AGENDA
Announcements—ELI Exchange 10/29
+ HOTS Workshop
+ Book Buddies
+ Objectives-Content and Language
+ Language Demands
+ Lesson Analysis
+ Lesson Plan Groups
Book Buddies Meeting

+ Discuss cultural learnings from book
+ Plan a five to ten-minute “book talk” about what you have read, pointing out cultural learnings (Poster, PowerPoint, or other medium). **Members of the group will lead a short discussion in class after the presentation.** Please **make it interesting and engaging** rather than just a “book report.” For example, show pictures, perform Readers Theatre, develop a game, etc.
+ Sign up for date your group wants to present.
Lesson Planning Essentials
Three Questions to Guide Planning:

**Question 1:** What demands are you placing on ELLs? [analysis]

**Question 2:** Where are your ELLs? [Assessment—for your lesson you are teaching a regular classroom and have at least one beginner and one intermediate level student]

**Question 3:** If ELLs can not meet demands yet, teachers need to mediate [planning]

1. Scaffold expression through academic language teaching (“teaching the language”)
2. Access through comprehensible input (“getting around the language”)

Content Objectives--LESSON PLAN REQUIREMENT #2

- Must be behavioral (not “demonstrate”, “understand”, etc.; rather, “identify”, “name”, “describe”, etc.)
- Must be measurable (e.g., “with 80% accuracy”)—not required for our purposes
- Must align with Sunshine State Standards—see benchmarks
- Must align with ASSESSMENT (that is, objectives must be assessed)
- Should not be “watered down” for ELLs
- Consider words that Bloom uses—create, analyze, etc.

Question 1: What are the demands your content objectives place on students (language, literacy, and cultural)?
Finding the Language

- Determining what children need to know in order to participate in learning:
  - **Content-obligatory** language (CP p. 129):
    - Vocabulary
    - grammatical structures and communicative functions
    - Text organization
  - “Unpacking” learning activities
Techniques for developing:

- Use target language
- Write, point, and say
- Label diagrams, graphs, maps, etc.
- Use analogies
- Use realia
- Use graphic organizers
- Use sort tasks
Content Compatible Language (CP p. 129)

- Specifies the language skills which are compatible, but not required, for mastery of the concept or information being taught. They derive from the linguistic needs for communicating information.

Snow, Met, and Genesee (1989)
Techniques for developing:

- Model the academic vocabulary
- Use key sentence frames to teach the content-compatible vocabulary. Ex. “Plants require ____ to live.”
- Emphasize important words with increased stress, gestures, pauses, intonation, etc.
- Use graphic organizers
Identify Content Objective AND Content Obligatory & Content Compatible Language

The Water Cycle

Source: www.marietta.edu/~biol/102/ecosystem.html
Finding the Language—Text Analysis, CP 123-127

- Determining what children need to know in order to participate in learning:
- Look at text features, signal words, structure, needed cultural and conceptual background knowledge
- Using p. 127, analyze the language demands of the text you’re using with your lesson plan
Finding the Language (cont’d)

**Language Functions:** The purposes for which we use language

- **Communicative:** Those functions that express meaning in routine social contexts and are cognitively undemanding. Ex: greetings/leavings, requesting/giving information, describing, expressing feelings.

- **Academic:** Those functions used across content areas or content-specific. Ex: describing, explaining, informing, comparing, debating. (Refer to CP pp. 130-131 for examples)
Function & Form

Function

- Teacher request to pay attention

- ________________

Form

- What do you mean by that?
- Can you explain that again?
- I don’t understand.
- I’m unclear what you meant.
Function & Form in Written Text

Text Genre

- Procedure: Experiment

- Recount: What happened last year in math class

Expected language

- 
- 
- 
- 
- 
- 
- 
- 
- 
-
Chain of Events

Language Function:

Language Forms:
Fishbone Map

Language Function:

Language Forms:
Venn Diagram

Language Function:

Language Forms:
Language Objectives

- What type of language functions do activities require?
- Target content obligatory and content compatible language (including vocabulary)

Think in terms of both communicative and academic language demands while considering language form (grammar points, transitional words, etc.)
Connecting Proficiency Stages and Demands—Consider Where Your ELLs Are (Question 2)

- Language objectives should be formulated for students that are appropriate for their proficiency level.

  - Beginner (Pre-/Early Production)
  - Intermediate (Speech Emergence, Early Int)
  - Advanced (Late Intermediate)

Refer to CP p. 117! You will address Beginner and Intermediate in your lesson plan!
Lesson Plan Requirement 1: Write one paragraph or bullets to describe your class (subject area, grade level, number of students, and background knowledge of subject in lesson -where it falls in relation to unit sequence). Briefly describe your two ELLs in terms of reading, writing, and oral abilities. One (or more) ELL must be at the BEGINNER level and one (or more) ELL must be at the INTERMEDIATE level. (See CP, p. 117)

Your language objectives and assessments should target these levels!
LESSON PLAN REQUIREMENT #3

*Write* language objectives (targeted forms and functions) clearly for students beginning and intermediate level ELLs (reading, listening, speaking, and writing) specifying vocabulary separately and including form and academic language function(s). Link these to the TESOL K-12 standards they fall under—CP, pp. 83-114.

Select standard(s) from appropriate grade levels!
Writing Language Objectives—
CP 128-129

The XYZ formula:
Students will use X [language structure] to do Y [language function] with Z [words/word groups].

Example of a language objective:

Students will use **adjectives** to orally **describe** [an object] using words that tell size and texture such as big, small, rough, smooth.

(Adapted from Tedick and Fortune, 2003)
Students will use questions to ask for information using what and where.

Students will use present tense sentences to describe weather and climate using the frame, “The ______ is __________.”

Students use cause/effect statement to make predictions about what will happen in an experiment using “If….., then…..”
Rewrite these LANGUAGE OBJECTIVES using XYZ:

1. Students will explain how they got the answer to math word problems using multiplication.

2. Students will orally compare and contrast mammals and reptiles.

3. Students will explain why earthquakes happen in a written paragraph.

4. Students will orally persuade their peers of their point of view after reading the passage.
Language Objectives: Identifying Language Demands

- “Unpacking” the language of the task/activity/lesson – language inventory (Gibbons)

- Individual students’ language needs based on stages of second language development

- Take a look at the handout and come up with appropriate tasks that ELLs at each level can accomplish based on your own field.

- **Example:**
  - Preproduction: Drawing mammals that live in water
  - Early production: Grouping mammals based on where they live
  - Speech emergence: Comparing and contrasting mammals that live on land and in water
  - Intermediate fluency: Predicting how mammals would adapt to drastic climate changes.
Connecting Language and Content Objectives

What are the likely CONTENT OBJECTIVES related to the following language objectives?

- Students will orally retell what happened in each stage of their Needs of Plants science experiment using such past tense verbs as wilted, dried out, turned color, died etc.

- Students will write their opinions of why people should recycle using persuasive language such as “In my opinion..., I think that..., People should...”

- Students will explain when to add and when to subtract expressing cause and effect relationships using such phrases as “You subtract because...”, “When you have... you add.”
Discourse Patterns, CP, pp. 132-135
Using Sentence Frames & Stems

- VERY effective in modeling the language associated with the different text structures of our language. Teaching these assists students with speaking, writing, and comprehension.

- Provide these as a visual model during directed teaching with teacher talk, during activities students practice their use, and then as a means of assessments.
Compare/Contrast Examples

1. How are _________ & _________ ALIKE and DIFFERENT? Use details and information from the story to support your answer.

2. _______ is _________ however _______ is _______. They are alike because they both _______.

3. _______ and _______ are similar in that they both _______, but _______ ______________ while ______________.
CAUSE/ EFFECT
_________ because ________________ .
_________ so ________________ .
_________ as a result of ________________ .
Since ______ then ________________ .

PERSUASION/ JUSTIFICATION
In my opinion ________________
because ________ I feel that ________
because ____________
There should ________ because ____________
_________ . For this reason, I think ____________
Question 3: How can you mediate demands of curriculum based on needs of ELLs?
Increase Comprehensible Input

MEANING, MEANING, MEANING

- **Build on cultural experiences**
  - Funds of Knowledge (L1 and L2)
  - Accessing and developing background knowledge/schemata (L1 and L2)
  - Learner-centered (bilingual and bicultural individuals)

**Teach the Text Backwards**—For lesson plan, you must provide an ENGAGING introduction that builds linguistic/cultural background and is motivating and interesting.
Modify Teacher Talk

→ Simplify language input
Teacher Talk

1. Simplify language input

- Pronunciation:
  - Fewer contractions
  - Slower rate (but not unnatural)
  - Longer pauses

- Vocabulary
  - High frequency vocabulary, less slang, fewer idioms
  - Fewer pronoun forms
Teacher Talk

1. Simplify language input:

- **Grammar:**
  - Shorter sentences, active instead of passive voice, positive instead of negative sentences
  - Put topic first in the sentence
  - Repetitions, restatements, paraphrases

- **Discourse:**
  - Predictable teacher language
  - Break presentation down in smaller chunks
  - Requests for clarification
  - Cue parts of the discourse, e.g., beginnings, getting attention
Teacher Talk

2

- Do **frequently** through content-related questions; not only “do you understand?”.
- Adjust questions to proficiency level Don’t forget to include higher order thinking skills!
- **WAIT TIME.**
Contextualization

- The purpose of contextualization

- When and how much do you contextualize?

Techniques:

- Build on student background knowledge, interests
- Use of visuals, pictures, photos, real objects
- Focus on the “here-and-now”, concrete then the more abstract
- Use familiar language and language structures to introduce new content
- Graphic organizers
- Drama, role plays, gestures
- Highlight key vocabulary
- Text adaptations
LP Critique

- You and your partner will rate the lesson plan in CP, p. 181, on its content and language/culture objectives and comprehensible input when considering ELLs at varying proficiency levels in the classroom and the language demands made on them.

- You should be able to provide concrete recommendations for specific parts of the lesson plan for ELLs at varying proficiency levels.
Lesson Plan Task

1. **Lesson Plan Requirement 1:** Write one paragraph or bullets to describe your class (subject area, grade level, number of students, and background knowledge of subject in lesson -where it falls in relation to unit sequence). Briefly describe your two ELLs in terms of reading, writing, and oral abilities.

2. **Complete Steps 2-5 on Lesson Plan Rubric: Content Objectives**
   - **Language Objectives**
     - Look at the TESOL ESL Standards for your grade level(s) as well as your content objectives and create your language objectives
   - **Language Objectives**
     - Specify--
       - Language objective(s) using XYZ formula
       - Benchmarks/Progress Indicators by proficiency level (beginning, intermediate only)
       - Vocabulary
       - Reading, writing, listening, AND speaking
       - Some may relate to BICS (such as in a cooperative group setting)

3. **Assessment**—Refer to Steps 27-30. Match objectives with assessments!
Next Week is ONLINE--

- Complete Module 3—Omit Step 7!
- Complete Module 5—You should incorporate a reading strategy described into your lesson plan
For Class 11--CULTURE

- ECC, pp. 42-45, 49-50
- CP-Diversity Kit, pp.4-9, 13-15—Answer questions and complete chart
- * D-R, Ch 8 Culture and Cultural Diversity and Their Relationship to Academic Achievement
  - Develop 5 higher order questions and 5 comments about this. These will be randomly collected in class.
- Work on Book Buddy presentation
- CP—Milton, Body Ritual Among the Nacerima
- Assignment 1, **Part B** due—Answer questions/complete chart that in assigned Diversity Kit reading pages –Refer to syllabus for detail