

Strategies for ELLs in Elementary Classrooms

Heather Bethancourt hmquiros.2@gmail.com

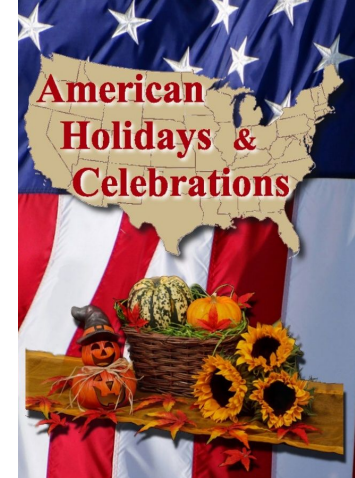
Hana Prashker hprashker@gmail.com

What is Sheltered English Instruction?

An **instructional** approach that engages ELLs in developing grade-level content-area knowledge, academic skills, and increased **English** proficiency while in the mainstream/content-area classroom.

Building Background Knowledge

- Discussing customs, holidays and traditions
- Discussing relevant historic events and time periods
- Showing primary sources (photos, money, food, online field trips, videos)
- KWL charts



Building Background Knowledge



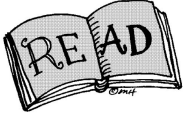
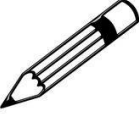
- Discussing idioms and expressions
- Discuss geography, environment and biodiversity
- Discuss art, music, poems, nursery rhymes, and fairy tales
- Front-Loading Vocabulary



Framework For Selecting Vocabulary

1. Representative	Is it critical to understanding?
2. Repeatable	Will it be used again?
3. Transportable	Is it needed discussion or writing?
4. Confusing	Is it polysemous, idiomatic, or similar to a known word?
5. Background Knowledge	Do students have background knowledge on this topic?
6. Contextual Analysis	Can they use context to figure it out?
7. Structural Analysis	Can they use the structure? Is it a cognate?
8. Cognitive Load	Have I exceeded the number of words they can learn?

See it, say it, use it

Word	Picture				Use it 

4 Corners Vocabulary

Word:

Opals

Picture:



Word in Context:

**In Coober Pedy,
Australia, miners dig
opals from under the
ground.**

Definition:

**Beautiful stones called
gems, used to make
jewelry.**

unable killed E.B. boredom doorway
 spares all coupled save
 portrait father friend barn
 only turns animals
 until transferred neighboring spider
 patronizingly time Fern's immediately forth
 Charlotte ways constant often
 begins corner stories grows asking
 pig Wilbur naïve one
 big kill going web home
 birth named White feeds most names
 important rushes born care little visit Fern
 runt still American ingenuity above small
 pigs litter Wilbur's love announced
 regularly befriend able stylist Falling see
 agrees other heartwarming bottle life best-loved
 presents instruct
 occupies enough farm companion
 new

WordItOut

Characters	Places	Adjectives	Verbs

Label and Sort Activity

Bodies of water Pond Lake River Sea Ocean	Land Mountains Hills Valleys Plains Beach/Shore
Direction North East South West Northeast	Weather Hot Cold Snow Rain Thunderstorms

Name: _____

Unit 5.6 Ben Franklin and His First Kite

Use the color-code to color the picture. Finish coloring the picture with colors of your choice.

reopen = brown unkind = dark green unhappy = light blue refill = light green retell - gray
untie = yellow repay = orange undress = brown refund = dark blue undo = yellow



TPT-Learning With a Smile
Reading Street 2nd Grade

Sensory Support

- ☐ real objects
- ☐ manipulatives
- ☐ pictures
- ☐ physical activities
- ☐ Videos
- ☐ Highlighting

Graphic Support

- ☐ graphic organizers
- ☐ timelines
- ☐ number lines
- ☐ Graphs
- ☐ Foldables

****Interactive Support****

- ☐ pairs
- ☐ small groups
- ☐ cooperative work
- ☐ technology
- ☐ use of native language

HOW ARE WE LEARNING??

Partners

- * Take turns
- * 6-inch voices
- * Hold each other accountable
- * Make eye contact
- * one partner talks, the other listens
- * Silent
- * Stay on task
- * Raise hand for help

Independent

Teams

- * Make sure every team member has a chance to speak
- * 12-inch voices
- * Do your part
- * Respect one another's ideas
- * work together!

Whole Class

- * Raise your hand to share your ideas
- * Pay attention to your teacher
- * Participate in discussion
- * Share your ideas!
- * LISTEN to others
- * Ask questions
- * work only on the assigned task
- * only have out the materials you need

Intervention

COOPERATIVE LEARNING STRATEGIES

Promote Classroom
Interaction and Engage ELLs
in Academic Talk

Think - Pair -Share

“I have... Who has ...”

Gallery Walks

Jigsaw Readings

Shared Writing

70-70-40

Cloze Passages

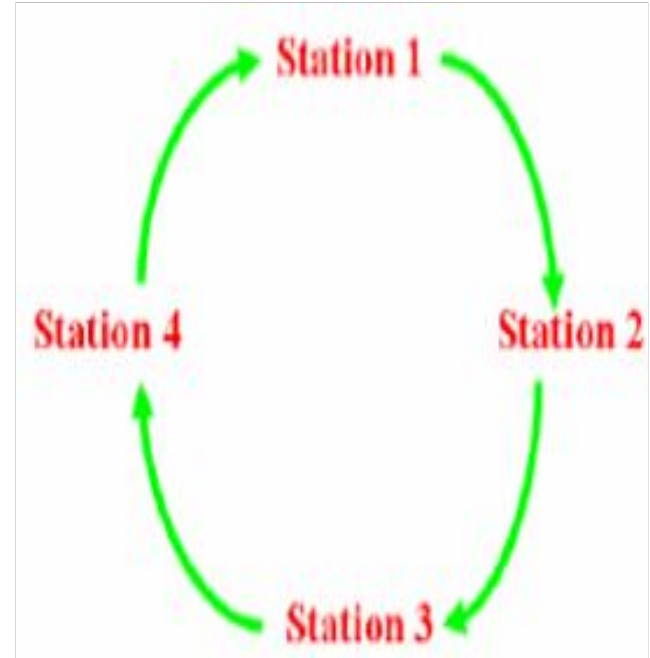
Partner Cloze

SEI STRATEGIES

JIGSAW - INFORMATIONAL TEXT

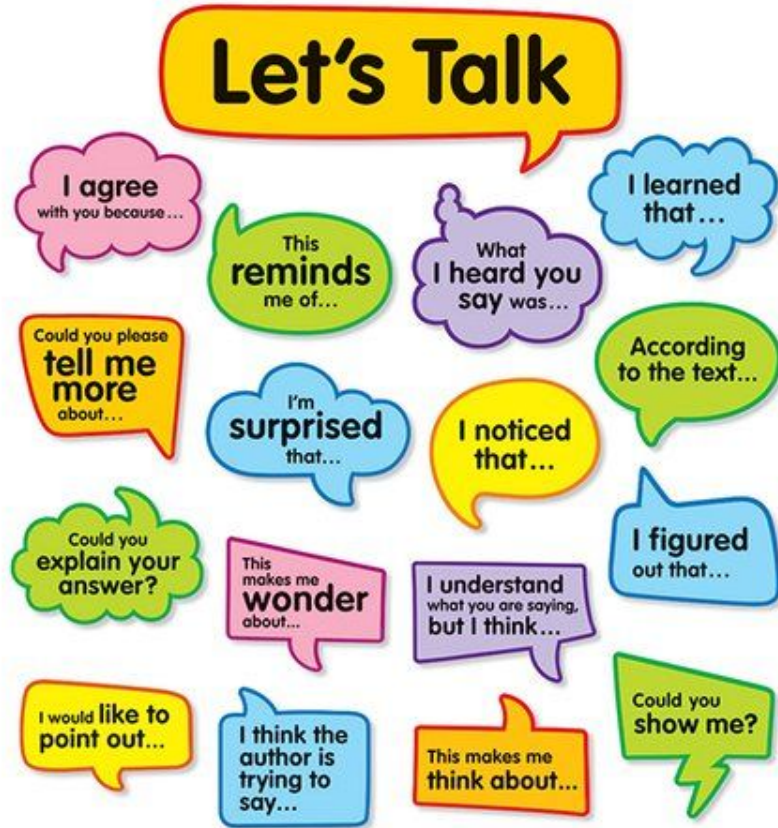
GALLERY WALK - PRE AND POST

- Tool can be used to introduce new material, gather new information, assess student learning
- Pictures are put around the room, questions are offered for discussion, analysis, or evaluation of student learning.



Accountable Talk

SCHOLASTIC



70/70 TALK- 40 WRITE

1. Students are given a question or discussion topic
2. One student (higher level students) talks first for 70 seconds while student two (ELL) listens
3. Student two is then given 70 seconds to talk about the same topic (using student one's ideas as scaffold)
4. Both students then work together for 40 seconds to write a sentence or two about their discussion

WRITING IS

- *A social act
- *An academic act
- *An active, personal, theory-building process
- *Interactive
- *Involves cognitive processes
- *Creation of original text

TLC10579

Four Square Writing Method

tlc
Teaching & Learning Company

Includes
Enhanced
CD

Grades
for
1-3

A Unique Approach to Teaching Basic Writing Skills

Reason: It is easy to use.

Detail: The Four Square outlines the information I need to add to a sentence, paragraph or story.

Reason: I can be creative.

Detail: I can use my own thoughts and ideas to fill in the Four Square.

Four Square is a great way to learn to write.

Reason: It is helpful.

Detail: Using a Four Square helps me organize my writing.

♥ ♡ B.T.

**I love to write
with Four Square!**



Written by Judith S. Gould, Evan Jay Gould
and Mary F. Burke

Illustrated by Mary Galan Rojas

My mom

My dad

I love my family!

My sister/brother

Wrap-up sentence:

My family is the best.

Reason: I really love to go surfing while I am there.

Detail: My friend Carey and I always surf together.

Reason: Finding shells is so much fun.

Detail: One day, I found a sunrise shell. They are very rare.

**I really enjoy playing
at the beach.**

Reason: I also like to build sandcastles on the beach.

Detail: I built a huge sandcastle with my sister. Then we buried ourselves inside.

Feeling: I love going to the beach.

MULTIPLE USES FOR THE FOUR SQUARE METHOD

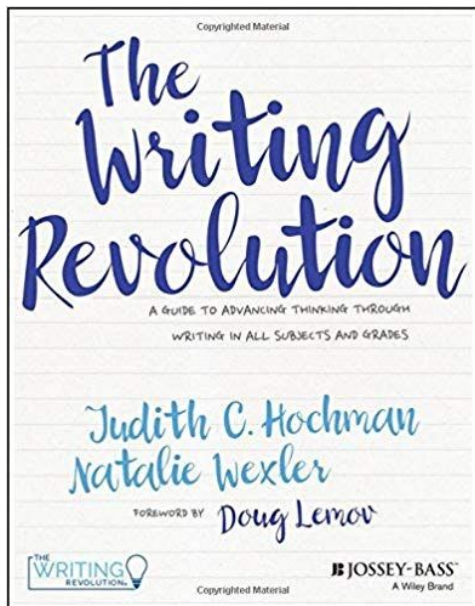
- Writing a summary based on what students read
- Writing a letter, essay, or narrative
- Writing a simple paragraph
- Who, What, When, Where, Why
- Can use for all subjects- For example, a science concept you want them to understand (ex: parts of a butterfly).
- Consistency is key- once students become familiar with the model, they will feel more comfortable with writing in general.

GRADES 3 AND 4 -- WRITING REVOLUTION

The Writing Revolution – Judith Hochman and

Natalie Wexler

This method was originally
called “The Hochman Method”



THE WRITING REVOLUTION EXAMPLES



The King of England was a great king **because** he took care of the people in England.

The King of England was a great king, **but** he did not allow freedom of religion.

The King of England was a great king, **so** England continues to have kings and queens.

THE WRITING REVOLUTION - PRE-READING ACTIVITY

Who _____?

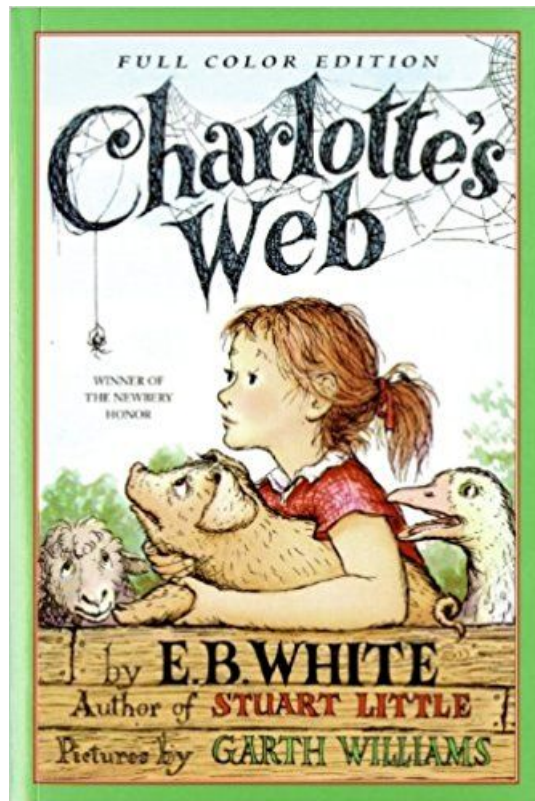
What _____?

Where _____?

When _____?

How _____?

Why _____?



THE WRITING REVOLUTION EXAMPLES - SCRAMBLE

1. divided **twenty-one** equals by seven three

2. means **hydro** water

3. were Native Americans the important to **Why**
Pilgrims?

Native Americans were important to the Pilgrims because they taught the Pilgrims how to survive (live) in the New England Colony.

After reading the book, you will write one paragraph comparing 2 characters using the following paragraph organizer.

Sentence 1: _____ and _____ are different in _____ and _____, but are similar in _____.

Sentence 2: (Character 1) is _____. He/She _____.

Sentence 3: (Character 2) is _____. He/She _____.

Sentence 4: (Character 1) is _____. He/She _____.

Sentence 5: (Character 2) is _____. He/She _____.

Sentence 6: (Character 1 and 2) are both _____. They _____.

Sentence 7: A concluding sentence about your opinion about the characters or about one of the characters.



Compare two community workers.

SOCIAL STUDIES

Sentence 1: _____ and _____ are different in _____ and _____, but similar in _____.

Sentence 2: (Worker 1) does _____.

Sentence 3: (Worker 2) performs _____.

Sentence 4: (Worker 1) wears _____.

Sentence 5: (Worker 2) wears _____.

Sentence 6: (Workers 1 and 2) both help _____.

Sentence 7: I would like to be _____ because _____.

Sentence Starter for Summarizing Ideas in a Textbook/Novel

ALL SUBJECTS

1. The section titled _____ is about _____
2. The main idea of the passage is _____
3. Chapter ___ (number) ____ (use a verb like identifies, discusses, introduces, describes ..)
4. In Chapter __, we learn ____
5. This (page or paragraph) is about _____.

MODIFYING ASSESSMENTS

FORMATIVE AND SUMMATIVE

ELEMENTARY ASSESSMENT SCAFFOLDS/MODIFICATIONS

Highlighting

Bullet points for a longer composition,
depending on language proficiency level

Extra time in ESL Classroom

Read-aloud

Visuals/Use of a Bilingual Dictionary

Star/Question mark unknown
words/concepts

Sentence Starters/Paragraph Starters

Eliminate answer choices

Have students retell directions

Pre-read text or a writing prompt

Graphic organizer for writing to use
during test

Study guides

Internet search to gather
information/background on a topic

Menu of Content-Based Work Samples and Instructional Assessment Products



Work Samples and Products	Mathematics	Science	Social Studies
Oral Language Samples	<ul style="list-style-type: none"> Tape or video demonstrating the use of mathematics in everyday situations 	<ul style="list-style-type: none"> Tape or video of scientific experiments or demonstrations 	<ul style="list-style-type: none"> Tape or video of oral reports, debates on issues (e.g., slavery) Tape or video of two-way tasks (e.g., reading a map)
Written Language Samples	<ul style="list-style-type: none"> Explanations of problem solving strategies Description of properties of figures List of steps in problem-solving 	<ul style="list-style-type: none"> Lab reports based on the scientific method Science fair exhibits Journal entries of systematic observations Product descriptors 	<ul style="list-style-type: none"> Historical journals or biographies Learning logs Comparison/contrast charts Newspapers/articles
Products	<ul style="list-style-type: none"> Charts Tables Graphs Drawings of geometric figures Illustrations of math operations/problems 	<ul style="list-style-type: none"> Scientific models Diagrams (e.g., life cycles) Displays of objects or data Illustrations of scientific concepts (e.g., speed) 	<ul style="list-style-type: none"> Timelines of historic periods/events Graphic organizers of geopolitical relationships Product, topographic and relief maps Legends and icons Historical re-enactments/role plays Illustrations of social studies concepts (e.g., immigration)

ADDITIONAL METHODS OF ASSESSMENTS

Source:

Ronge, Sherri. [Support Guide for K-12 Teachers](#). Waunakee: n.p., 2006.

Classroom Teacher Need-to-Know

- WIDA Screener Score/ ACCESS student report
- Foundations of Reading:
 - Knowledge of Roman Alphabet
 - Phonemic Awareness
 - Letter Name/ Letter Sound
 - High Frequency
 - Initial Reading skills
 - Basic English Vocabulary
(In the USA -National Geographic)
- Country of Origin/ Language(s) and other Background Info
- Don't forget to document!



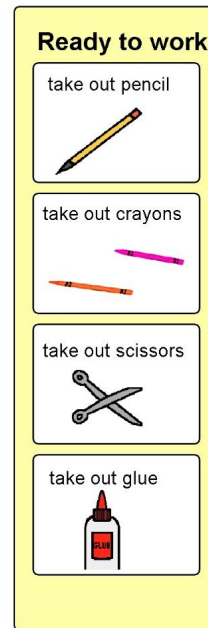
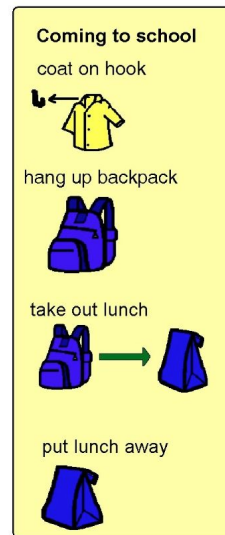
What to do with Newcomers?

- Don't Panic.
- Know the student will learn, but it will take time because it's a process.
- Label items in your classroom (try to include student in process)
- Use gestures and TPR to communicate.



What to do with Newcomers?

- Allow word to word dictionary and/or online dictionary access.
- Pair with buddy for guidance.
- Display written classroom procedures, daily schedule, routines and expectations.
- Demonstrate or model expectation.



Ideas that you can apply to your classroom

Resources

Mainstream Teachers of English Language Learners

https://drive.google.com/file/d/1dcYhHaWixIOx0iqwcs0h2Uw_ctw_T2GP/view?usp=sharing - pages 16-27, 32, 52, 58

GRAPHIC ORGANIZERS FOR MATH AND SCIENCE

Math

<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/download-graphic-organizers-to-help-kids-with-math>

http://mrwaddell.net/blog/uploadpics/Made4MathVocab--Reading-in-Math-research_116CA/Building.a.bridge.to.Academic.vocab.in.math.pdf

Science

<https://www.eduplace.com/science/hmsc/content/organizer/index.html>

<http://www.teach-nology.com/worksheets/graphic/>

GRAPHIC ORGANIZERS FOR ELA AND SOCIAL STUDIES

ELA

[ELA Graphic Organizers](#)

Social Studies

<https://www.roberson.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=59303&dataid=87207&FileName=Social%20Studies%20Graphic%20Organizers.pdf>

<http://www.teach-nology.com/worksheets/graphic/>

WHAT DO YOU DO?

RESOURCE: (PDF OF ELL SUPPORTS)

[HTTPS://DRIVE.GOOGLE.COM/FILE/D/0BzIXys6ZcQSRUHJRLVRBZGLNX0K/VIEW?TS=59677e8e](https://drive.google.com/file/d/0BzIXys6ZcQSRUHJRLVRBZGLNX0K/view?ts=59677e8e)

#4 CREATING CARTOONS

#49 NUMBER LINE

#17 DIALOGUE STARTERS

#19 ESSAY TEMPLATE

#22 FIGURATIVE LANGUAGE CHART

#92 VOCABULARY FLASH CARDS

#26 HIGHLIGHTED WORDS/BOLDFACE WORDS

#37 MANIPULATIVES

#59 POST-ITS

#93 VOCABULARY FRAME

#53 PERSONAL DICTIONARY

#57 PLOT DIAGRAM

#7 CHECKLIST FOR EDITING