FACTORS THAT AFFECT SECOND LANGUAGE ACQUISITION

- **LANGUAGE**
  - LANGUAGE DISTANCE
  - LEVEL AND TYPE OF L1 PROFICIENCY
  - PREVIOUS EXPERIENCE AND KNOWLEDGE OF L2
  - L1 STATUS

- **LEARNER (INTERNAL)**
  - MOTIVATION AND ATTITUDE
  - AGE
  - PERSONALITY
  - DISABILITIES

- **LEARNING PROCESS (EXTERNAL)**
  - ACCESS TO THE LANGUAGE
  - QUALITY OF INSTRUCTION

REMINDER

LANGUAGE ABILITY DOES NOT REPRESENT COGNITIVE ABILITY!

THEREFORE…

YOUR STUDENT CAN DO/THINK MORE THAN THEY CAN EXPRESS.

THEY NEED YOU TO HELP THEM EXPRESS WHAT THEY KNOW.

IDEAS TO IMPROVE LESSONS

- START EVERY LESSON WITH A VISUAL

- EVERY LESSON SHOULD INCLUDE LANGUAGE PRACTICE OPPORTUNITIES

- ASK YOURSELF:

  WHO IS PRACTICING

  ACADEMIC

  LANGUAGE?

5 ESSENTIAL PRACTICES FOR ALL ELLS

- **DEVELOP ORAL LANGUAGE THROUGH MEANINGFUL CONVERSATION AND CONTEXT**

- **TEACH TARGETED SKILLS THROUGH CONTEXTUALIZED AND EXPLICIT INSTRUCTION**

- **BUILD VOCABULARY THROUGH AUTHENTIC AND MEANINGFUL EXPERIENCES**

- **TEACH AND USE MEANING-MAKING STRATEGIES**

- **BUILD AND ACTIVATE BACKGROUND KNOWLEDGE**

VIDEO HTTP://WWW.COLORINCOLORADO.ORG/ROLE-BACKGROUND-KNOWLEDGE

NEWCOMER STUDENTS

- **KNOW YOUR NEWCOMERS—KEEP IN MIND THE SILENT PERIOD**

- **DO A CONTRASTIVE ANALYSIS ON THE STUDENT'S LANGUAGE TO FIND PITFALLS AND COMMON AREAS**

- **DON'T TRANSLATE EVERYTHING INTO THE STUDENT'S LANGUAGE!**

- **PAIR UP WITH BUDDY**

- **CULTURE IS AN ASSET**

- **ESTABLISH ROUTINES AND CLASSROOM RULES FROM THE BEGINNING**
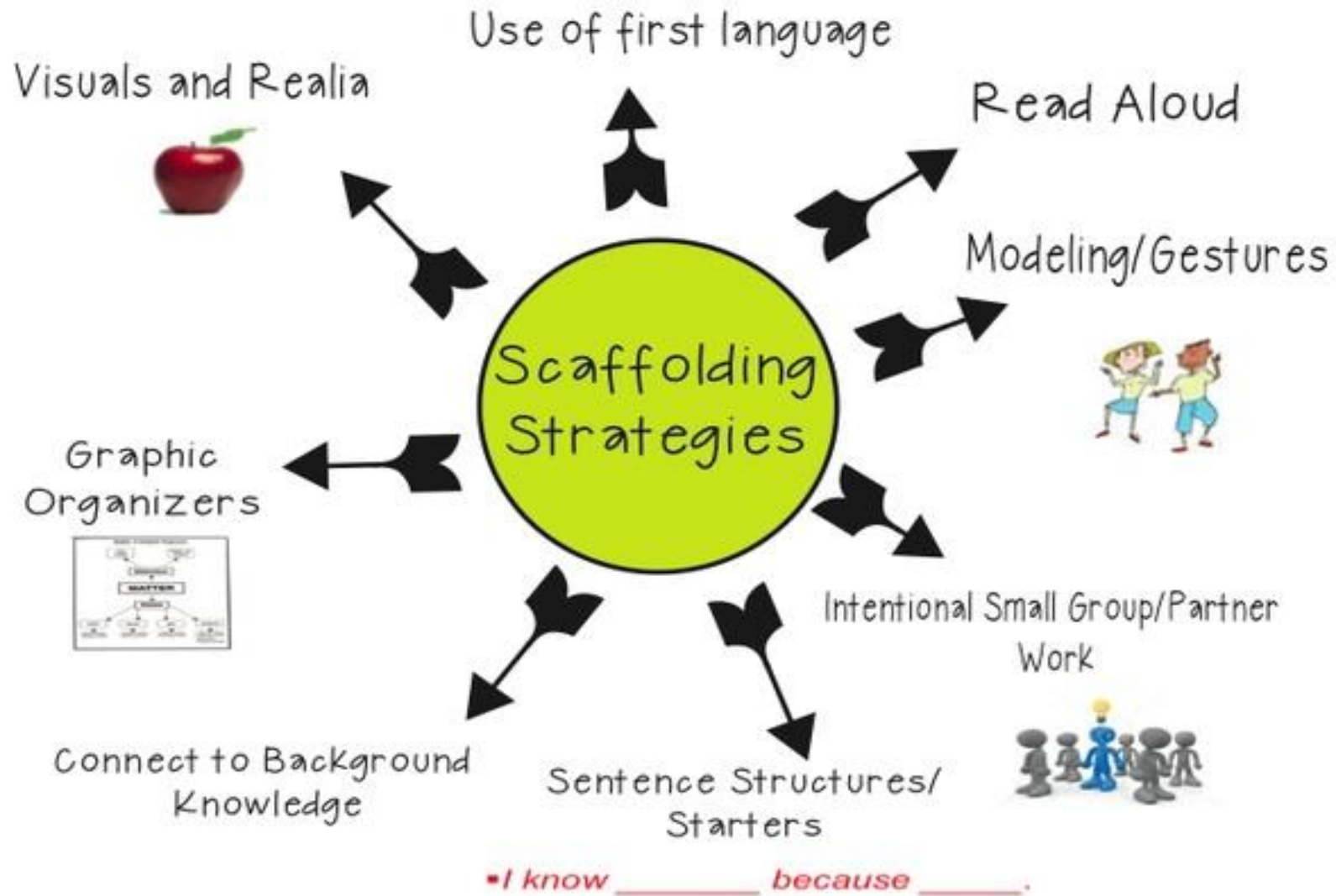
NEWCOMER STUDENTS

- LANGUAGE ACQUISITION—MUST HAVE PLANNED MEANINGFUL ACTIVITIES AND LANGUAGE PRACTICE

- CONTEXT-IMBEDDED INSTRUCTION

- USE ANCHOR CHARTS AND WORD WALLS

- AFFECTIVE FILTER—WALL BETWEEN LEARNER AND LANGUAGE, WHEN ANXIETY IS HIGH THE FILTER IS RAISED

- TEACH GREEK AND LATIN ROOTS AND STEMS AS WELL AS PREFIXES AND SUFFIXES IN CONTEXT

- USE SENTENCE FRAMES

- DON'T CORRECT EVERYTHING A NEWCOMER SAYS!

TEACH CROSS LINGUISTIC FEATURES

- **COGNATES**
- **PREFIXES**
- **SUFFIXES**
- **ROOTS—SCIENTIFIC ROOT WORDS ARE SIMILAR IN SPANISH**
- **GRAMMATICAL STRUCTURES**

MODIFY ASSIGNMENTS/ASSESSMENTS

- **REDUCE AMOUNT OR TYPE OF ASSIGNMENTS/ASSESSMENTS**

- **HAVE STUDENTS LABEL**

- **CAN HAVE STUDENTS ORALLY RESPOND/POINT**

- **PROVIDE WORD BANKS ON ACTIVITIES (WORDS CAN HAVE PICTURES WITH THEM)**

- **MAKE SURE DIRECTIONS ARE CLEAR AND PROVIDE BOTH ORAL AND WRITTEN DIRECTIONS**

- **MODEL DIRECTIONS AND INCLUDE EXAMPLES**

VOCABULARY

- FOR NEWCOMERS, VOCABULARY IS KEY.

- TARGET KEY WORDS IN YOUR LESSON THAT YOU WANT THE STUDENT TO COME AWAY WITH

- PRE-TEACH VOCABULARY

- WORD WALLS—CONTINUE TO UPDATE AND REVIEW

- FOLDABLES—USE IT AS A REFERENCE, NOT JUST A ONE TIME TASK

- POCKET WORDS (FLASHCARDS)—PARTNER PRACTICE
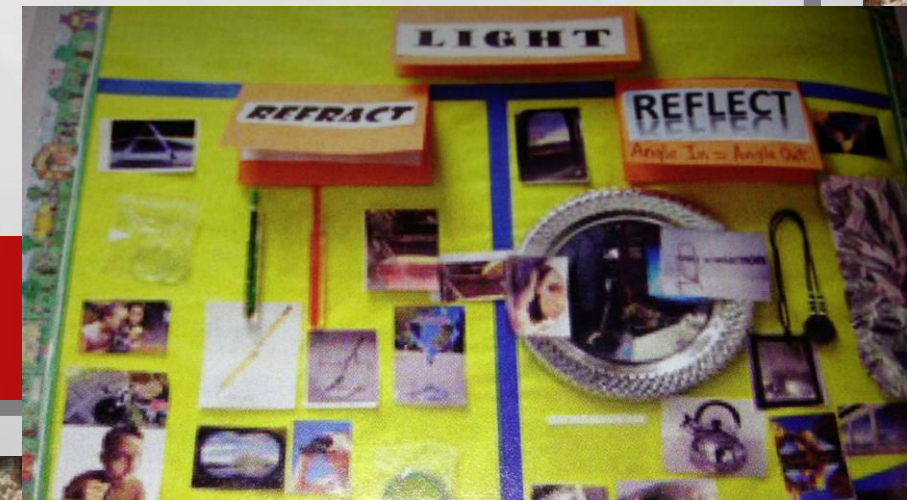
Types of Angles

Apr. 25th (right)

Learning Goal: identify and classify acute, right, obtuse, or straight angles.
: measure and construct angles up to 180°.

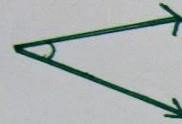**Acute Angle** | **Right Angle** | **Obtuse Angle** | **Straight Angle**
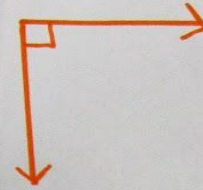

Acute Angle Diagram

An acute angle is an angle that measures less than 90°.

Classroom Examples:
shelf clips
open window
scissors
metal pipe above door.

Right Angle Diagram

A right angle is an angle that measures exactly 90°.

Classroom Examples:
bookshelves
smartboard corners
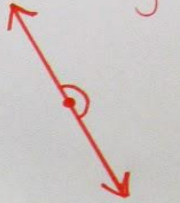doorframe
waterpipe

Obtuse Angle Diagram

An obtuse angle is an angle that measures greater than 90° and less than 180°.

Classroom Examples:
· classroom corners
· bracing on beams
· my laptop
· open book

Straight Angle Diagram

A straight angle is an angle that measures exactly 180°.

Classroom Examples:
· top of blackboards
· ceiling slats
· side of door
· light panels
· bottom of map

ASSESSING NEWCOMERS

- WHEN PLANNING YOUR LESSON, THINK OF THE TWO OR THREE ESSENTIAL PIECES YOU WANT THAT NEWCOMER TO GET OUT OF THE LESSON
  - COULD BE VOCABULARY OR BIG IDEAS
  - LANGUAGE PRACTICE OPPORTUNITIES

- ASSESS FOR UNDERSTANDING ON THOSE PIECES

ASSESSING NEWCOMERS

- EXAMPLES OF TEST MODIFICATIONS:
    - PICTURES
    - WORD BANKS
    - REDUCED NUMBER OF QUESTIONS AND/OR ANSWER CHOICES
    - COMPLETING SENTENCE FRAMES WITH OR WITHOUT WORD BANKS
    - HIGHLIGHT KEY WORDS
    - STUDENT ORALLY RESPONDS OR POINTS
    - OFFERING A DIFFERENT FORM OF ASSESSMENT SUCH AS PROJECT
    - LABELING OR DRAWING PICTURES FOR WORDS/CONCEPTS

READING

- EXPOSE ALL STUDENTS TO THE RICHNESS OF LANGUAGE. DON'T DENY THEM THE OPPORTUNITY TO BE CHALLENGED! ALLOW THEM TO STRUGGLE A LITTLE.

- REMEMBER TO KEEP IT IN THE ZONE OF PROXIMAL DEVELOPMENT (ZPD)

- TECHNIQUES: SHORTER AMOUNT OF TEXT, CHUNKING, USE VISUALS, USE A HIGHLIGHTER TO FIND COGNATES, LOOK FOR NOUNS AND ADJECTIVES SO THEY CAN LOOK UP IMAGES, GRAPHIC NOVELS ALONG WITH EXPOSING THEM TO RICH EXCERPTS

Zone of Proximal Development

What is Known

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

What is not Known

Learning

Lev Vygotsky, 1978

READING STRATEGIES

- EXPLICIT INSTRUCTION FOR BEFORE, DURING, AND AFTER READING STRATEGIES
- BUILD BACKGROUND KNOWLEDGE
- TEACH VOCABULARY EXPLICITLY
- USE GRAPHIC ORGANIZERS
- READ TO STUDENTS EVERYDAY
- SUPPORT STUDENTS' COMPREHENSION AS MUCH AS POSSIBLE
- TEACH THE ALPHABET WHEN NECESSARY
- TEACH PHONICS IN CONTEXT

READING STRATEGIES

- CHECK COMPREHENSION FREQUENTLY
- USE AUDIOBOOKS
- SUPPORT NATIVE LANGUAGE LITERACY
- ENCOURAGE READING OUTSIDE OF THE CLASSROOM
- ESTABLISH AN ENGLISH LANGUAGE LEARNER CENTER
- MAKE UP INDIVIDUALIZED ACTIVITY PACKETS FOR YOUR NEWCOMERS
- MODEL STRATEGIES AND THINK ALOUDS

KEEP IN MIND

TO COMPREHEND A TEXT WITHOUT HELP,

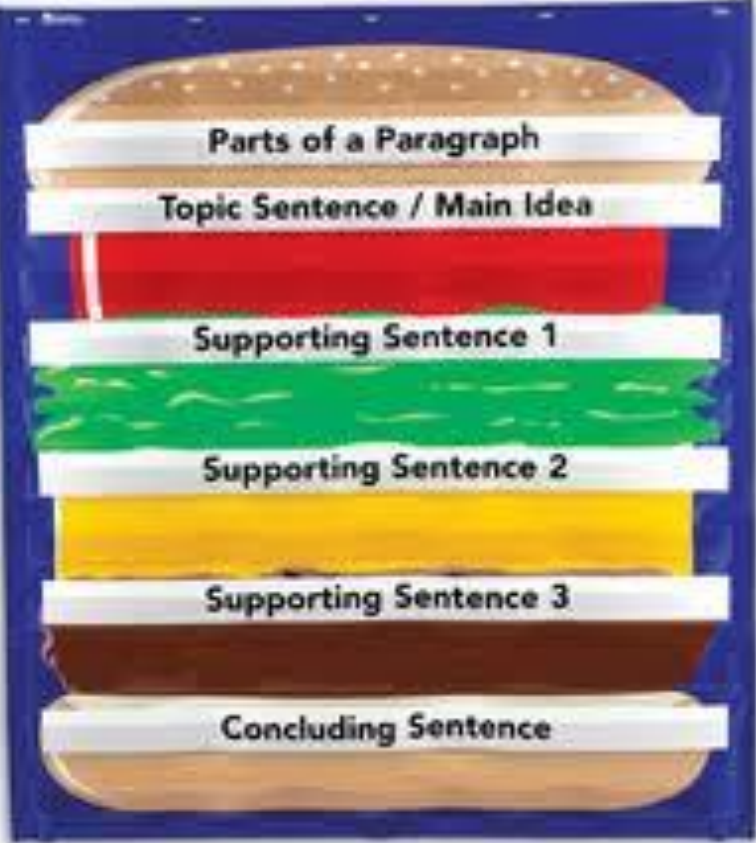## **ALL** STUDENTS NEED TO UNDERSTAND

ABOUT **95%** OF WORDS.

THINK ABOUT

- WHAT TEXTBOOKS ARE USED IN YOUR SCHOOL?

- ARE THERE ADAPTIVE TEXTS AVAILABLE?

- WHAT OTHER RESOURCES ARE AVAILABLE TO HELP THE STUDENT COMPREHEND TEXT?

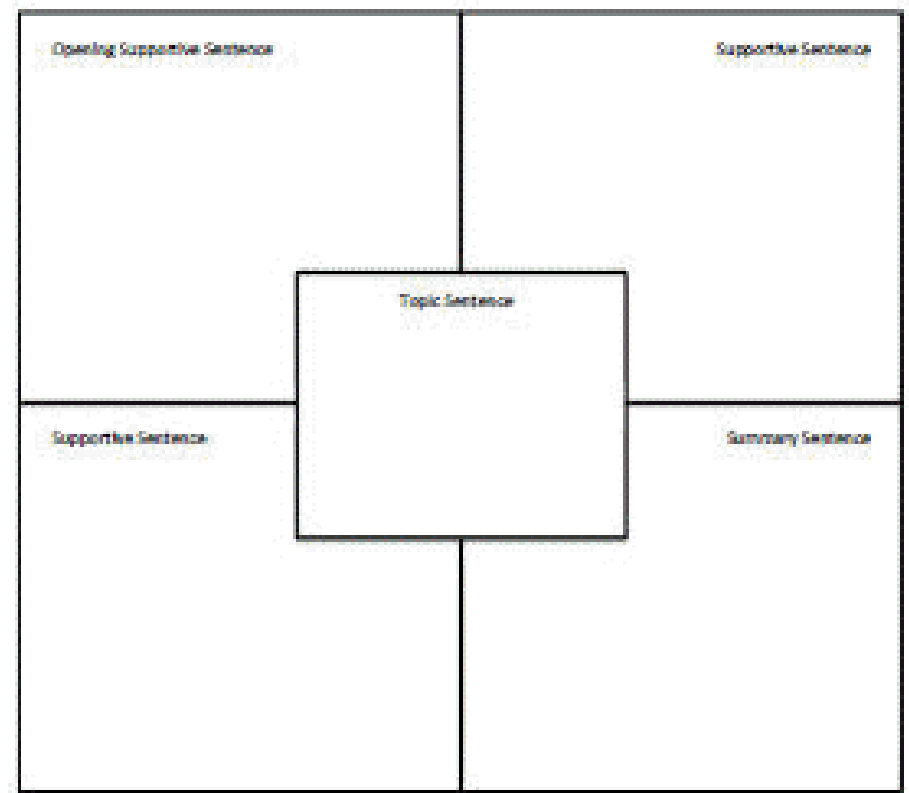- NOW TURN AND SHARE WITH YOUR SHOULDER BUDDIES OTHER RESOURCES YOU USE.

WRITING

- MODEL WRITING

- WHEN INTRODUCING A NEW STYLE OF WRITING, HAVE THE CONTENT BE SOMETHING FAMILIAR SO THE STUDENT CAN MASTER THE FORM

- HAVE CLOZE WRITING EXAMPLES FOR NEWCOMERS TO WORK WITH IN THE BEGINNING

- NOTE TAKING—FILL IN THE BLANK STYLE NOTES OR PROVIDE A COPY

- SUMMARIES ARE A GOOD WAY TO SHOW UNDERSTANDING—FOR BEGINNERS, HAVE THE SUMMARY CUT UP IN STRIPS AND HAVE THEM PUT IT IN ORDER (SUMMARY STRIPS CAN HAVE PICTURES)

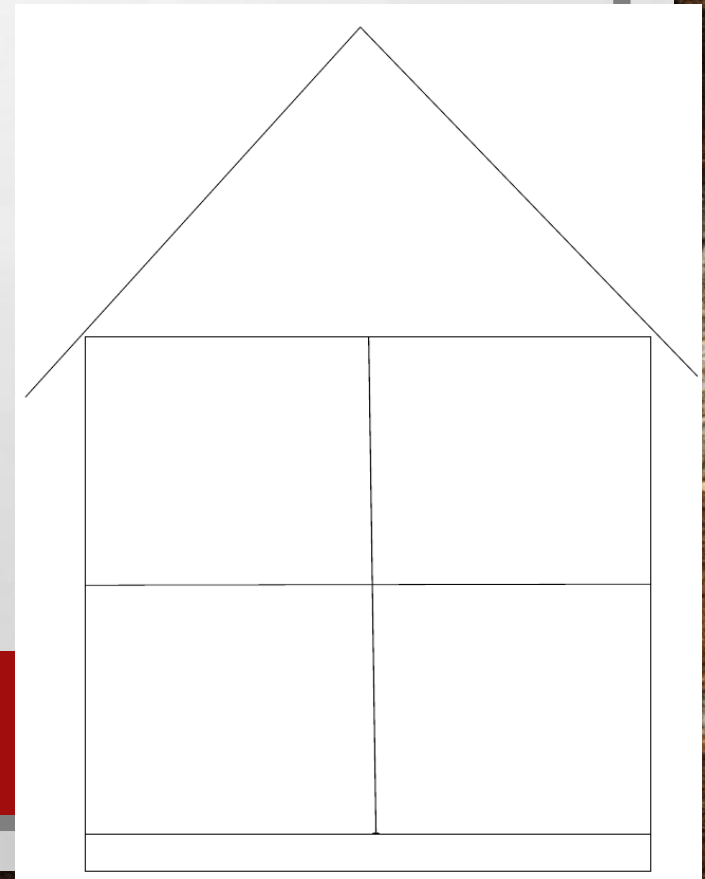- USE 4 SQUARE MODEL OF WRITING TO HAVE STUDENTS CREATE PARAGRAPHS AND THEN MOVE ON TO ESSAYS

Parts of a Paragraph

Topic Sentence / Main Idea

Supporting Sentence 1

Supporting Sentence 2

Supporting Sentence 3

Concluding Sentence

Four-Square Writing Method

Opening Supportive Sentence	Supportive Sentence
	Topic Sentence
Supportive Sentence	Summary Sentence

Notes:

_____
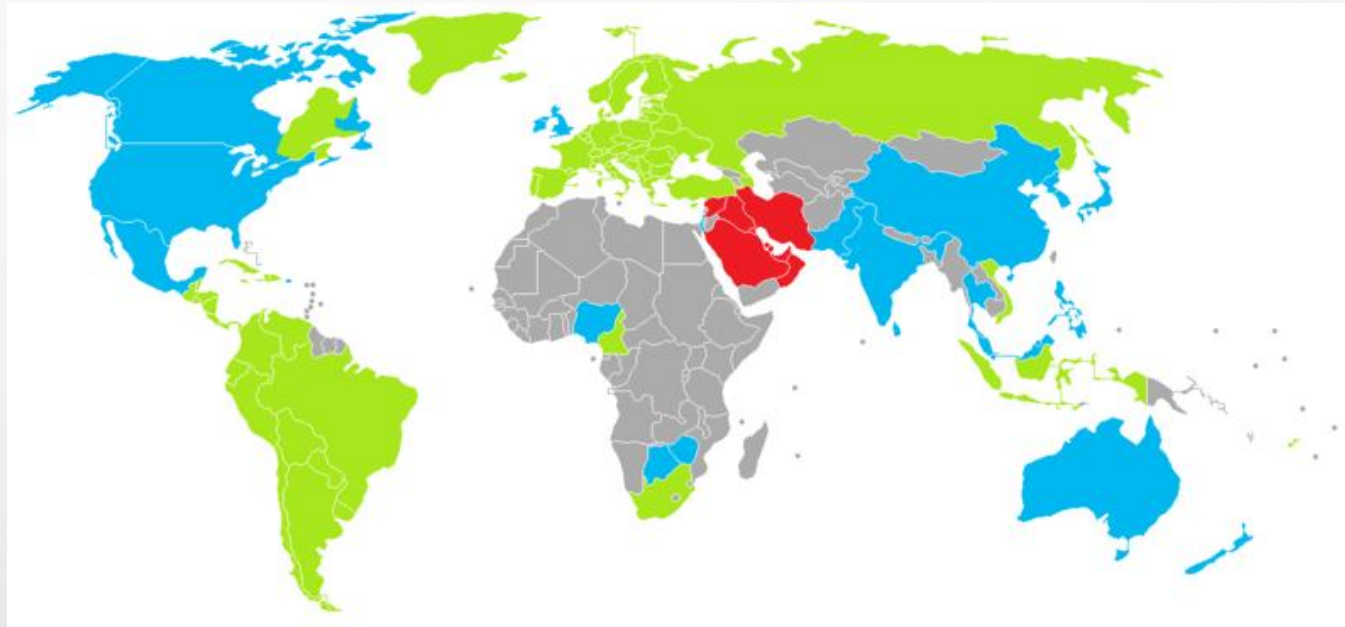
_____

_____

_____

_____

_____

IS MATH A UNIVERSAL LANGUAGE?

IS MATH A UNIVERSAL LANGUAGE?

4353.56 OR 4353,56

Blue – Dot (.)
Green – Comma (,)
Red – These countries use different numerical character sets to the blue and green countries
Gray –No official standard

Some countries use a mix of commas and dots for different situations.
For example, Switzerland uses commas unless dealing with Swiss francs (their currency).

IS MATH A UNIVERSAL LANGUAGE?

- **DIVISION AROUND THE WORLD**

France

```
127      4
-124    31,75
  30
 -28
  20
 -20
   0
```

Latin American Countries

```
127 ÷ 4 = 31.75
124
  30
  28
    20
    20
     0
```

United States

```
  31.75
4)127
 -12
   07
  -04
   30
  -28
   20
  -20
    0
```

Europe (also Brazil, Columbia, Venezuela, Uruguay, Quebec)

```
 127|4
-124 31,75
  30
 -28
   20
  -20
     0
```

IS MATH A UNIVERSAL LANGUAGE?

Metric System Adoption

☐ Countries which have officially adopted the metric system

☐ Countries which have not officially adopted the metric system(US,Myanmar,Liberia)
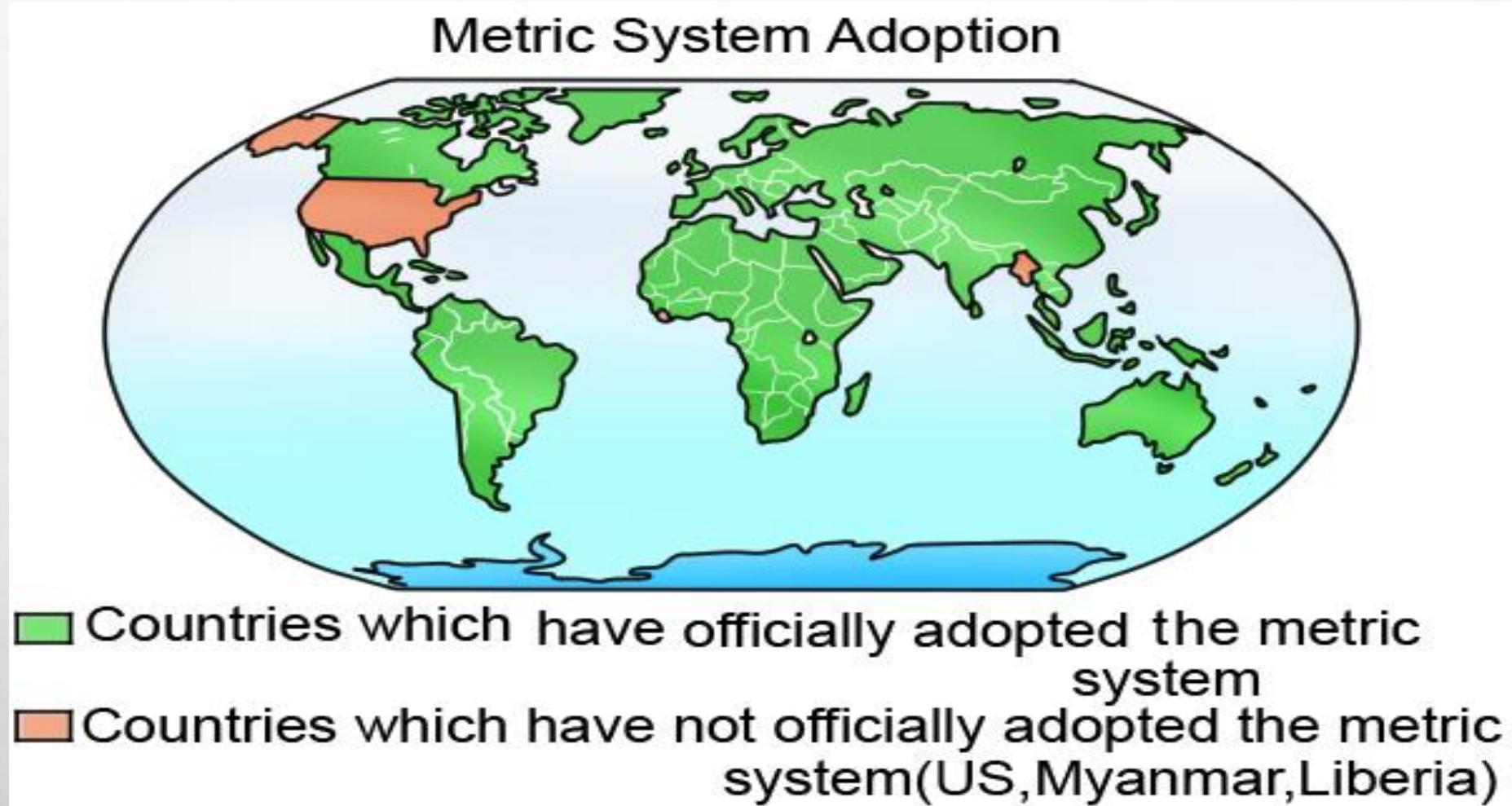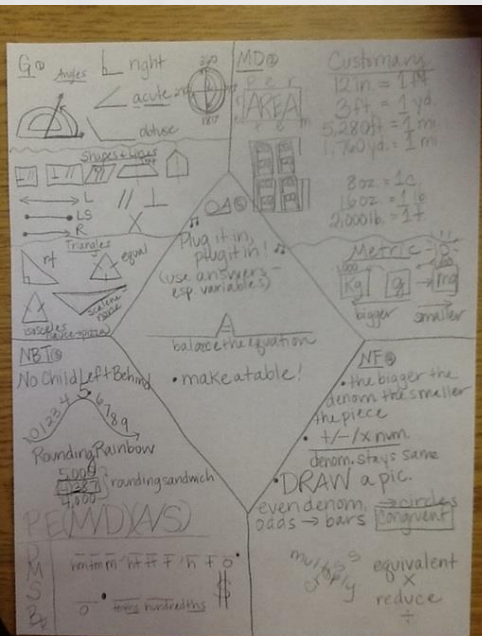
MATH STRATEGIES

- CREATE VOCABULARY BANKS
- USE MANIPULATIVES
- MODIFY TEACHER TALK AND PRACTICE WAIT TIME
- ELICIT NONVERBAL RESPONSES, LIKE A THUMBS UP OR DOWN
- USE SENTENCE FRAMES
- DESIGN QUESTIONS AND PROMPTS FOR DIFFERENT PROFICIENCY LEVELS
- USE PROMPTS TO SUPPORT STUDENT RESPONSES
- CONSIDER LANGUAGE AND MATH SKILLS WHEN GROUPING STUDENTS.
- UTILIZE PARTNER TALK
- ASK FOR CHORAL RESPONSES FROM STUDENTS

MATH STRATEGIES

- BRAIN DUMP STRATEGY (GOOD FOR ALL STUDENTS IN ALL SUBJECTS)

  - DAY BEFORE THE TEST: IN SMALL GROUPS, STUDENTS MAKE A LIST OF IMPORTANT THINGS THEY NEED TO REMEMBER SUCH AS FORMULAS. THEN STUDENTS SHARE THE LIST AS A WHOLE CLASS.

  - DAY OF THE TEST: UPON RECEIVING THE TEST, THE STUDENT WRITES DOWN THE LIST OF IMPORTANT THINGS. THIS THEN FREES THEIR MIND AND ALLOWS THEM TO CONCENTRATE ON WHAT THE QUESTIONS ARE ASK

SCIENCE STRATEGIES

- GROUP WORK
- USE OF GRAPHIC ORGANIZERS
- ACTIVATION OF PRIOR KNOWLEDGE—USE PICTURE BOOKS
- USE OF ACADEMIC LANGUAGE SCAFFOLDING
- CONTEXT CLUES THROUGH VISUAL SCAFFOLDING
- REALIA, MANIPULATIVES, AND MATERIALS
- TASK-BASED OR EXPERIENTIAL LEARNING
- LEVELED QUESTIONS
- MULTIPLE INTELLIGENCE STRATEGIES
- ASSESSING ALL STUDENTS' PERFORMANCE AND UNDERSTANDING

SCIENCE STRATEGIES

- WHEN SHOWING VIDEOS, STOP TO DISCUSS KEY CONCEPTS OR HIGHLIGHT MAIN POINTS. YOU MAY NEED TO REPLAY PARTS FOR EXTRA EMPHASIS.

- SCIENCE JOURNALS—ENCOURAGE WRITING ACROSS THE CONTENT AREA BY HAVING STUDENTS KEEP JOURNALS AND RESPOND TO PROMPTS

- WITH LAB ACTIVITIES, KEEP THE FOLLOWING IN MIND:

  - CLEAR, PROCEDURAL STEPS

  - MODEL LAB ACTIVITIES

  - PICTORIAL GUIDE—DISPLAY AND LABEL ITEMS THAT ARE TO BE USED IN THE LAB, POST SAFETY SYMBOLS
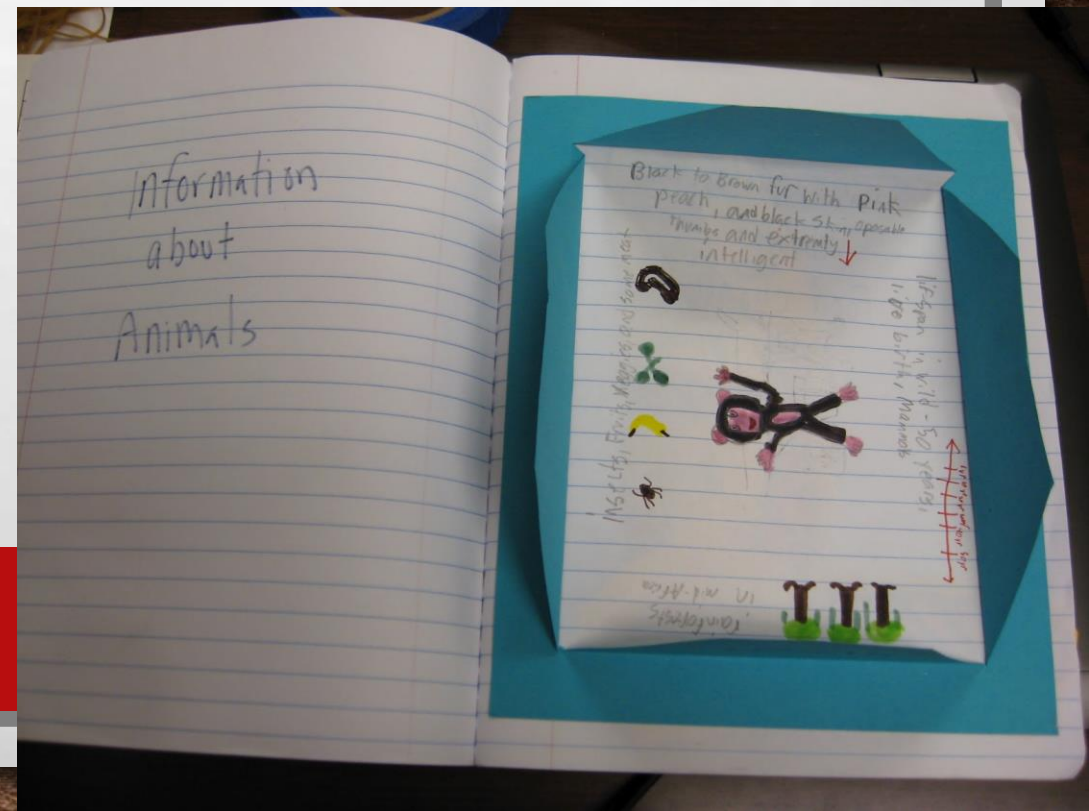

Lab Safety
- don't touch the animals
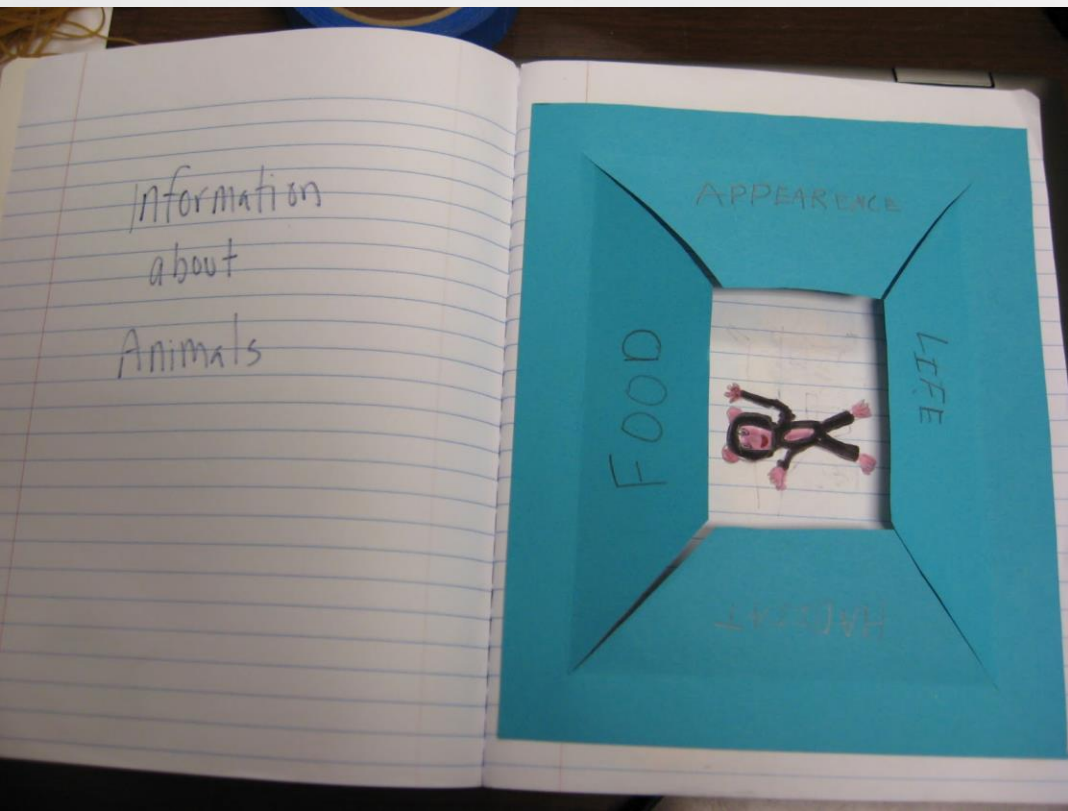- wear safety goggles
- wear lab coat
- wear gloves when necessary
- don't eat at your workstation
- clean up your workspace

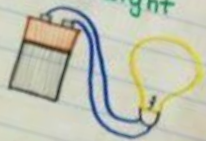Anyone not following the rules will be denied access to the lab room

Toothpick, "Cannonball" (bouncy ball), "Driftwood" (Stick), "Boat" (Little Cup), "Cork" (Foam Shape), Spoon, Feather, Coin

SCIENCE STRATEGIES

- **SCIENCE NOTEBOOKING—CAN BE USED ON A VARIETY OF TOPICS**

ELECTRICITY

Electrical → Light

Energy can change.

Electrical → Sound

Electrical → Heat

Refraction
• the bending of light as it passes from one substance to another

Concave lens

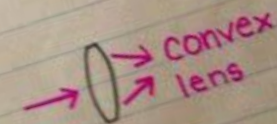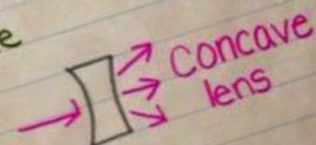Convex lens

prism

water

The Science Penguin

Observations
• using your 5 senses
• measurements
• example- "The street is wet."
• "I observe...", "I smell...", "I measured..."

Inferences
• based on observations and prior knowledge
• use logic to draw conclusions
• example- "Because the street is wet, I infer that it rained."
• "Because _____, I infer _____."

SOCIAL STUDIES/HISTORY CHALLENGES

- SOCIAL STUDIES REQUIRES PROFICIENCY IN ENGLISH AND KNOWLEDGE OF AMERICAN CULTURE TO FACILITATE NEW LEARNING

- LIMITED BACKGROUND KNOWLEDGE OF THE U.S.—SOMETIMES MISCONCEPTIONS HAVE BEEN TAUGHT

- DIFFICULTY LEARNING FROM TEXTBOOKS BECAUSE FACTS AND DETAILS ARE OFTEN CONDENSED, OFTEN OMITTING CONCRETE DETAIL. ALSO, THERE IS A HIGH CONCENTRATION OF NEW VOCABULARY OR SOPHISTICATED SENTENCE STRUCTURE SUCH AS USE OF PASSIVE VOICE.

- CONCEPTS NOT COMMON TO ALL CULTURES: PRIVACY, DEMOCRATIC PROCEDURES, RIGHTS OF CITIZENS, FREE WILL.

SOCIAL STUDIES/HISTORY STRATEGIES

- PRE-TEACH READING ASSIGNMENTS
- USE VISUALS AND REALIA
- USE OF CONTEXT CLUES
- WORD BANKS
- REHEARSAL STRATEGIES
- ROLE PLAYING

- PRIMARY SOURCE MATERIAL AND ARTIFACTS
- JIGSAW LEARNING
- GRAPHIC ORGANIZERS
- FAKEBOOK PAGE
- ANALOGIES
- GIVE STUDENTS CLOZE SETS OF NOTES
- OFFER TWO OPTIONS FOR MULTIPLE CHOICE TESTS

SOCIAL STUDIES/HISTORY STRATEGIES

- USE WORKS OF ART TO TAP/BUILD PRIOR KNOWLEDGE

- HAVE STUDENTS IDENTIFY OBJECTS IN THE PICTURE

- THEN ASK THEM QUESTIONS TO DESCRIBE WHAT IT HAPPENING IN THE PICTURE AND TO MAKE PREDICTIONS

- EXAMPLE FOR SEGREGATION:

www.here4now.typepad.com/

Norman Rockwell, 1964
The Problem We All Live With

Industrial Revolution

"Addie" ("Addie Card")

12 years old — feet in covered in grease

no safety equipment

starting at working at 8 yrs old

really young

very thin-hungry?

Cotton factory-spinner working at a large machine

no shoes

baggy clothing

dirty clothes

Something in her pocket- keepsake? money? tool? string? lunch? clothing? stuffed so full it seems to fall off her dress

pale, tired, weary

floor dirty, dim (not a lot of light)

very hot and loud because of machines

sleeves rolled up and hair is up- dangerous!

mom died when she was 2 married twice

older sister

★ green: factual secondary article

★ blue: visual observation of primary document
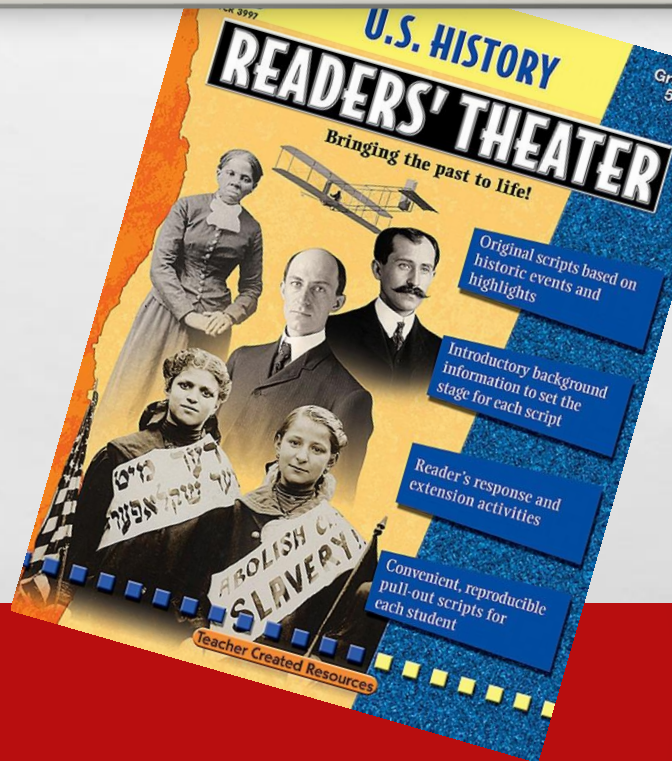
Economics

Goods — products made or grown

Services — work someone does for someone else

Consumers — person who buys a product or service

Producers — person who makes a product or sells a service

Natural Resources — things people use that come from nature — animals wood water plants coal

Economic Resources — things people use that are man made

Needs — things a person must have in order to live

Wants — things that are not necessary in order for a person to live

Government gives us... parks teachers libraries firemen

U.S. HISTORY

READERS' THEATER

Bringing the past to life!

- Original scripts based on historic events and highlights
- Introductory background information to set the stage for each script
- Reader's response and extension activities
- Convenient, reproducible pull-out scripts for each student

Teacher Created Resources

ABOLISH SLAVERY!

IMPORTANT LINKS FOR ESOL

- HTTP://WWW.TEACHTHOUGHT.COM/LEARNING/50-INCREDIBLY-USEFUL-LINKS-FOR-ELL-EDUCATORS THIS SITE CONTAINS 50 LINKS TO VERY USEFUL SITES FOR ALL TEACHERS.

- HTTP://REWORDIFY.COM/INDEX.PHP SIMPLIFIES DIFFICULT ENGLISH

- HTTP://WWW.CAL.ORG/SIOP/LESSON-PLANS/INDEX.HTML A COLLECTION OF SIOP LESSON PLANS AND ACTIVITIES WHICH INCLUDES EXEMPLARY SIOP LESSON PLANS DEVELOPED BY TEACHERS INVOLVED IN SIOP. ALSO, STRATEGIES, RESEARCH, AND PROFESSIONAL DEVELOPMENT INCLUDED IN THIS GREAT SITE.

- HTTP://WWW.CAL.ORG/WHAT-WE-DO/PROJECTS/PROJECT-EXCELL/THE-GO-TO-STRATEGIES GREAT RESOURCE—INCLUDES 77 STRATEGIES DIVIDED INTO THE FOLLOWING CATEGORIES: COMMUNITY BUILDING; INTERACTIVE; TEACHING; STUDENT LEARNING; VOCABULARY TEACHING; READING; AND WRITING. THIS IS THE GO-TO RESOURCE FOR ALL TEACHERS.

IMPORTANT LINKS FOR TEACHERS

- HTTP://WWW.WIDA.US WIDA WEBSITE WHICH INCLUDES INFORMATION ON CAN DO DESCRIPTORS, MPIS, TESTING.

- HTTP://WWW.AAAMATH.COM MATH WEBSITE THAT EXPLAINS CONCEPTS IN ENGLISH AND IN SPANISH.

- HTTP://WWW.COLORINCOLORADO.ORG/ THIS FREE WEBSITE OFFERS A WEALTH OF BILINGUAL, RESEARCH-BASED INFORMATION, ACTIVITIES, AND ADVICE FOR TEACHERS AND FAMILIES OF ENGLISH LANGUAGE LEARNERS (ELLS).

- HTTPS://WWW.MIGRANTLITERACYNET.COM/ ALL SUBJECTS INTRODUCED AND TARGETED TO ESOL STUDENTS WHO HAVE INTERRUPTED SCHOOLING. IT IS FREE, BUT YOU DO HAVE TO REGISTER

- HTTP://WWW.NEWSELA.COM THIS WEBSITE OFFERS NEWS ARTICLES ON A VARIETY OF TOPICS AND ALLOWS YOU TO CHANGE THE LEXILE LEVEL. ALSO, THERE ARE ARTICLES IN SPANISH.

IMPORTANT LINKS FOR TEACHERS

- HTTP://WWW.WORDREFERENCE.COM FREE ON-LINE TRANSLATOR

- HTTP://ELL.STANFORD.EDU/TEACHING_RESOURCES STANFORD UNIVERSITY'S LONG TERM PROJECT TO GATHER LESSONS IN MATH, SCIENCE AND ELA THAT SHOW BEST PRACTICES FOR ESL STUDENTS.

- HTTP://WWW.PROCON.ORG/ FIND PRO AND CON ARTICLES FOR CURRENT ISSUES, ARTICLES ARE FOR INTERMEDIATE AND HIGHER LEVEL READERS

- HTTP://WWW.TEACH-NOLOGY.COM/ A FREE AND EASY SITE TO USE FOR K-12 RESOURCES FEATURING: LESSON PLANS; PRINTABLE WORKSHEETS; RUBRICS; TEACHING TIPS; WORKSHEET MAKERS; WEB QUESTS; CUSTOM GRAPHIC ORGANZIERS; MATH WORKSHEETS; AND THOUSANDS OF OTHER GREAT RESOURCES

IMPORTANT LINKS FOR TEACHERS

- HTTP://WWW.ADLIT.ORG/ARTICLE/14342/ ADOLESCENT LITERACY SITE SHARES RESOURCES FOR PARENTS AND EDUCATORS OF STUDENTS IN GRADES 4-12, INFORMATION IS IN SPANISH AS WELL AS ENGLISH (SISTER WEBSITE TO COLORIN COLORADO AND READING ROCKETS).

- HTTPS://WWW.BITSTRIPS.COM/CREATE/COMIC/ STUDENTS CAN MAKE THEIR OWN COMIC STRIPS

- HTTP://WWW.DINAH.COM/INDEX.PHP DINAH ZIKE'S WEBSITE FOR FOLDABLES ACROSS THE CONTENT AREAS AS WELL AS OTHER TEACHING RESOURCES

- HTTP://WWW.CLASSTOOLS.NET/FB/HOME-PAGE STUDENTS CAN MAKE FAKE FACEBOOK ACCOUNTS— GREAT HISTORY ASSIGNMENT

- HTTP://LARRYFERLAZZO.COM LARRY FERLAZZO'S SITE HAS AUDIO, VIDEO, AND ACTIVITY LINKS TO TEACH ESL STUDENTS IN ALL SUBJECTS

CONTACT US

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  TGRAY@HORRYCOUNTYSCHOOLS.NET

Horry County Schools