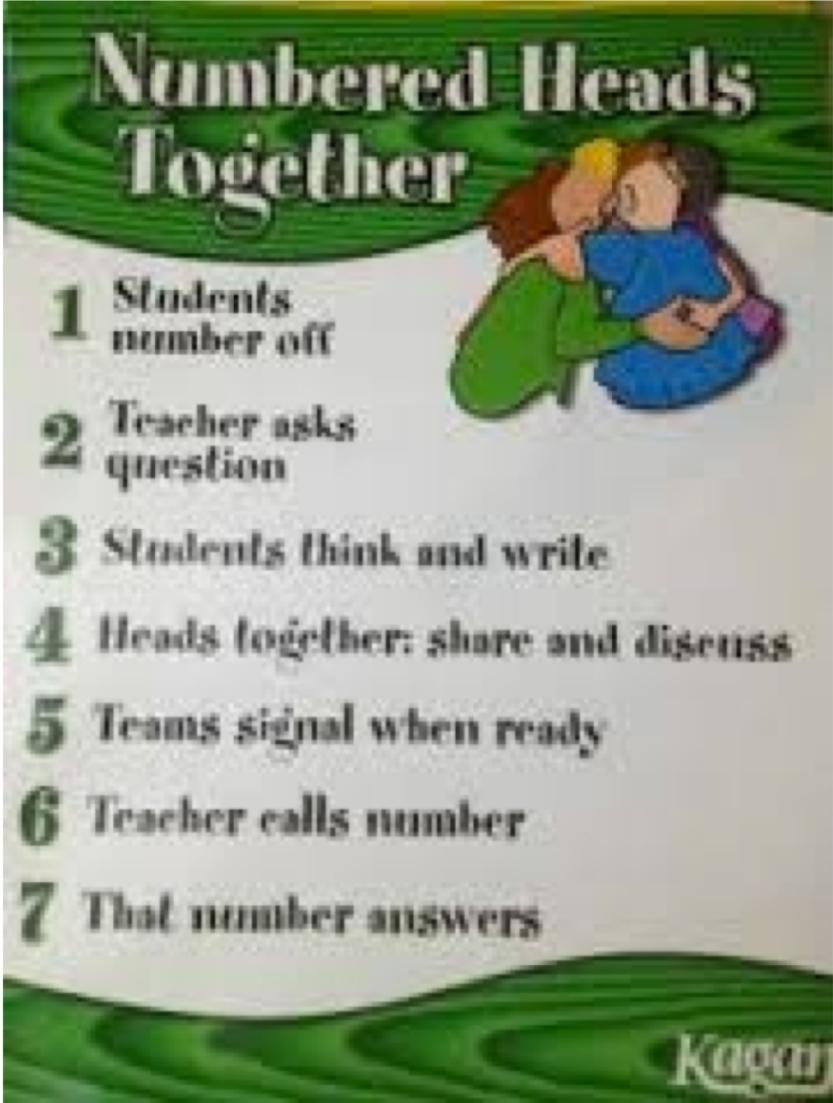
5 STAGES OF LANGUAGE ACQUISITION



ESL
teacher
=
BFF

I ♥
MY BFF

YOUR TAKEAWAY AND WHY



Numbered Heads Together

- 1** Students number off
- 2** Teacher asks question
- 3** Students think and write
- 4** Heads together: share and discuss
- 5** Teams signal when ready
- 6** Teacher calls number
- 7** That number answers

Kagan

The image shows the cover of the book 'Numbered Heads Together' by Kagan. The title is written in a large, white, serif font against a green, wavy background. Below the title is an illustration of two children, a girl with brown hair and a boy with dark hair, sitting on the floor and talking. The steps of the strategy are listed in a numbered list on the left side of the cover. The author's name, 'Kagan', is at the bottom right.

Don't forget to
assign a
timekeeper!

You have 7 minutes!

SHELTERED INSTRUCTION OBSERVATION PROTOCOL

1. Lesson Preparation
2. Building Background
3. **Comprehensible Input**
4. Strategies
5. Interaction
6. Practice
7. Lesson Delivery
8. Assessment

Strategic and thoughtful framework designed for learners to access content while acquiring the English language.

COMPREHENSIBLE INPUT

Speech appropriate for students' proficiency levels

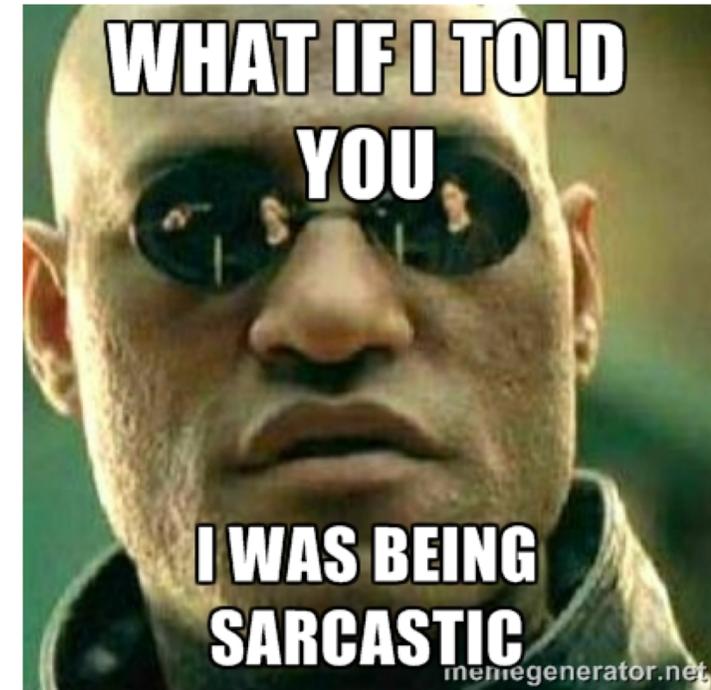
Clear explanation of academic tasks

Variety of techniques used to make content concepts clear

'Cultural perspectives considered'

APPROPRIATE SPEECH

- **Rate:** Does...talking...really...slowly...help?
- **Enunciation:** Whadja do yeserdy?
- **Complexity of Speech:** When he blew his top at the gala, he projected an echinated object into the frenzied crowd.
- **Sarcasm:** Of course you know the answer.



CLEAR EXPLANATION OF ACADEMIC TASKS

Using a Protractor

1. Find the vertex and place the baseline of the protractor on it
2. Decide whether the angle is a right angle, acute angle, or obtuse angle
3. Follow the ray that lines up with a number on the protractor
4. If it is a right angle, the measurement will always be 90°
If it is an acute angle, the measurement will always be less than 90°
If it is an obtuse angle, the measurement will always be greater than 90°

Answer and don't symbol!

Counting By the Handful!

1. Take a mat.



2. Lay cubes on the mat.



3. Count all the cubes.



4. Write the total.



5. Repeat.

Plan it



Write it

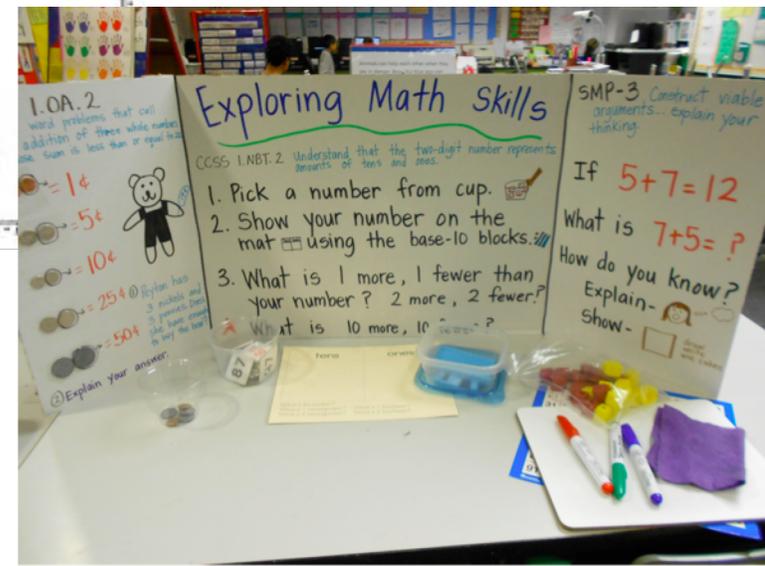


Check it



Ten Essential Steps

1. Understand the topic
2. Brainstorm ideas
3. Organize the best ideas into an outline
4. Introduction paragraph - hook, explanation & thesis
5. Body paragraphs - topic sentences
6. Body paragraphs - explanations, examples & transitions
7. Conclusion - restatement of thesis & exiting sentence
8. Check the parts - Are they all there?
9. Check the ideas - Do they stick to the topic?
10. Check the text - Is it accurate? Is it effective?



VARIETY OF TECHNIQUES USED TO MAKE CONTENT CONCEPTS CLEAR

- Model the task
- Preview the material
- Provide a fill-in-the-blank outline
- Word walls
- Use manipulatives
- Show an example of a completed project
- Hands on activities
- Learn the Six C's of motivation
- Use facial expressions and body language
- Realia
- Graphic organizers
- Highlight key words AND teach them in ADVANCE!
- Do Numbered Heads for accountability and clarity
- And last, but not least, model the task!



CULTURAL PERSPECTIVES CONSIDERED

- Task vs. relationship oriented
- Individually vs. collectively oriented
- Egalitarian vs. status oriented

Respect creates motivation!

WATCH YOUR **THOUGHTS**,
FOR THEY BECOME **WORDS**.
WATCH YOUR **WORDS**,
FOR THEY BECOME **ACTIONS**.
WATCH YOUR **ACTIONS**,
FOR THEY BECOME **HABITS**.
WATCH YOUR **HABITS**,
FOR THEY BECOME **CHARACTER**.
WATCH YOUR **CHARACTER**,
FOR IT BECOMES YOUR **DESTINY**.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL

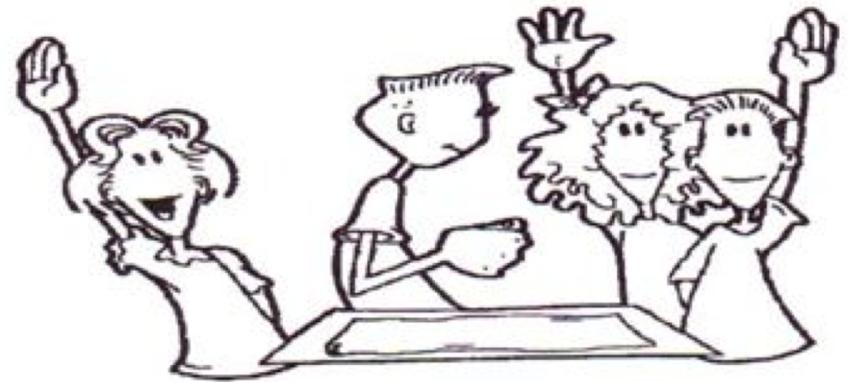
1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice
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8. Assessment



YOUR TAKEAWAY

One Stray

One teammate “strays” from his or her team to a new team to share or gather information.



STEPS

- 1** A number is randomly called and that student from each team stands up. The remaining three teammates remain seated but raise their hands.
- 2** Teacher calls, “Stray.”
- 3** Standing students stray to a team that has their hands up.
- 4** Teams lower their hands when a new member joins them.
- 5** Students work in their teams to share or gather information.

Optional: Students return to their original teams to share what they learned when they strayed.

WHY WE DID WHAT WE DID

- WE EXPLORED THREE COOPERATIVE LEARNING STRUCTURES
- REFLECTIONS WERE MADE ACROSS GRADES AND DISCIPLINES
- WE BUILT COMMUNITY
- WE MADE ROOM FOR A DIVERSITY OF LEARNERS
- WE WALKED THE TALK



In the end,
it's not the talk
but the walk
that matters.

CAUSE FOR PAUSE AND THEN LET IT SIT

<https://www.youtube.com/watch?v=D6HUv2eFdLg#action=share>

"Write like your
fingers are on fire."
- Kathi Appelt

INSTRUCTIONAL SCAFFOLDS

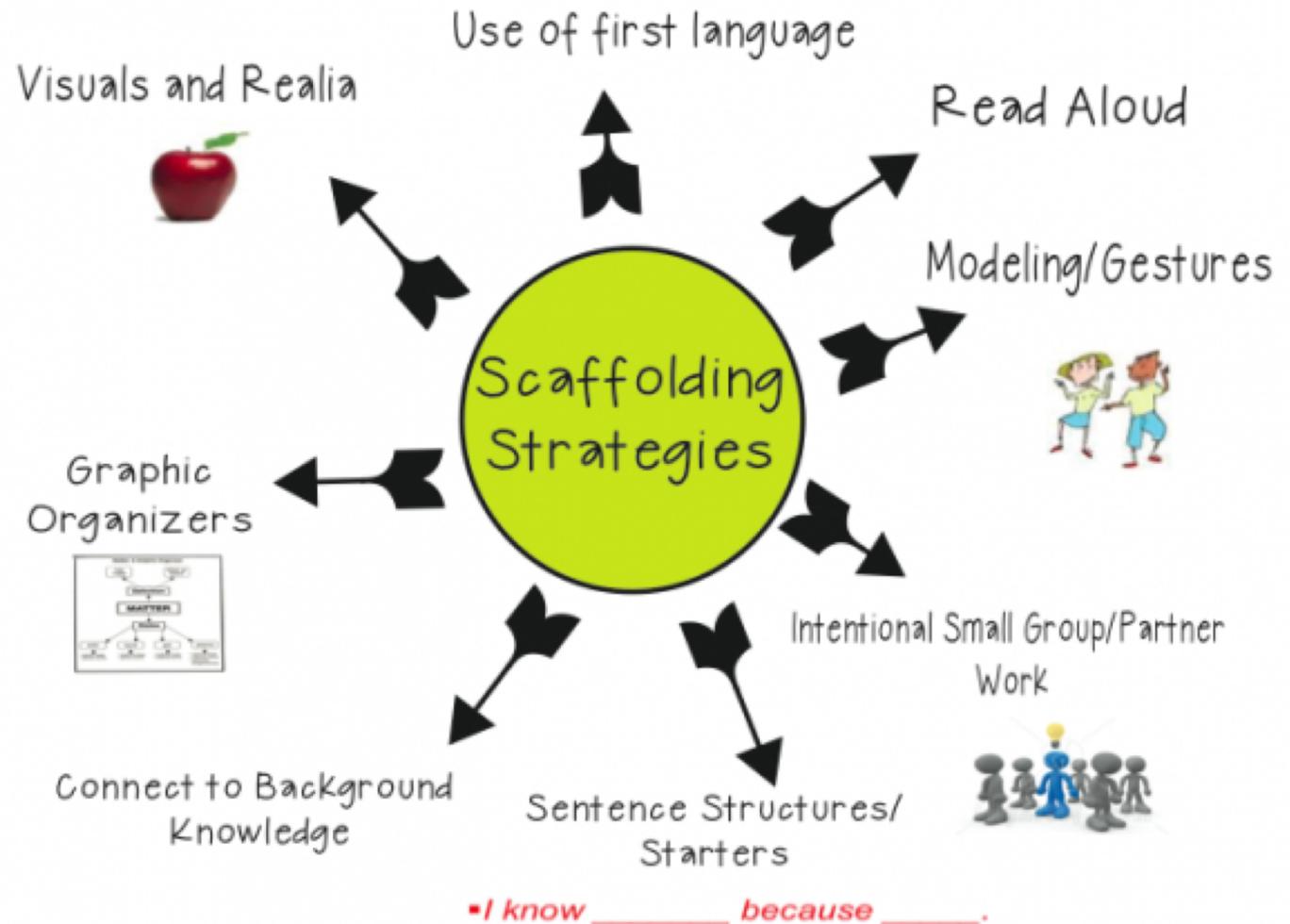
What are “scaffolds”?

- In education, “scaffolds” are support structures that teachers design to get students to the next stage or level.



BIE

WWW.BIE.ORG



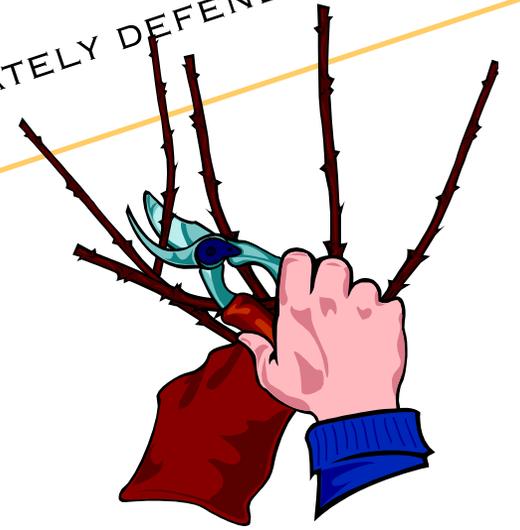
INSTRUCTIONAL SCAFFOLDS FOR ELLS (SUSANA SEIS)

1. **TEACH ACADEMIC VOCABULARY**
2. **BUILD BACKGROUND KNOWLEDGE**
3. **INTEGRATE ORAL AND WRITTEN LANGUAGE INTO CONTENT TEACHING**
4. **PROVIDE REGULAR, STRUCTURED OPPORTUNITIES TO WRITE**
5. **CLARIFY CONTENT DELIVERED IN A SECOND LANGUAGE**
6. **CAPITALIZE ON STUDENT'S HOME LANGUAGE SKILLS AND KNOWLEDGE**

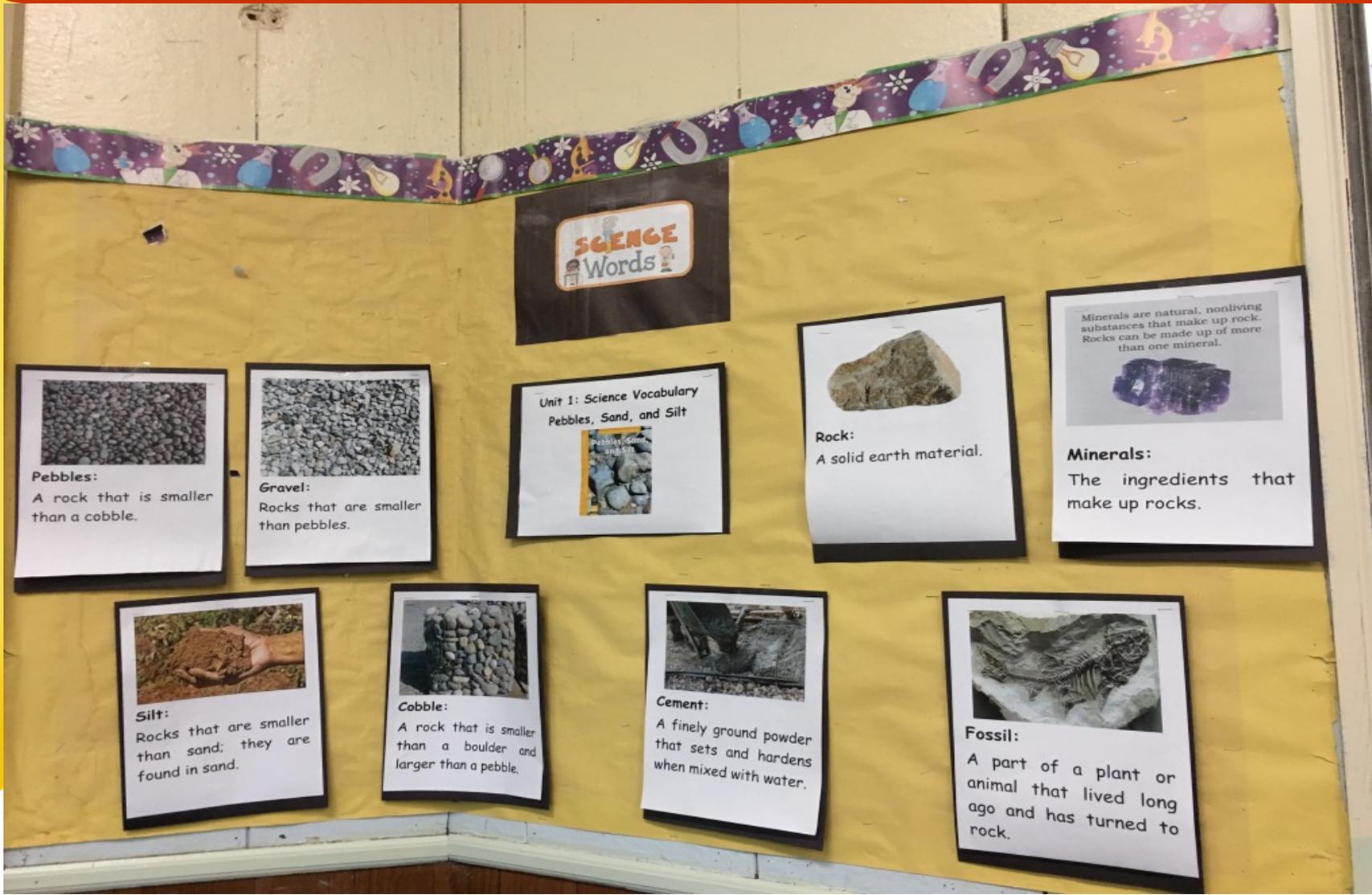
TEACH ACADEMIC VOCABULARY (ICAGE)

- INTENTIONALLY
- CONTEXTUALLY
- ARTICULATELY
- GRAMMATICALLY
- EXPLICITLY

● WHEN THE LIGHTS SUDDENLY WENT OUT, I PURCHASED THE NEAREST THING; AN ECHINATED VINE! SUCH WAS MY DISTRESS THAT I IMMEDIATELY DEFENESTRATED THE PLANT.



SMART WORD WALLS



SCIENCE Words

Unit 1: Science Vocabulary Pebbles, Sand, and Silt



Pebbles:
A rock that is smaller than a cobble.



Gravel:
Rocks that are smaller than pebbles.



Silt:
Rocks that are smaller than sand; they are found in sand.



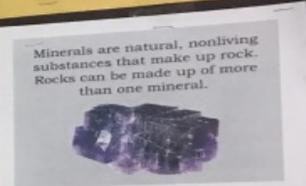
Cobble:
A rock that is smaller than a boulder and larger than a pebble.



Cement:
A finely ground powder that sets and hardens when mixed with water.



Rock:
A solid earth material.



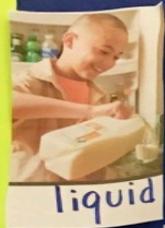
Minerals:
The ingredients that make up rocks.



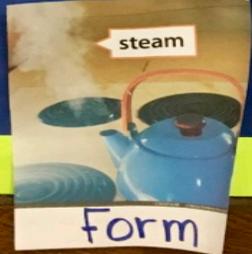
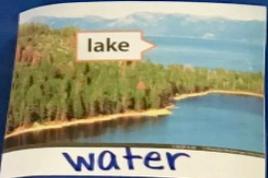
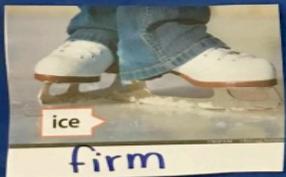
Fossil:
A part of a plant or animal that lived long ago and has turned to rock.

- SPECIFIC
- MEANING-FULL
- AUTHENTIC
- RELEVANT
- TARGETED

SMART WORD WALLS



The Big Question
What causes matter to change?



Unit 10

inch
An inch is a measure of length.
100 centimeters = 1 meter

centimeter (cm)
Centimetro
A metric unit that is used to measure length.
100 centimeters = 1 meter

bar graph

inch (in.)
pulgada
A unit of length in the customary system.
12 inches = 1 foot

measuring spoons

measuring cups

1 cup

1 pint

1 quart

1 gallon

2 cups

3 cups

1/4 cup

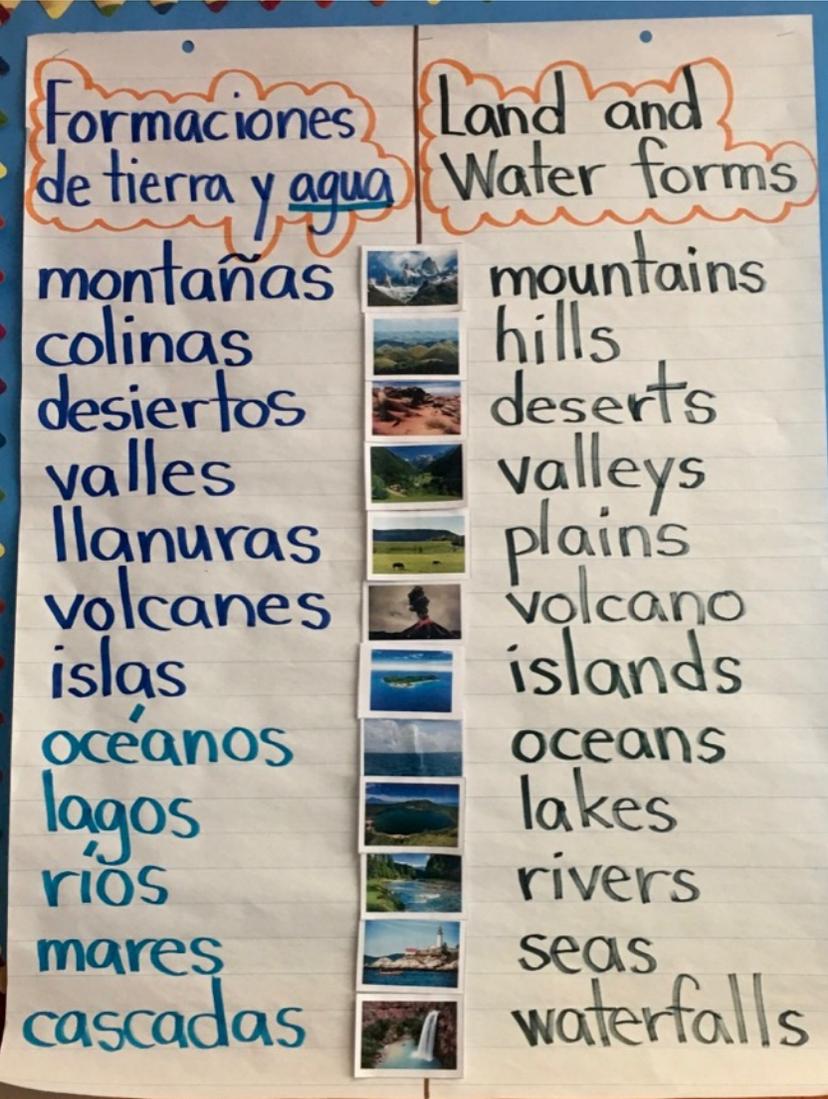
SMART WORD WALLS

Formaciones de tierra y agua

montañas
colinas
desiertos
valles
llanuras
volcanes
islas
océanos
lagos
ríos
mares
cascadas

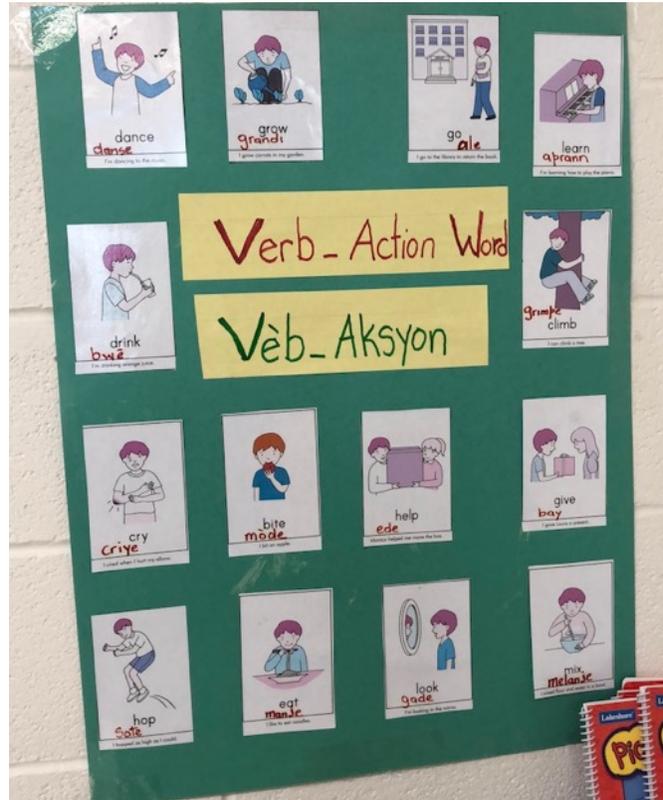
Land and Water forms

mountains
hills
deserts
valleys
plains
volcano
islands
oceans
lakes
rivers
seas
waterfalls



Verb - Action Word

Verb - Aksyon



VIVID

vigorous
trio
disturb
miniature
companion
bizarre
retrieve
modern

scarcely
inhabit
identical
participate
decay

bargain
emotion
hardy
gleam
harmony
ideal
jovial



TEACH ACADEMIC VOCABULARY

1. PRONOUNCE THE WORD CLEARLY AND HAVE STUDENTS REPEAT IT CHORALLY AND THEN TO A PARTNER.
2. ADD ACTIONS (TOTAL PHYSICAL RESPONSE)
3. NOTE HOMOPHONES (SUM AND SOME) AND SUBJECT-SPECIFIC WORDS (TABLE)
4. GRAMMAR MATTERS (THE SQUARE, TO SQUARE, A SQUARE TILE)
5. STUDENT-FRIENDLY DEFINITION RECORDED IN PERSONAL GLOSSARY OR GRAPHIC ORGANIZER
6. OPPORTUNITY TO USE WORD IN CONTEXT
7. PROVIDE PRACTICE REVIEW TIME
8. USE WORD ACROSS ALL FOUR DOMAINS (READING, WRITING, LISTENING, SPEAKING)



TEACH ACADEMIC VOCABULARY

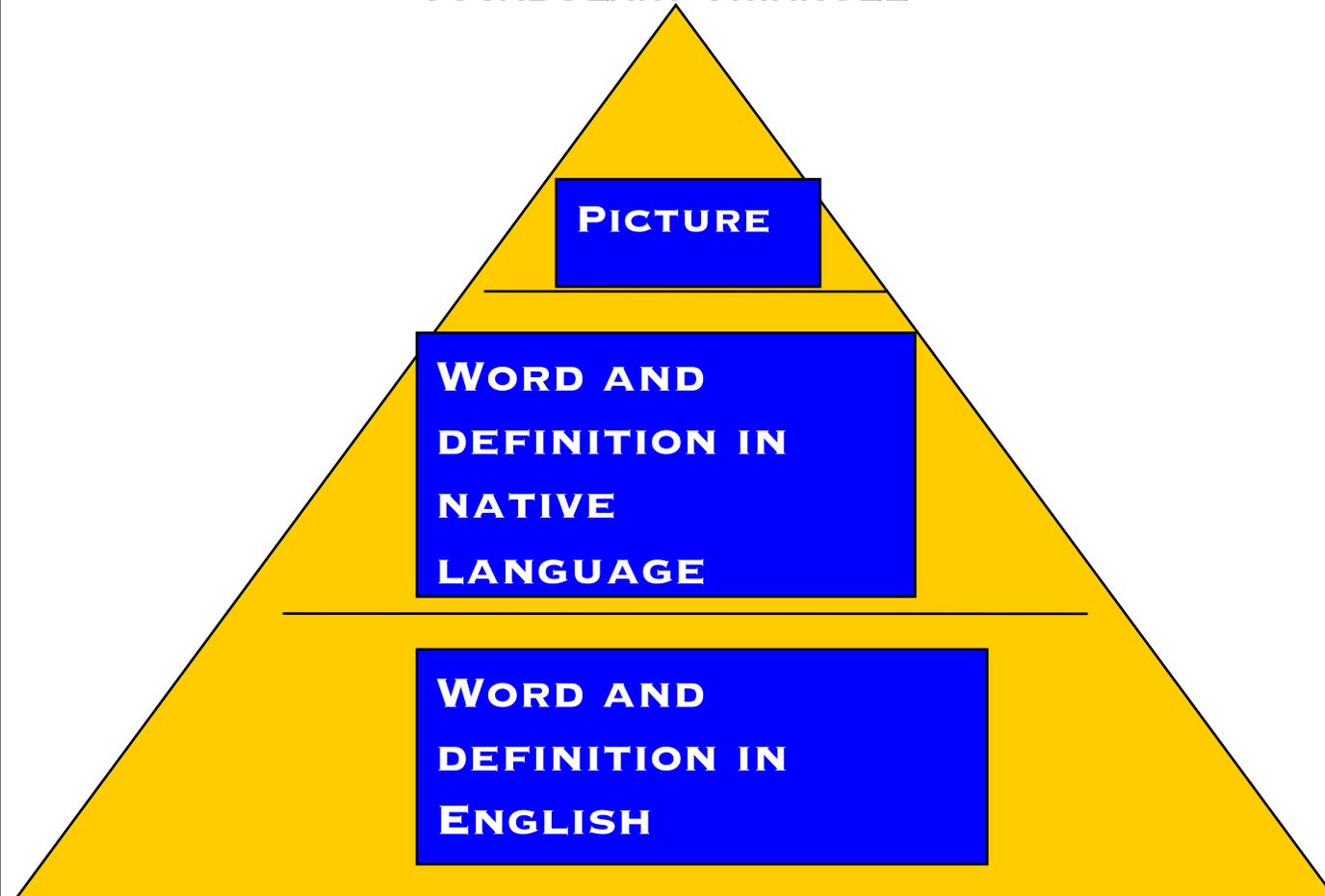
Student Glossary²¹



Directions: Read each word's definition and sentence. Then complete the sentence by filling in the blanks.

<p>investigate</p>	<p>If you <u>investigate</u> something, you find out as much as possible about it.</p> <p>This police officer is <u>investigating</u> a crime, which is why he is looking at the fingerprints on this mug.</p> <p>Your sentence: If I had to write a report, I would <u>investigate</u> _____.</p>	
<p>normal</p>	<p><u>Normal</u> means usual or regular.</p> <p>This thermometer is showing a <u>normal</u> temperature of a healthy person, which equals 98.6 degrees Fahrenheit.</p> <p>Your sentence: My <u>normal</u> bedtime is at _____ o'clock.</p>	
<p>interact</p>	<p><u>Interact</u> means to act on one another.</p> <p>If these two liquids are mixed together, they will <u>interact</u> with each other.</p> <p>Your sentence: Chocolate powder will <u>interact</u> with hot milk and together they will make _____.</p>	

VOCABULARY TRIANGLE



²¹ This was developed by the Center for Research on the Educational Achievement and Teaching of English learners (CREATE) as part of Project QuEST (Quality English and Science Teaching). The project is supported by the U.S. Department of Education, Institute for Education Sciences (IES). However, the content does not necessarily represent the positions or policies of these agencies, and you should not assume endorsement by the Federal Government.

WHY LEARN WORD ROOTS?

Top Twenty Word Roots

1. THE TOP TWENTY ENGLISH WORD ROOTS REPRESENT **80%** OF THE MOST USED ACADEMIC WORDS.
2. LEARNING THE TOP TWENTY ROOTS CAN IMPROVE STUDENT READING SKILLS.

FRAYER MODEL EXAMPLE

Avoid
To stay away
from something



Examples

Bullies

Drugs

Spoiled milk

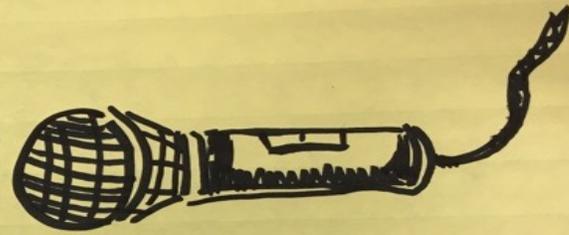
Stinky garbage

Scary animals

I try to
avoid
dangerous
situations.

Narrator

- a person who tells a story



Examples

- Morgan Freeman
- Documentaries
- Comedians
- Plays

The play has a narrator who introduces all of the characters.

Irony

the opposite of what is expected

Examples

- Firestation on fire
- Police station gets robbed
- Grandma rides a motorcycle
- The song 'Ironie' is not ironic



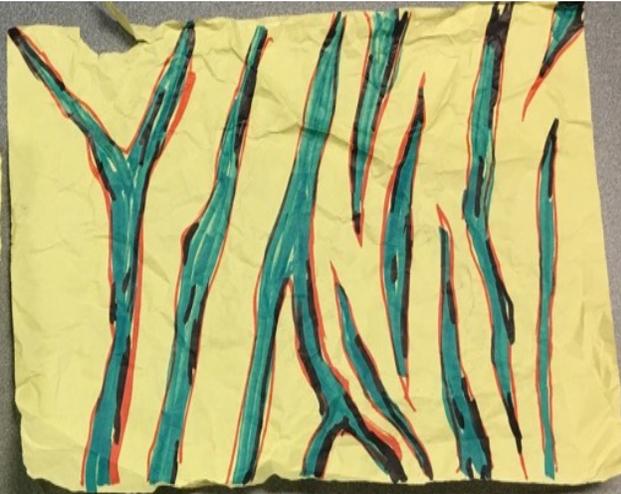
We found it ironic when the English teacher used the wrong ~~example~~ example for Irony.

PATTERN

repeating lines, shapes,
colors, objects, etc.

examples:

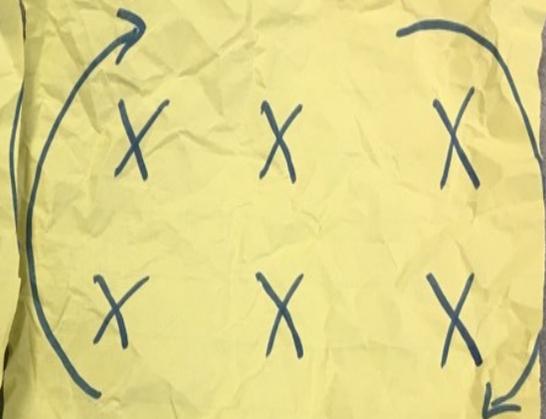
Plaid, stripes
checkerboard,
animal prints ie:
leopard



The zebra has a
black and white
striped **pattern**.

Rotate

All players move
clockwise



Clock

Moon around Earth
Earth around Sun

Teams rotate
like the hands
of a clock

FRAYER MODEL OPTION

1. ASSIGN ONE WORD TO EACH TABLE OF STUDENTS
2. USING THEIR RESOURCES, HAVE STUDENTS DETERMINE THE DEFINITION OF THE WORD.
3. HAVE THE STUDENTS COMPLETE A FRAYER MODEL THAT CAN BE DISPLAYED ON THE WORD WALL. (TEACHER MUST CONFIRM)
4. HAVE THE STUDENTS CREATE A TPR FOR THE WORD.
5. BEFORE PLACING THEIR FRAYER MODEL ON THE WORD WALL, TABLES SHARE THEIR FRAYER MODEL WITH THE CLASS AND TEACH THE ASSOCIATED TPR.

Analyze
to examine, inspect, or observe
and very closely.



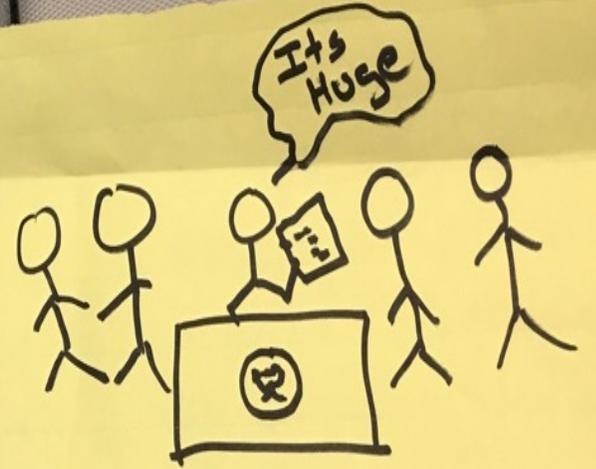
Examples

- passage
- poem
- short story
- essay

After reading the short
story, we will analyze
the story elements.

Executive Order

A rule or order issued by
the president to an executive
branch of the government and
having the force of law.



Examples

- integration of armed forces
- Emancipation Proclamation
- Mexican/US Wall
- Ban on 7 countries

The president can use
Executive Orders to
circumvent congress.

Crescendo

To gradually get
LOUDER

Examples

Volume knob
Dynamics
To Grow

As more musicians, played
the volume of the band
crescendoes.



Cite - to provide
information from
the text to
prove a point



Examples

Quotes paraphrase
definition supporting
 detail

I cite from the
text, so I don't
get called out
for plagiarism

KEY CONCEPTS DEFINED

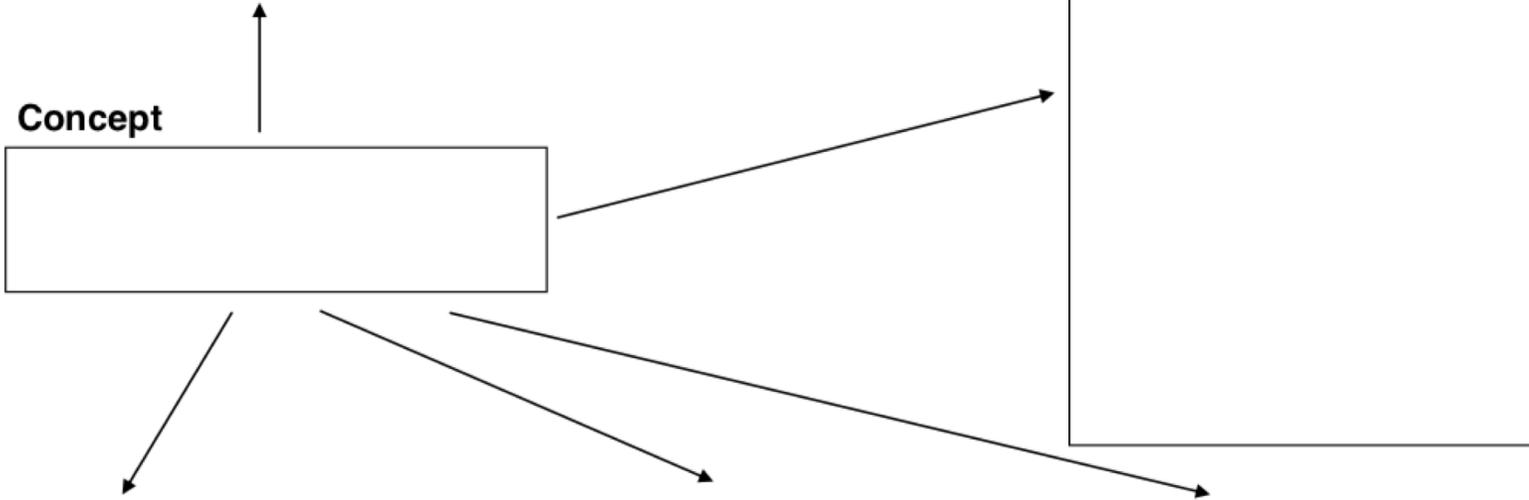
Concept Definition Map

Definition

Concept

Key Vocabulary

What are some examples?



KEY CONCEPTS DEFINED

Concept Definition Map

Definition

The chance that a particular outcome will occur as measured by the ratio of possible outcomes.

Concept

Probability

Key Vocabulary

- ▾ data
- ▾ percent
- ▾ likelihood
- ▾ favorable outcome
- ▾ possible outcome
- ▾ chance
- ▾ ratio

A coin toss

Drawing an ace from a deck of cards.

Spinning a spinner in a board game.

What are some examples?

THINK DIFFERENT. DO GOOD. UP THE BAR.



Do the
RIGHT
THING!

- [HTTPS://YOUTU.BE/CFEARBZELBS](https://youtu.be/cFearBzELBs)