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Chapter

Your Connection to Colleagues Across the Country

ESOL Infused Lesson Plans

Dr. Cristina Valentino

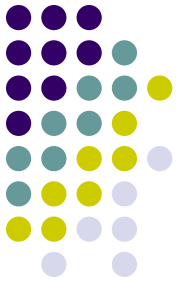
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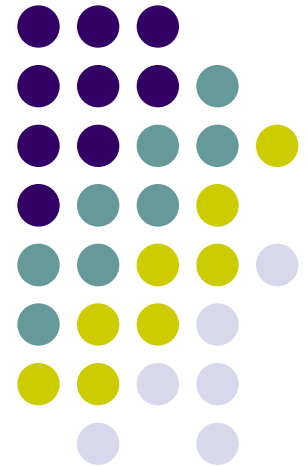
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EILP

ESOL Infused Lesson Plans



What educators are saying:



- It doesn't need to be represented in paper.
- Being open and led by those student needs is what drives the process.
- Lesson plans are only a generic plan.
- Practice and essential skills do not need a formal lesson plan.
- Keeping goals for the class is in the head.

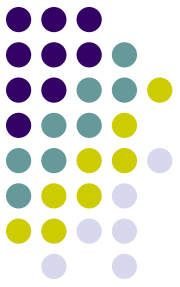


What is a “Lesson Plan”?

- A daily lesson plan is developed by the teacher to guide the instruction. Planning the instruction is much more difficult than delivering the instruction. Planning is when you look at the curriculum standards and develop lesson content that match those standards.

Characteristics of a Lesson Plan:

Plan:



- It is a document that states what will happen and when, during the specific period of class.
- It also set goals and objectives.
- It must be flexible
- It is a guide (like a recipe) that can be changed as needed.
- It becomes a self-assessment.
- It gives us a guideline of what and when to do the activities we need in the classroom.



What is an EILP?

- An EILP is an ESOL Infuse Lesson Plan. It is a way to integrate ESOL students through out an entire class.
- It integrates differentiated instruction.
- It helps ELLs to acquire the language



Why to use an EILP?

- The intention of the EILP is to let the teacher know thru the entire lesson when to call on an ESOL student. It also let the teacher know which question to ask depending of the level of English Acquisition
- Again, it differentiates.
- Knowing that you as ESOL teachers have an important role to play in facilitating linguistic development (teaching in any subject area consequently needs to involve some focus on language acquisition)

Importance of Knowing about Language Acquisition



- Input from the first language will emerge at the first stage of learning the L2.
- Those schooled in two languages outperformed those schooled in one.
- As ESL/ESOL teacher keep this in mind: those ELLs who still maintained their L1 have a linguistic advantage over their peers: the command of two languages.

Three level of Language Acquisition: Beginning



- An ESL student at this level speaks very little or no English (L2) as they tend to associate statement/expressions with meanings as they make associations based on actions, visuals, text, and tone of voice.
- May demonstrate literacy skills in native language. May be on grade level in first language (L1). They read English by using cues.
- Beginning Level writing characteristics on writing rubric (one way of assessing them)
- May be able to respond to yes/no questions in English
- May be able to respond to simple questions in English with one/two words in English.

Three level of Language Acquisition: Intermediate



- They clarify, distinguish, and evaluate ideas and responses in a variety of situations. They participate successfully in academic contexts.
- They read English using and applying developmental vocabulary to increase comprehension (one way of assessing the student)
- ESL students use the listening process to improve comprehension and oral skills in English producing written text to address a variety of audiences and purposes.

Three level of Language Acquisition: Advanced



- Has good command of English oral skills, continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes
- Advanced level generating written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency
- These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses.

Principles for Designing Effective EILP



- Find the right activities/methods to disseminate the objective in mind or behind the curriculum.
- Address **Comprehension** guiding the ESL students from prior knowledge to new knowledge or concrete to abstract
- Activate background knowledge
- Activities also need to be **interactive**
- **Increase Higher Order Thinking Skills**

ESOL Methods



- TPR
- Natural Approach
- CALLA
- CALPS v. BISC
- Communication Approach

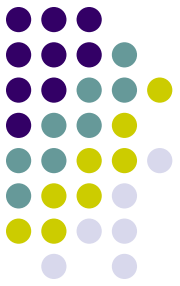
ESL Best Practices/Strategies



- ESL Strategies are the medium used to show a specific method works.
- Any strategies that work well for any student in the class.
- Think-Pair-Share, Jigsaw, Peer Tutoring, Pair Assignments, Cooperative Projects, etc

Part II

- What's Academic Language?



Pitfalls:



- Ask yourself “What do we mean by academic language?”
- Typical response: “Well, you know...it’s the language needed for content areas math and social studies.”
- Will you argued that the language of math \neq the language of social studies?
- Then, we can agree that how language is used in expository texts \neq how language is used in narrative texts
- Therefore, we need to decide to build upon a common language that would explicitly address our common knowledge.

What is Academic Language?



Academic language proficiency refers to the abilities to construct meaning from oral and written language, relate complex ideas and information, recognize features of different genres, and use various linguistic strategies to communicate

Dutro & Moran (2003)

Academic Language Functions

Dutro & Moran



- Navigating written text
- Asking/answering informational questions
- Asking/answering clarifying questions
- Relating information
- Comparing and contrasting
- Explaining cause and effect
- Justifying and persuading
- Drawing conclusions
- Summarizing
- Evaluating
- Conducting research

Academic Language Functions

Chamot and O'Malley



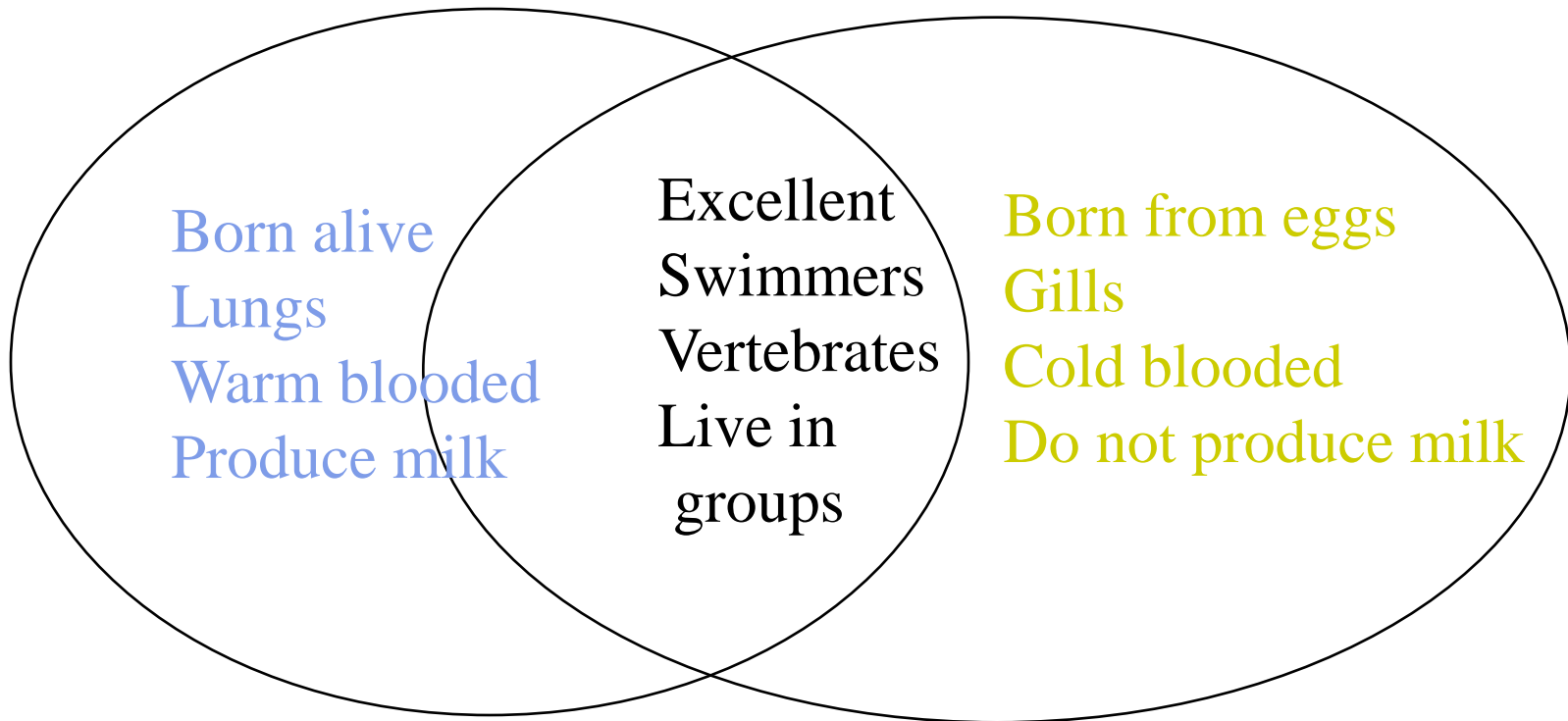
- **Seek Information** - use who, what, when, where, how
- **Inform** - recount information or retell
- **Compare** - explain graphic organizer showing contrast
- **Order** - describe timeline, continuum or cycle
- **Classify** - describe organizing principles
- **Analyze** - describe features or main idea
- **Infer** - generate hypotheses to suggest cause/outcomes
- **Justify & Persuade** - give evidence why “A” is important
- **Solve Problems** - describe problem-solving procedures
- **Synthesize** - summarize information cohesively
- **Evaluate** - identify criteria, explain priorities, etc.

Language Function: Compare/Contrast



Marine mammals

Ocean fish



Academic Language Forms: Compare/Contrast



- Sentence Frame:
- _____ have _____, whereas _____ have _____.
- Marine mammals have lungs, whereas ocean fish have gills.
- Providing the mortar words will enable students to use language to ***compare and contrast***.

Social Studies



- In social studies, long sentences with multiple embedded clauses are common.
- Cause and effect statements are frequent.
 - Because there will be more people in the world in the future, we will need more land on which to build towns and cities.
- Various verb forms are used:
 - I found Rome a city of bricks and left it a city of marble.” Augustus is supposed to have spoken these words as he lay dying. He was Rome’s first emperor, and started the first of its great building programs. He claimed that he had had over 80 temples rebuilt.
- Frequent use of pronouns and as referents.

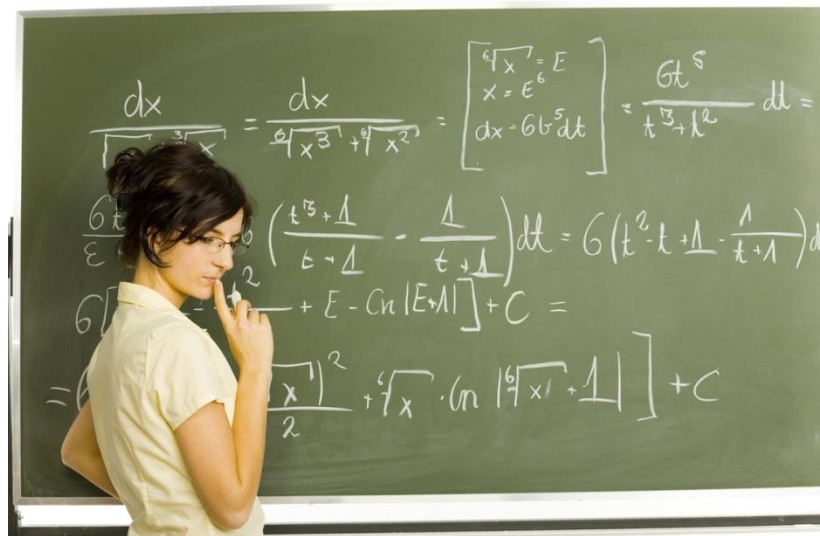
Mathematics



- Comparatives:
 - is greater than 4
 - Maria earns six times as much as Peter
 - Lin is as old as Roberto
- Prepositions:
 - (divided) into, divided by,
 - 2 multiplied by 6 and X exceeds 2 by 7
- Passive voice:
 - X is defined as a number greater than 7.
- Reversals: The number a is five less than b.
- Logical connectors: if...then
 - If a is positive then -a is negative.



So... how do I teach it?





- Before students engage in the mathematics, an ESL specialist may spend some time helping students understand the use of comparatives





Word Walls

- Bank of words displayed on the wall of a classroom
 - Specific to content
 - Instructional language (connectives, transition words)
 - Key words for reading





The Last Word

Different varieties, but all revolve around one group discussing different sections of one reading:

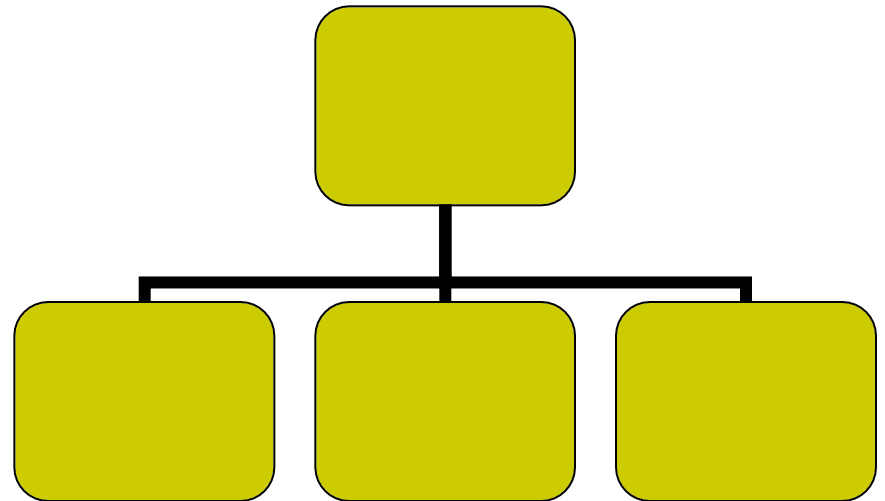
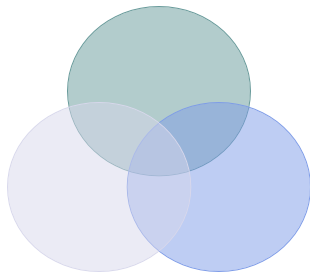
- Student 1 reads his or her sentence but does not comment
- Other students comment on sentence and may build on what others say, but not out of turn
- Student 1 comments on his or her sentence and incorporates what others said





Graphic Organizers

- Graphic Outlines, timelines, and graphic organizers help represent information from texts or lectures in a different manner at different levels of complexity





Jigsaw

- In small groups of four or five, students read different parts of a passage; research a topic; or discuss a question and become “experts”
- New groups are formed with members from each of the expert groups
- Individuals share their reading, findings or perspectives with their new group





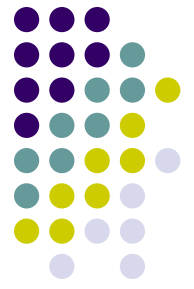
Other strategies

- Modeling
- Guided practice
- Wallpapering
- Dictogloss
- Thinking sheets
- Exit slips
- Split dictation
- Pictures/visuals
- Cartoon strips

Questions?



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