

Day 1

www.metroecsucell.wikispaces.com

Presentation = bit.y/CELLwiki

Take aways for teachers:

- Vocab components in our success criteria
- Tiered words and the emphasis we put on them
- 2 generic strategies for the most high leverage components

Wida.us - provides standards for English Language Proficiency (ELP)

Strategies:

- Sentence starters
- Movie buddies (use prompts A/B)
- TPTS - supplement with sentence starters or cards
- Talking chips
- Gallery walks

What makes sheltered instruction critical for EL's?

Affective filters - anxiety, motivation and self confidence. How can we mitigate/assist these factors?

Multiple languages can be developed simultaneously

MDE Guide to ELL/SPED

Reflections on Second Language Acquisition: Thoughts on language acquisition seems to be a missing piece of the EL support puzzle. Knowing the mechanics behind language acquisition help us better implement strategies to promote it. A lack of understanding in language acquisition may lead to incorrect assumptions on how EL's may best be supported in the mainstream classroom.

Lesson Preparation

- Language objectives: HOW: How students will show what they know, language skills to engage in the content
 - HS Science Learning Objective: SW differentiate the characteristics of animal and plant cells.
Lang objective: Discuss
 - Language objective = Success criteria which integrates language component (write, discuss, tell, compare, etc)
 - <http://padlet.com/wall/content-lang-obj>

Lesson Delivery

- Funny to tease out the differences in engagement discussion. Their definition and our district definition do not align.

Day 2

- Strategies
 - Using quizlet for vocab instruction,
 - Word walls
 - Language components in objectives
- Review on language objectives
 - How
 - what students will do to show what they know
 - opportunities to practice all 4 domains
 - language skills to engage the content
 - similar to success criteria with a language component
- Model Performance Indicators (WIDA)
 - Idea of the marrying of content and language
 - language function = how students use language to demo proficiency
 - content stem = context for language instruction (from standards)
 - instructional support = sensory, graphic, or interactive resources
 - PUT ALL THREE TOGETHER: Follow oral directions (lang) to design area maps (content) using manipulatives and illustrated examples in small groups (support)
 - Can use the same 2 strands and replace 1 strand
- Expanding on language objectives
 - key vocab
 - language functions = explain, compare, summarize, identify, arrange, etc
 - lang skills = find the main idea, edit, listen, give an opinion, paraphrase, etc
 - grammar or lang structures = verb tenses, sentence structures, question formats
 - academic task = take notes, participate in a group, review
 - learning strats = predicting, rereading, questioning, mnemonics, etc.
- Comprehensible Input
 - appropriate speech
 - know the language proficiencies of your students by domain
 - clarify idiomatic language
 - paraphrase and repeat (not louder and slower!)
 - body language
 - practice vocab
 - ID cognates
 - clear explanations
 - clear directions (tasks, expectations, behavior)
 - oral and written (model, demo, visuals)
 - exemplars
 - repetitive meaningful tasks (familiar, affective)
 - techniques to make concepts clear
 - sensory, graphic or interactive supports
 - sentence strips, graphic organizers, audio support, allow for alternative forms of demo-ing understanding
- Background Knowledge
 - “What students already know about the content is one of the strongest indicators of how well they will learn new info.” - Marzano

- explicit link to students
- explicit link to previous learning
- key vocab
- Mumbai example
 - activate prior knowledge:
 - personal example...time you felt left out or isolated, discriminated against
 - time that you were not allowed to do something because of age
 - make connections to the caste system in India
 - background knowledge
 - childrens books
 - video clips
 - vocabulary
 - notes
- Ideas to build background knowledge/prior knowledge:
 - text impressions - gives us an idea of what the kids already know and what conceptions might be
 - provide experiences - field trip (or virtual), guest speakers, artifacts, models and simulations, multimedia. Pam Booker from EMID!
 - intro a conceptual framework/graphic organizer
 - teaching vocab for pre-reading
 - paraphrase gambits (in book)
 - sentence frames
 - jigsaw. One idea A ____ is a kind of ____ that ____.
- Vocabulary instruction
 - Must be exceptionally explicit about the context in which that vocabulary is used
 - several strategies, review often, include words that we may take for granted
 - Types
 - content words, process/function, suffixes and such (60% of academic words have word parts that always carry the same meaning!)
 - Tiered vocabulary (1, 2, 3)
 - tier 1: rarely require instruction, used frequently
 - tier 2: common in school texts but not in convo (compare, contrast, debate)
 - tier 3: content specific (Should I teach this? Ask yourself: Do they know it already, is it essential to understanding the selection, will the word appear in the future?)
 - Do we do a good enough job explicitly teaching tier 2?
 - Doug Fisher “too many tier 1, not enough tier 2, right on for tier 3”
 - Meaningful and immersive. Repetition
 - Strategies:
 - word toss (dice)
 - total physical response:
 - zip cloze
 - tri-bond (3 ideas or pictures)
 - Circle of words one (what is it called?)
 - Vocab in math: write word, draw, define
 - concept chain
 - click/clunk = identify words they know or don't know

Day 3:

- sites.google.com/site/krohjc
- todaysmeet.com/SLP
- Today focused on Interaction, Strategies, and Review & Assessments
- Interaction
 - receptive and productive
 - context-embedded language
 - repetition and clarification
 - safe challenge
 - typical lesson = 80 percent teacher talk and 20 percent student
 - “talk - about books and subjects - is as impeded as the books/subjects themselves.” - Gerald Gaf
- Melissa Castillo -- “Traditional” Teacher Talk presentation at “Newcomer’s Conf”
 - Versus “Highly interactive”
- Wait time options and/or When you get IDK (in the Interactions Section)
 - What would you do if you didn’t know?
- Strategies - 3 Key Features
 - Scaffolding - extended reach, temporary, encourages success. Not all kids will necessarily get the same scaffolding
 - Consider ‘verbal scaffolding’ for ELs
 - Procedural scaffolding - models, practice,
 - can scaffold during input (give info), intake (kids process) and output (demo learning)
 - Text Questions - QAR - Michelle is really good at this

Day 4: Additional Day with Science, Math and Health

- Materials: <http://bit.ly/SIOPPLAN>
- Presentation: <https://docs.google.com/file/d/0B57jNsR5TECJLWxnNUZ6QUZtUnM/edit>
- Myths were great -- could be good for use if we do an all staff training
- iCue for language level
 - Select class
 - Turn on ELL filter
 - go into their class list and find the student
 - click newspaper next to name
 - click language along the top
- What are you already doing with academic language and vocab
 - Science: vocabulary with pictures, phonetic pronunciations
 - AL stool - words, forms and functions, prefixes/suffixes/roots
 - Bricks and Mortar (bricks = literal content words/vocabulary. mortar = abstract like although, while, but, realize, etc) Mortar might actually create the ability to think in that manner
 - Look at example that Brittany gave us walking through 6 steps
- Academic language article: How can we tie this to explicit teaching, modeling, etc.
- Assisting Teachers:
 - Article
 - Strategies
 - Feedback form! Lesson delivery section
 - Building background questions from Background building section
 - Tons of vocabulary strategies in the Background building section

- Interaction techniques from the Interaction section
- Cooperative learning structures in Interaction section