



Mercer County Schools

ELL TRAINING

Introduction to ESL Training

The following material has been developed to provide some training to all teachers concerning the English Second Language (ESL) Program and about working with ESL Students.

There will be a verification form to complete to get 2 hours of professional development. This verification form needs to be completed and sent to our Professional Development Coordinator, Rosemary Mitchell.

Please, note that there are a couple of links that will lead you to a viewing on [youtube](#). (They are Moises' story and multiple meaning words.) You may need to have a webtop account to get these links to play.

Best Practices for English Language Learners

...and all other learners!

We know you feel overwhelmed, but
imagine if you had to complete your
work in another language!



Welcome to the life of an English Language Learner...

- [Moises' Story](#)

After viewing the video on Moises' life,
answer the following questions:

1. Moises cares about school, but an observer might not know it, why?
2. Moises can't understand, read, or speak English, what types of behaviors could that lead to?
3. What would happen to Moises with no intervention or support?

Best Practices:

- Building Background Knowledge:
 - What would have helped Moises understand the content of his Math class?

Where to Start

County Website-ESL

(If this link does not work, enter the following link into your browser - <http://boe.merc.k12.wv.us/?q=node/790>)

WV Department of Education-ESL Handbook

(If this link does not work, enter the following link into your browser - http://wvde.state.wv.us/abe/tcher_handbook_pdf/section14.pdf)

WV State Department-ELP Standards

(If this link does not work, enter the following link into your browser - <http://wvconnections.k12.wv.us/elpstandards.html>)

ESL Teachers and Resource People:

- Mr. Tom Chaffin-Coordinator of Pupil Services
 - tchaffin@access.k12.wv.us
- Mr. Craig Spooner
 - craigmspnr@suddenlink.net
- Mrs. Penny Tibbs
 - ptibbs@access.k12.wv.us
- Mrs. Angelah Worley
 - aworley@access.k12.wv.us

How to Build Background

- Make explicit links for students:
 - Questioning
 - Charts
- Have students brainstorm what they already know about a topic:
 - KWL
- Ask specific questions to provide students with opportunities to make their own connections:
 - Student Journals
- Pre-teach key vocabulary words:

Strategies for Building Background:

- Types of Vocabulary : word sort
- Predict-O-Gram
- List-Group-Label
- Personal Dictionaries/Vocabulary Maps
- Before/After statement chart
- Four Corners
- Sentence Frames

Example: Predict-O-Gram

- Westward Expansion
- Respiration

Content and Language Objectives

- *Content*: What are they learning?
- *Language*: How are they learning?

The image displays a collection of classroom materials:

- TO DO:** A central board with handwritten objectives:
 - Reading:**
 - Content Objective: Your job today is to use context clues to aid in the decoding of new words.
 - Language Objective: You will write and use words with the schwa sound. You will proofread a passage for misspellings.
 - Math:**
 - Content Objective: You will extend simple patterns and state a rule.
 - Language Objective: You will make a table and find a pattern and write the rule.
- VOCABULARY:** A board featuring a large pumpkin illustration with various words written on its segments, such as orange, patch, spider, happy, costume, seeds, flicker, jack-o-lantern, Halloween, bat, sad, jack-o-lantern, scary, pumpkin pie, and bick or treat.
- AM JOBS:** A board listing student names and their assigned roles:
 - Reading PB: Jaxon, Matt H., Tom, Ethan, Katie, Jake, Logan
 - Apangea Compass: McKenzie, Ashlin, Riley, Emily, Tressa, Kristen, Camden
 - ADD-Language: Mathew A., Shelby, Josiah, Scott, Mikayla
 - AR: Dillon, Keaton, Freya, Ashley, Juan, Mandy
- Other Materials:** A vertical strip on the left shows numbered cards (18, 19, 20) with associated words and concepts like 'past participle of go', 'Both R.W. and (I, me) think you should move to Samoa.', and 'colors'. A purple bat costume is visible at the bottom left.

Content and Language Objectives:

Content Objectives:

- Compare/Contrast
- Apply
- Rank
- Analyze
- Design
- Measure
- Solve
- Discover
- Research
- Compute
- Search
- Identify

Language Objectives:

- Describe
- Explain
- Discuss
- Tell
- Converse
- Write
- Journal
- Read
- Listen
- Retell
- Respond
- Debate

Content and Language Objectives:

- Science:
- (Students will distinguish between plant animal cells.)
 - EASY: Students will explain to a classmate the similarities and differences of plant and animal cells.
 - DIFFICULT: Students will write a 5-7 sentence paragraph about the similarities and differences of plant and animal cells.
- Math:
- (Students will solve an addition problem using regrouping.)
 - EASY: Students will explain to a classmate how they solved an addition problem.
 - DIFFICULT: Students will write a summary of the process followed to solve a problem.

Ideas for the Four Language Domains:

- Reading: – text, vocabulary lists, notes from board/overhead
- Writing: – vocabulary lists, notes, predictions, answers to comprehension questions, logs, journals, shared writing
- Listening: – to the teacher, to students, to CD's, videos
- Speaking: – orally answering questions, discussion with partner, group members, Think-Pair-Share, safe, low risk learning environment

Scaffolding Higher Order Thinking Questions:

Directions:

- Think of a topic you have taught or have recently seen taught. Then decide on a question you can ask on that topic that is on the creating and evaluating level. Write that question in the **last** box. Then write the questions you will need to ask your ELLs in order to get them to the point where they can answer the last question. Write each level of questions.
- [Scaffolding Worksheet](#)

Adapting Text for ELLs:

- Sample Text #2: Virginia
- Helpful Steps:
 - 1. Highlight key vocabulary and concepts.
 - 2. List highlights.
 - 3. Retell using a list of word triggers.
 - 4. Put a star next to the most important words that are listed.
 - 5. Use the starred list to tell a summary of the story.

Example Text: Virginia

- [Adapted Reading](#)

Using Supplementary Materials:

Goal: Make learning meaningful and clear.

How:

- hands-on manipulates
- realia (real objects)
- pictures
- visuals
- multimedia
- demonstrations
- related literature
- adapted text

Creating Meaningful Activities: Practice and Application:

Why?

- Integrate lesson concepts with language practice opportunities
- Provide opportunities to experience what students are learning about
- Allow students to be more successful by relating classroom experiences to their own lives
- Ample opportunities for ELLs to clarify key concepts in L1 as needed with aide, peer, or L1 text

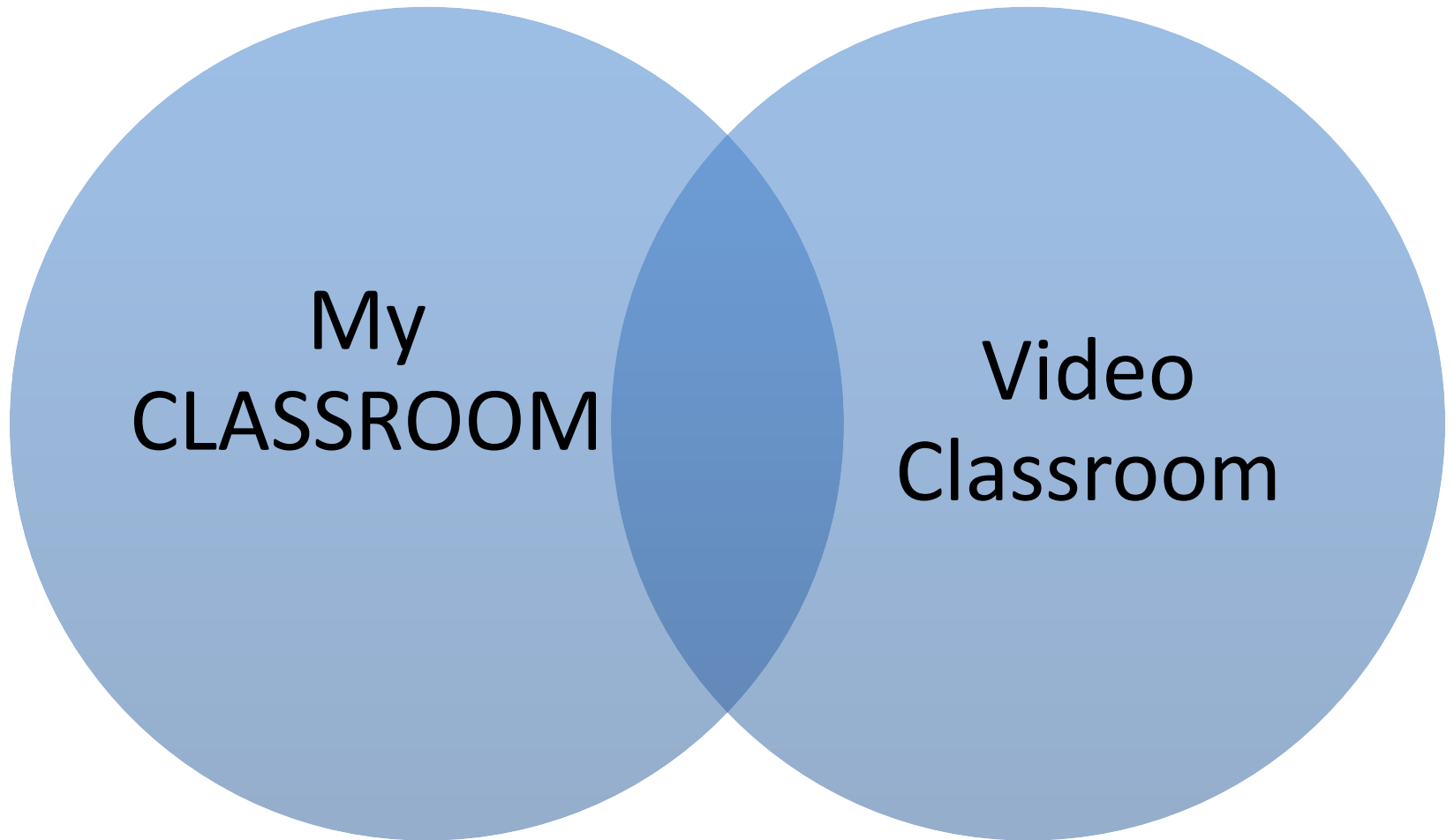
Examples of Interactive Lessons:

- Think-Pair Share
 - Jigsaw
 - Numbered Heads Together
 - Four Corners
 - Round Robin/Roundtable
 - Concept Personification Role-Play
 - Three-step Interview
 - Carousel
- Inside-Outside Circle

Practice and Application in the classroom:

- [Multiple Meaning Words](#)
- 1. How is the teacher incorporating all four language skills?
- 2. Is she using practice or application or both?

Reflect on the Practice and Application:



What we need from you:

- Share a copy of weekly lesson plans (mandated)
- Copies of quizzes, tests, or assignments
- Progress reports (midterm and report card)
- Communication (at least once a month)
 - Email, phone call, face-to-face conference



What is an LEP? (Limited English Proficiency)

- A team derived document is on file, which includes:
 - Modifications
 - Important background information
 - Language level
 - Testing Accommodations

LEGALLY BINDING

What we can do for you:

- Help meet federal law
- Reinforce concepts you are teaching
- Preview materials with students
- Modify quizzes/tests to meet individual needs
- Make adjustments to foster success
- Keep the feds happy 😊
- Listen and make suggestions if we know what you need.

References:

- Himmel, Jen and Mazrum, Julie (2013). CAL SIOP Workshop. Center for Applied Linguistics: Washington, D.C.

Mercer County Public Schools

Verification Sheet for “English as a Second Language” Training for all teachers 2014-2015

All teachers should participate in this ESL Training. When you are finished, please submit this sheet for verification that you completed the training. (This training is found on our county website under the School Information tab – English Second Language.)

My signature verifies that I have completed this ESL Training designed for all teachers. Therefore, I am eligible for 2 hours of Professional Development.

Print Name

Signature

Date

Please Return this completed Verification Sheet to Rosemary Mitchell,
Professional Development Coordinator.