Strategies for ELLs in Elementary Classrooms

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

<table>
<thead>
<tr>
<th><strong>Headphones</strong></th>
<th><strong>Ear</strong></th>
<th><strong>READ</strong></th>
<th><strong>Use it</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word:</td>
<td>Opals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word in Context:</strong></td>
<td>In Coober Pedy, Australia, miners dig opals from under the ground.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Definition:</strong></td>
<td>Beautiful stones called gems, used to make jewelry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Label and Sort Activity

<table>
<thead>
<tr>
<th>Bodies of water</th>
<th>Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pond</td>
<td>Mountains</td>
</tr>
<tr>
<td>Lake</td>
<td>Hills</td>
</tr>
<tr>
<td>River</td>
<td>Valleys</td>
</tr>
<tr>
<td>Sea</td>
<td>Plains</td>
</tr>
<tr>
<td>Ocean</td>
<td>Beach/Shore</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direction</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>Hot</td>
</tr>
<tr>
<td>East</td>
<td>Cold</td>
</tr>
<tr>
<td>South</td>
<td>Snow</td>
</tr>
<tr>
<td>West</td>
<td>Rain</td>
</tr>
<tr>
<td>Northeast</td>
<td>Thunderstorms</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Support</th>
<th><strong>Interactive Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>real objects</td>
<td>graphic organizers</td>
<td>pairs</td>
</tr>
<tr>
<td>manipulatives</td>
<td>timelines</td>
<td>small groups</td>
</tr>
<tr>
<td>pictures</td>
<td>number lines</td>
<td>cooperative work</td>
</tr>
<tr>
<td>physical activities</td>
<td>Graphs</td>
<td>technology</td>
</tr>
<tr>
<td>Videos</td>
<td>Foldables</td>
<td>use of native language</td>
</tr>
</tbody>
</table>
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

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

Independent

Intervention
### Cooperative Learning Strategies

Promote Classroom Interaction and Engage ELLs in Academic Talk

<table>
<thead>
<tr>
<th>Think - Pair - Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I have... Who has ...”</td>
</tr>
<tr>
<td>Gallery Walks</td>
</tr>
<tr>
<td>Jigsaw Readings</td>
</tr>
<tr>
<td>Shared Writing</td>
</tr>
<tr>
<td>70-70-40</td>
</tr>
<tr>
<td>Cloze Passages</td>
</tr>
<tr>
<td>Partner Cloze</td>
</tr>
</tbody>
</table>
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

Let's Talk

- I agree with you because...
- This reminds me of...
- What I heard you say was...
- I learned that...
- According to the text...
- I'm surprised that...
- I noticed that...
- I figured out that...
- Could you please tell me more about...
- Could you explain your answer?
- Could you show me?
- I would like to point out...
- I think the author is trying to say...
- This makes me think about...
- I understand what you are saying, but I think...
- This makes me wonder about...
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
Four Square Writing Method

A Unique Approach to Teaching Basic Writing Skills

for Grades 1-3

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.

I love to write with Four Square!

Written by Judith S. Gould, Evan Jay Gould and Mary F. Barke
Illustrated by Mary Golan Rojas
<table>
<thead>
<tr>
<th>My mom</th>
<th>My dad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I love my family!

<table>
<thead>
<tr>
<th>My sister/brother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Wrap-up sentence:

My family is the best.
<table>
<thead>
<tr>
<th>Reason: I really love to go surfing while I am there.</th>
<th>Reason: Finding shells is so much fun.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail: My friend Carey and I always surf together.</td>
<td>Detail: One day, I found a sunrise shell. They are very rare.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reason: I also like to build sandcastles on the beach.</th>
<th>Feeling: I love going to the beach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail: I built a huge sandcastle with my sister. Then we buried ourselves inside.</td>
<td></td>
</tr>
</tbody>
</table>
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 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 ___________?
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.

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

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

<table>
<thead>
<tr>
<th>Work Samples and Products</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Language Samples</strong></td>
<td><em>Tape or video demonstrating the use of mathematics in everyday situations</em></td>
<td><em>Tape or video of scientific experiments or demonstrations</em></td>
<td><em>Tape or video of oral reports, debates on issues (e.g., slavery)</em></td>
</tr>
<tr>
<td><strong>Written Language Samples</strong></td>
<td><em>Explanations of problem solving strategies</em></td>
<td><em>Lab reports based on the scientific method</em></td>
<td><em>Historical journals or biographies</em></td>
</tr>
<tr>
<td></td>
<td><em>Description of properties of figures</em></td>
<td><em>Science fair exhibits</em></td>
<td><em>Learning logs</em></td>
</tr>
<tr>
<td></td>
<td><em>List of steps in problem-solving</em></td>
<td><em>Journal entries of systematic observations</em></td>
<td><em>Comparison/contrast charts</em></td>
</tr>
<tr>
<td><strong>Products</strong></td>
<td><em>Charts</em></td>
<td><em>Scientific models</em></td>
<td><em>Timelines of historic periods/events</em></td>
</tr>
<tr>
<td></td>
<td><em>Tables</em></td>
<td><em>Diagrams (e.g., life cycles)</em></td>
<td><em>Graphic organizers of geopolitical relationships</em></td>
</tr>
<tr>
<td></td>
<td><em>Graphs</em></td>
<td><em>Displays of objects or data</em></td>
<td><em>Product, topographic and relief maps</em></td>
</tr>
<tr>
<td></td>
<td><em>Drawings of geometric figures</em></td>
<td><em>Illustrations of scientific concepts (e.g., speed)</em></td>
<td><em>Legends and icons</em></td>
</tr>
<tr>
<td></td>
<td><em>Illustrations of math operations/problems</em></td>
<td></td>
<td><em>Historical re-enactments/role plays</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Illustrations of social studies concepts (e.g., immigration)</em></td>
</tr>
</tbody>
</table>

**Source:**
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/1dcYhHaWixIOxOiqwcsOh2Uw_ctwT2GP/view?usp=sharing - pages 16-27, 32, 52, 58
Graphic Organizers For Math and Science

Math


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


http://www.teach-nology.com/worksheets/graphic/
What Do you do?

Resource: (PDF of ELL Supports)

https://drive.google.com/file/d/0BzIxYs6ZcQSRUHJRLVRB2GlnX0k/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