

Summer 1998

Inservice Lessons on Effective Sheltering Techniques for Mainstream Teachers

Lani H. Lynch

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

INSERVICE LESSONS
ON EFFECTIVE SHELTERING TECHNIQUES
FOR MAINSTREAM TEACHERS

by

Lani H. Lynch

August, 1998

The purpose of this project was to draw together evidence of successful English as a Second Language programs and sheltered classrooms. With those examples, I composed a series of teacher inservice lessons. The lessons were designed to show teachers why sheltering techniques are essential in every classroom, what those strategies are, and how to incorporate them into their own classrooms.

TABLE OF CONTENTS

Chapter		Page
1	BACKGROUND OF THE PROJECT.....	1
	Statement of the Problem.....	1
	Purpose of the Project.....	1
	Justification of the Project.....	2
	Limitations of the Project.....	2
	Definitions of Terms.....	2
2	REVIEW OF RELATED LITERATURE.....	4
3	METHODOLOGY.....	8
	Need for Project.....	8
	Procedures.....	8
	Timeline.....	9
4	THE PROJECT.....	10
	Title Page.....	11
	Lesson I.....	12
	Lesson II.....	15
	Lesson III.....	18
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	21
	Summary.....	21
	Conclusions.....	21
	Recommendations.....	21
	REFERENCES.....	23
	APPENDICES.....	25
	Appendix A--Supplements to Lesson 1.....	25
	Appendix B--Supplements to Lesson 2.....	39
	Appendix C--Supplements to Lesson 3.....	50

CHAPTER I

BACKGROUND OF THE STUDY

Statement of Problem

With an increasing population of non-English speaking students, the need to provide adequate academic services has become a challenge in education. Many schools provide English as a Second Language (ESL) services, but have no support services beyond language development.

Current research has shown that the best possible situation for a Limited English Proficient (LEP) student is a bilingual classroom (Thomas & Collier, 1997). In a bilingual classroom, the students receive academic instruction in both their native language and their target language. In this way, the second language is developed without sacrificing academic progress.

However, not every school has the financial and human resources to provide bilingual instruction. According to the Thomas and Collier report, a sheltered classroom is the next best alternative (1997). With effective sheltering strategies, a teacher can present content instruction in such a way that LEP students can grasp the academics in spite of their language limitations (Rohac, 1993).

Purpose of Project

The purpose of this project was to draw together evidence of successful ESL programs and sheltered classrooms. With those examples, the researcher composed a series of teacher inservice lessons. The lessons are designed to show

teachers why sheltering techniques are essential in every classroom, what those strategies are, and how to incorporate them into their own classrooms.

Justification of the Project

Many teachers are faced with the challenge of instructing LEP students. These students may have pull-out ESL classes and possibly some bilingual and sheltered classes. However, scheduling conflicts and staffing concerns also make it necessary to place LEP students into mainstream classes.

Without the proper teaching methodologies, teachers are unable make their lessons accessible to LEP students. With the inservice lessons, teachers will be made aware of basic sheltering techniques. That will enable them to make their content material intelligible to students still struggling with language acquisition.

Limitations of the Project

The inservice lessons are designed for middle and secondary school teachers. There is a short sequence of lessons that would best be presented on faculty days rather than an all-day seminar.

Definition of Terms

Basic Interpersonal Communication Skills (BICS): The ability to communicate socially in a second language.

Bilingual Education: Academic instruction delivered in the students' native language and in the target language.

Cognitive Academic Language Proficiency (CALP): A measurable level of second language development when academic communications are comprehensible.

English as a Second Language (ESL): Refers to formal English language instruction to non-native English speakers.

L1: Native language

L2: Second language

Limited English Proficient (LEP): An ability to communicate in English, but insufficient to succeed in the classroom or work environment.

Normal Curve Equivalent (NCE): An achievement level measurement used to compare participants in national tests.

Sheltered Curriculum: Academic courses taught using specific strategies to enhance language development and make subject matter understandable to LEP students.

CHAPTER II

REVIEW OF RELATED LITERATURE

The question of how to include LEP students in the mainstream is an issue in many schools (Cruz & Duff, 1997). Whether to provide only intensive ESL instruction before placing students in the mainstream has become a topic of debate through out the country. Current studies have shown, however, that the lowest academic gain is made by LEP students placed in pullout ESL and then mainstreamed (Thomas & Collier, 1997). According to the Thomas and Collier report, LEP students are best served in bilingual classrooms. There are combinations of ESL and sheltered classrooms that will also help LEP students to progress both in language development and academics. This is the best option for schools that can not provide bilingual classes.

Ultimately, however, LEP students will have to enter mainstream classes that have not been designated sheltered or bilingual. At that point, those teachers will need to be prepared to guide learning in spite of any language limitations the students may still have.

In an ESL classroom, Language Arts is the primary focus (Gonzales, 1997). During the time when students are learning English, if it is the only class they are taking, they fall behind in their academic studies and it is difficult to catch up (Thomas & Collier, 1997).

Sheltered classes are one of the more successful strategies for keeping students on grade level academically while they are mastering the language (Thomas & Collier, 1997).

communicate socially, but they do not have the cognitive or reasoning skills to succeed in a mainstream classroom (Thomas & Collier, 1997).

At the other end of the spectrum, according to the Thomas and Collier report, are the bilingual classrooms. It is here that LEP students are best served. ". . . Bilingual programs are designed to allow the students to continue age-appropriate development in all school subjects and to maintain native-speaker-like rates of cognitive development through L1 [primary language] instruction while they are acquiring academic English" (Thomas & Collier, 1997, p. 54).

Bilingual classrooms are governed by the belief that when a student has an adequate academic base in their native language, they are better able to learn a new language and make the academic switch at the same time (Gonzales, 1997). Rather than taking two to three years to learn a second language at the sacrifice of grade level academics, students in bilingual classrooms continue progressing academically through L1 instruction while transferring that knowledge to L2. Table 1 illustrates the preview/review bilingual model from the English as a Second Language/Bilingual Framework adopted by Washington State's Office of the Superintendent of Public Instruction. It is an example of one way a teacher may present academic material in L1 and then build upon that foundation while transferring to L2.

This model is ideal when a bilingual teacher with a strong academic background is available. Many schools find it difficult to provide bilingual classrooms due to the lack of qualified instructors (Thomas & Collier)

Table 1 The Preview/Review Bilingual Classroom Model

Preview	Lesson	Review
Lesson previewed in first language. Important concepts are introduced and background knowledge recalled in first language.	Lesson is presented in English. Students are expected to use English as they can in the lesson activities. First language mediation is allowed when necessary.	Important learnings from lesson are reviewed in the first language. Extension activities may be experienced in the first language.

The twelve year study that the Thomas and Collier report summarized showed that the second most successful program for LEP students is the sheltered classroom. LEP students were able to reach the 61 NCE when schooled bilingually followed those in sheltered classes, who were able to reach the 52 NCE (1997).

In a sheltered classroom, "teachers plan for students to learn the concept of a discipline in a protected manner. Language is presented at a simpler syntactical level, vocabulary is controlled, instruction slower paced, and the conceptual load is lightened" (Gonzales, 1997, p. 63). The expectations for these students are just as high (p.95), but instructional the approach is innovative, helping students to acquire language while learning the subject being taught.

Preparing teachers to conduct sheltered classrooms will help schools handle the increased population of LEP students (Thomas & Collier, 1997) and is in fact more cost effective (Rohac, 1993). Ron Rohac suggests that with well structured sheltering, schools could eliminate the need for ESL classrooms.

Ultimately, however, LEP students will have to enter mainstream classes that have not been designated sheltered or bilingual. Those teachers will need to be prepared to guide learning in spite of any language limitations the students may still have.

It takes a LEP student 5-7 years to master the CALP necessary to succeed in a mainstream classroom (Cummins, 1981). Using sheltered classes along with ESL during that time period, students are able to increase the cognitive and language abilities, maintaining a comparable NCE level with their native English speaking peers (Thomas & Collier, 1997). But, when this combination is not possible, mainstream teachers can help their LEP students succeed by using sheltering strategies in their classrooms.

CHAPTER III

METHODOLOGY

Need for the Project

"An estimated 85% of the ESL students in the United States' public schools do not participate in a program specifically designed for language minority learners" (Fitzgerald, 1995). Not all students can be placed in ESL or even sheltered classrooms. There is a need for mainstream teachers to learn strategies and gain skills to help the LEP students in their classrooms.

Procedures

Some of the research used was causal-comparative. Data was gathered from journals, books, and the internet, in order to show the relationship of LEP student success to the use of sheltering techniques in the mainstream classroom. The information from this portion of the research was for the Justification portion of the project and to develop the first inservice lesson.

The rest of the research was a combination of action and content analysis. The researcher studied the strategies from several successful ESL and sheltered programs. The goal was to find techniques that could be shared with mainstream teachers. The researcher also attended several trainings and seminars designed for ESL and bilingual education teachers to gather information and techniques for sheltering LEP students. The data from this research was used to compose the second and third inservice lessons.

CHAPTER IV

THE PROJECT

INSERVICE LESSONS
FOR MAINSTREAM TEACHERS
OF LEP STUDENTS

Lesson 1

I. Introduction

A. Introduce myself

B. State Purpose

1. The purpose of these inservice lessons is to explain what sheltering techniques are and how to incorporate them in our classrooms.

II. Definitions

A. LEP

B. ESL

C. Bilingual

D. Sheltered

III. Need for & Purpose of Sheltering

A. Need

1. In 1940, 20% of the U.S. adult population completed high school (Thomas & Collier, 1997).
2. In 1988, 70% of U.S. school children were Euro Americans, non-Hispanic. By 2020, 50% will be non-Euro-American.
3. New State Essential Learning require *all* students to achieve mastery.
4. Students capable and eager to learn. (overhead 1.a)

B. Purpose

1. To provide LEP students with grade level academics at a language level they can handle.
2. To keep LEP students stimulated and progressing academically while they are mastering English.

IV. Language Acquisition Levels (overhead 1.b)

- A. Preproduction
- B. Early production
- C. Speech Emergence
- D. Intermediate Fluency

V. Empathy Activity

- A. 3-4 volunteers leave room while "O-Nong-Gong" language taught
- B. Volunteers return and brief lesson taught in new language
- C. Lesson retaught using visuals
- D. Debrief

VI. Second Language Acquisition Timeframe (overhead 1.c)

- A. 4-7 years when schooled bilingually
- B. 7-10 years with English only instruction
- C. Helpful hints for understanding Language Acquisition (overhead 1.d)

VII. Creating a Sheltered Classroom

- A. Principles for success (overhead 1.e)
 - 1. Increase comprehensibility
 - 2. Increase interaction
 - 3. Dual objectives
- B. Increase comprehensibility
 - 1. Modified speech (overhead 1.f)
 - 2. Contextual clues (overhead 1.g)
 - 3. Comprehension checks (overhead 1.h)

4. Appropriate lesson design (overhead 1.i)
 5. Guarded vocabulary (overhead 1.j)
 - a. We must hear a word 150 times to make it our own. (Rohac, 1995)
- C. Increase interactions
1. Cooperative Learning (overhead 1.k)
 2. Drama
 3. Hands on (overhead 1.l)
- D. Dual objectives
1. Content
 2. Language

VIII. Conclusion

- A. Reiterate need
- B. "The focus (of current debate) needs to switch from languages to schools. Schools, not languages, educate students." Maria Estela Brisk (Walters, 1998)

IX. Empathy Activity

- A. Example of incomprehensible input
 1. Read from A Clockwork Orange (1.m)

Lesson 2

- I. Why should mainstream teachers master sheltering strategies?
 - A. Jill Fitzgerald (overhead 2.a)

- II. Examples of Sheltering Techniques

- A. Cable in the Classroom
 1. Show sample magazine
 2. NEA approved
 - a. Can use videos without prior approval process
 3. Web site
 - a. <http://www.ciconline.com>
 4. CNN Newsroom
 - a. Same footage as commercial CNN broadcast with adjusted script
 - b. Daily lesson plans on internet
 5. Let onsite person responsible for recording know when you want a program recorded
- B. General video strategies
 1. Utilize Close Captioning
 - a. Demonstrate video with close captioning on
 - b. Turn down volume and read only
 - c. This reinforces language development
 2. Audiotape a voice over using student created scripts
- C. Cooperative Learning
 1. Numbered Heads Together demonstration (overhead 2.b)
 - a. Students number off 1-4

- b. Teacher poses question to teams
 - "What are some benefits of using videos in class?"
 - c. Heads together to process answer
 - Everyone must contribute at least one idea
 - d. Reach team consensus
 - e. Teacher selects number (1-4) and student answers
2. Debrief
- a. Benefits for all students
 - More opportunity to give correct answers
 - b. Benefits for LEP students
 - Opportunity to practice language in non-threatening situation
3. Jigsaw demonstration
- a. Teams of four--players numbered 1-4
 - b. Each team player given different assignment from E.S.L. Games For Vocabulary Enhancement (handout 2.c)
 - Concentric Circles
 - Word Tic-Tac-Toe
 - Baseball
 - Pictionary
 - c. Everyone spends time reviewing their assignment individually and thinking of ways to use in class
 - d. Team members separate into number groups (i.e.: #1's together, #2's together, etc.) and share ideas
 - e. Team members return and teach others on team about their assignment

4. Debrief
 - a. Benefits of jigsaw for all students
 - b. Benefits for LEP students

III. Conclusion

- A. Sometimes, allow wrong answers, when the student's heart is in it.
- B. Empathy Activity
 1. Read selection from The Education of Hyman Kaplan (2.d)

Lesson 3

I. LEP Students are intelligent

A. Bilingual Framework (overhead 3.a)

II. Examples of Sheltering Techniques

A. Drawing Out Learning

1. Anyone can draw
 - a. No need to be artist
 - b. Use lines and curves
2. Demonstrate with language center
 - a. Copy what I draw
 - b. Label parts
3. Purpose (overhead 3.b)
 - a. To increase comprehension by connecting language to drawings
 - b. To increase comprehension by slowing language output.
 - c. To increase the engagement of the student and activate more neurons
 - d. To increase repetition by focusing on key vocabulary
4. Uses (overhead 3.c)
 - a. During a lecture or teacher explanation
 - b. Use to prepare students for reading the text
 - c. As a prompt for producing language in reciprocal teaching/discussion
 - d. As an overview/preview or summary of a lesson

- B. Journalist Questions (overhead 3.d)
1. Post them around room with translations
 2. Use them for questioning
 - a. This gives LEP students foundation
- C. Cued Retelling
1. Demonstration
 - a. Read short story
 - b. Do cued retelling sheet in pairs (overhead 3.e)
- D. Teach the text backward--Judy Jameson
1. Traditional sequence (overhead 3.f)
 - a. Read the text
 - b. Answer study questions at the end of the text
 - c. Discuss the material in class
 - d. Do selected applications based on the material
 2. Teach the Text Backwards (overhead 3.g)
 - a. Do selected applications based on material
 - Science--field trip *early* in unit
 - Social Studies--interview families on country of origin *before* beginning unit on geography
 - Math--read opposing articles citing similar statistics *before* studying formulas
 - Computer Literacy--struggle with producing a simple document *before* learning terminology or practicing keyboarding skills
 - b. Discuss the material in class
 - Using key vocabulary ask "What would happen if...Why?" questions

- Support key vocabulary with visuals and realia
 - This gives LEP students *prior knowledge* of chapter
- c. Answer the study questions at the end of the chapter
- Preview by looking at pictures and diagrams
 - Read subheadings and inserts
 - Read important study questions
 - This increases comprehensibility and builds thinking skills
- d. Read the text
- Can jigsaw chapter to reduce necessary reading
 - Use of graphic organizers can demonstrate key relationships in content
- e. Practice lesson planing for Teach the Text Backwards
- In teams of 4, use a textbook to plan one unit

III. Conclusion

- A. Summary
- B. Questions

CHAPTER V

SUMMARY, CONCLUSION & RECOMMENDATIONS

Summary

The purpose of this project was to draw together evidence of successful ESL programs and sheltered classrooms. With those examples, the researcher composed a series of teacher inservice lessons. The lessons were designed to show teachers why sheltering techniques are essential in every classroom, what those strategies are, and how to incorporate them into their own classrooms.

Conclusions

After completing the background studies, the researcher concluded that all teachers need access to training to help LEP students in their classrooms. Research has shown most LEP students to be eager and capable learners if lessons are presented in a comprehensible way (Gonzales, 1997). It has also been determined that with proper instruction, LEP students can close the NCE gap caused by language limitations and actually exceed the yearly growth gained by average native English speaking students (Thomas & Collier, 1997).

Recommendations

It is the researcher's recommendation that teacher training be continued for ESL, designated bilingual, and sheltered teachers. It is also recommended that all mainstream teachers have the opportunity to participate in the inservices outlined in this project. LEP students do not

remain in program classrooms all day. It is important that mainstream teachers learn how to make their lessons accessible to LEP students.

REFERENCES

Burgess, A. (1995). A Clockwork Orange. New York, NY: W.W. Norton & Company.

Cummings, J. (1981). Age on Arrival and Immigrant Second Language Learning in Canada: A Reassessment. Applied Linguistics, 11.2, 132-149.

Fitzgerald, J. (1995). English-as-a-Second Language Reading Instruction in the United States: A Research Review. Journal of Reading Behavior 27.2, 115-152.

Gonzales, P. C. (1997). The English -as-a-Second Language/Bilingual Framework. Olympia, WA: Office of Superintendent of Public Instruction.

Jameson, J. Teach the Text Backwards: A Practical Framework which Helps ESOL Students to Understand Textbooks. From Theory to Practice., Tampa, FL: Region XIV Comprehensive Center.

Kneisley, C. (1998). E.S.L. Games for Vocabulary Enhancement Compiled by Chevy Kneisley. Title VII Curriculum.

Rohac, R. (1998). 7-12 ELD Classroom Observation Checklist. A form used to evaluate teacher performance in the Eastmont School District, March, 1998, East Wenatchee, WA.

Rohac, R. (1993). When Average or Lower Isn't Good Enough: Structures and Strategies for LEP Students in the Content Areas. Highland, CA: Visual Science Materials.

Rosten, L. (1937). The Education of Hyman Kaplan. New York, NY: Harcourt Brace Jovanovich, Publishers.

Rouston, B. (1997, August). Drawing Out Learning. A workshop presented at the annual August Institute of the Washington Association of Bilingual Education, Yakima, WA.

Thomas, W. P., & Collier, V. (1997). School Effectiveness for Language Minority Students. Washington, D.C.: National Clearinghouse for Bilingual Education [online] <http://www.ncbe.gwu.edu>

Walters, L. S. (1998). The Bilingual Education Debate. The Harvard Education Letter, 14.3, 1-4.

APPENDIX A

SUPPLEMENTARY MATERIALS

FOR LESSON 1

“[LEP] students are intelligent. They are capable of acquiring subject matter knowledge when presented with the opportunity. They are active English learners. And, most are interested in doing well in school. They just happen to be dominant in a language other than English.”

1.b

STAGES OF LANGUAGE ACQUISITION

The acquisition of a second language progresses in four distinct stages, or levels of competence. The types of language activity that students are capable of at each stage vary with each level.

Preproduction

- Students communicate with gestures and actions.
- Lessons focus on listening comprehension.
- Lessons build receptive vocabulary.

Early Production

- Students speak using one or two words or short phrases.
- Lessons expand receptive vocabulary
- Activities are designed to motivate students to produce vocabulary which they already understand.

Speech Emergence

- **Students speak in longer phrases and complete sentences.**
- **Lessons continue to expand receptive vocabulary.**
- **Activities are designed to develop higher levels of language use.**
- **Language experience activities are introduced.**

Intermediate Fluency

- **Students engage in conversation and produce connected narrative.**
- **Lessons continue to expand receptive vocabulary.**
- **Activities are designed to develop higher levels of language use in content areas.**

1.d

Things Teachers Need to Know about Language Acquisition

1. **Students acquire a second language successfully the same way in which they acquired their first language.**
2. **Pointing out errors in grammar and pronunciation does more harm than good.**
3. **Modeling correct grammar helps students' language improve.**
4. **Input that is not understood does not result in learning or acquisition of facts, skills, or language.**
5. **If you talk about things with which students are already familiar, they will understand more of what you say--even if some of the vocabulary is new.**
6. **In order for a student to hear your valuable instruction, provide a low anxiety environment.**

Adapted from Ron Rohac, Structures and Strategies for LEP Students in the Content Areas

1.e

PRINCIPLES FOR SUCCESS

Increase Comprehensibility

Increase Interaction

Dual Objectives

1.f

Modified Speech

- **Slower speech rate**
- **Clear enunciation**
- **Controlled vocabulary**
- **Use of cognates**
- **Limited use of idiomatic speech**
- **Questioning strategies appropriate to the fluency level of students**

Adapted from Ron Rohac, 7-12 ELD Classroom Observation Checklist

1.g

Contextual Clues

- Gestures and facial expressions
 - Meaning acted out
-
- Visuais
 - Graphic organizers (maps, charts, graphs)
 - Realia, props, manipulative
 - Key words clearly identified
 - Audio-visual materials (overhead transparencies, tapes, videos, etc.)
 - Bulletin boards
 - Use of examples and analogies
 - Hands-on activities, demonstrations

*Adapted from Ron Rohac, 7-12 ELD
Classroom Observation Checklist*

1.h

Comprehension Checks

Formative Assessment

- Confirmation Checks
- Clarification Requests
- Repetitions
- Expansions
- Variety of Question Types
- Interaction: teacher/student, student/student

Summative Assessment

- Incorporates Key Vocabulary and Structures Covered in the Lesson
- Mastery Assessed in a Variety of Modalities
- Written Assessment Appropriate for English Fluency Level
- Resulting Product Shows Mastery of New Information

Adapted from Ron Rohac, 7-12 ELD Classroom Observation Checklist

1.i

Appropriate Lesson Design

- Pacing appropriate to fluency level of students
- Listening and speaking activities precede reading and writing activities
- Reading includes prereading, during reading, and postreading activities
- Writing activities preceded by pre-writing
- Literacy skills and activities integrated into the lesson
- Vocabulary emphasis
- Use of cooperative learning groups
- Tapping prior knowledge/personal application
- Modeling of activities and language usage
- Specific learning strategies/study skills taught and modeled--outlining, filling out a data table, doing lab reports, taking tests, etc..
- Higher order thinking skills developed-- synthesizing, summarizing, comparing and contrasting, categorizing, etc..
- Extension/debriefing activity included

Adapted from Ron Rohac, 7-12 ELD Classroom Observation Checklist

1.J

Guarded Vocabulary

- Control your rate of speech
- Create practice tools for vocabulary
- Be consistent with instructional words
- Avoid abbreviations and idioms
- Provide student talk time in class
- Link key vocabulary to some form of visualization
- Look for appropriate reading materials
- Simplify your writing style
- Put Readings in the here and now
- Use your simplified approach to reading in your test items

Adapted from Ron Rohac, Structures and Strategies for LEP Students in the Content Areas

1.k

Cooperative Learning

1. Extends students' ability
2. Student support system
3. Promotes language development
4. Builds content and social skills

Adapted from Ron Rohac, Structures and Strategies for LEP Students in the Content Areas

1.1

Hands On Activities

1. Promote content comprehension
2. Described by content vocabulary
3. May become an assessment tool
4. Develop critical thinking skills

Adapted from Ron Rohac, Structures and Strategies for LEP Students in the Content Areas

1.m

Excerpt from A Clockwork Orange
by Anthony Burgess

There was me, that is Alex, and my three droogs, that is Pete, Georgie, and Dim. Dim being really dim, and we sat in the Korova Milkbar making up our rassoodocks what to do with the evening, a flip dark chill winter bastard though dry. The Korova Milk bar was a milk-plus mesto, and you may, O my broogeess, have forgotten what these mestos were like, things changing so skorry these days and everybody very quick to forget, newspapers not being read much neither. Well, what they sold there was milk plus something else. They had no license for selling liquor, but there was no law yet against prodding some of the new veshches which they used to put into the old moloko, so you could peet it with vellocet or synthemesc or drenchrom or one or two other veshches which would give you a nice quite horrorshow fifteen minutes admiring Bog And All His Holy Angels and Saints in you left shoe with the lights bursting all over your mozg. Or you could peet milk with knives in it, as we used to say, and this would sharpen you up and make you ready for a bit of dirty twenty-to-one, and that was what we were peeting this evening I'm starting off the story with.

2.a

**“An estimated 85% of the ESL
students in the United States’
public schools do not participate in
a program specifically designed for
language minority learners.”**

Jill Fitzgerald 1995

2.b

Numbered Heads Together

- 1. Teams Number Off**
- 2. Teacher Poses a Question to the Teams**
- 3. Heads Together**
- 4. Reach Team Consensus**
- 5. Teacher Selects Number and Team Responds**

2.c.1

Games for Vocabulary Enhancement

#1 Concentric Circles--This strategy can be used to assess student knowledge, promote conversation, enhance review and disseminate information. Using either pictures or objects, find a method of getting one in each student's possession. Arrange students in two circles facing one another. Each student becomes the authority on his picture. Instruct students to tell his partner about his picture or object until time is called. Reverse speakers...they must keep talking until time is called. Move the circle by asking inside circle to move one person to the right or outside circle to move one person to the left, etc.. Conversation begins again with new partner. Switching picture or objects can increase level of learning. Student created pictures or objects can serve as symbols for experiences to discuss.

*From Title VII Curriculum,
From North Central Washington Teachers;
Interface Network and Techniques of
Effective Learning of ESL
Compiled by Chevy Kneisley*

2.c.2

#2 Word Tic-Tac-Toe--On board or paper draw a large square and divide it into nine smaller squares, three across and three down. Choose nine of the student's new vocabulary words and write one in every square.

Bill	Ratify	Congress
Veto	The House of Representatives	Law
The Senate	Majority	Debate

Explain the game of tic-tac-toe to class and have 2 students play a sample game (using "x" and "o") on the board. Divide the class into 2 teams; X team and O team. Ask 1 player to choose a word. Ask him to use that word in a sentence. If word is used correctly, he can place an X across that word in the square. If the word is used incorrectly, no X is placed in the square and the turn passes to the O team. repeat the exact procedure with the O team. Alternate between teams until one has 3 marks in a line. Note: An easier version is to use identification vs. sentences.

*From Title III Curriculum,
From North Central Washington Teachers:
Interface Network and Techniques of
Effective Learning of ESL Compiled by Chevy Kneisley*

2.c.3

#3 Baseball--For "Question-Answer" or "Word-Definition". Make a list of key words and verbs to be studied or make a list of questions to be answered. Divide the list into "Singles," "Doubles," and "Triples" according to degree of difficulty. Divide students into teams...make sure teams are heterogeneous in all ways to ensure fairness. When a team comes to bat, each player chooses his category. You may even have a "Home run" category of exceptionally challenging material. (i.e.: spell the word, define it and use it in a sentence). Teacher needs to be the umpire to determine if word is defined correctly or if question is answered correctly. Keep score of runs that come in. You may play "3 outs" or "each team member up to bat once". Determine number of "innings" before game.

*From Title VII Curriculum,
From North Central Washington Teachers:
Interface Network and Techniques of
Effective Learning of ESL*

Compiled by Chevy Kneisley

2.c.4

#4 Pictionary--Up to five teams can play at once by arranging chairs in line in front of the white board.

White Board

Team 1	Team 2	Team 3	Team 4	Team 5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One member from all five teams will draw at the same time. The first person to guess correctly wins a point for his team.

*From Title III Curriculum,
From North Central Washington Teachers:
Interface Network and Techniques of
Effective Learning of ESL
Compiled by Chevy Kneisley*

2.d

Excerpt from The Education of Hyman Kaplan
By Leonard Q. Ross

“Tonight, class,” said Mr. Parkhill, “I am going to try an experiment.”

The class looked up dutifully. They had come to regard Mr. Parkhill’s pedagogical innovations as part of the natural order.

“I am going to introduce you to poetry--great poetry. You see--” Mr. Parkhill delivered a modest lecture on the beauty of poetry, its expression of the loftier thoughts of men, its economy of statement. He hoped it would be a relief from spelling and composition exercises to use poetry as the subject matter of the regular Recitation and Speech period. “I shall write a passage on the board and read it for you. Then, for Recitation and Speech, you will give short addresses, using the passage as the general topic, telling us what it has brought to your minds, what thoughts and ideas.”

...Mr. Hyman Kaplan, the heroic smile on his face as indelibly as ever, looked at Mr. Parkhill with admiration and whispered to himself: “Poyetry! Now is poyetry! My! Mus’ be prograss ve makink awreddy!”

“The passage will be from Shakespeare,” Mr. Parkhill announced, opening the volume.

An excited buzz ran through the class as the magic of that name fell upon them.

“Imachine!” murmured Mr. Kaplan. “Jakesbeer!”

“*Shakes* peare, Mr. Kaplan!”

Mr. Parkhill took a piece of chalk and, with care and evident love, wrote the following passage on the board in large, clear letters:

Tomorrow, and tomorrow, and tomorrow
Creeps in this petty pace from day to day,
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life’s but a walking shadow, a poor player

That struts and frets his hour upon the stage,

And then is heard no more; it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

A reverent hush filled the classroom, as eyes gazed with wonder on this passage from the Bard. Mr. Parkhill was pleased at this.

...“Mr. Kaplan, will *you* speak next?”

Mr. Kaplan’s face broke into a glow; his smile was like a rainbow. “Sointinly,” he said, walking to the front of the room.

...He cleared his throat, adjusted his tie, and began:

“Ladies an’ gantleman, you hoid all kinds minniks abot dis piece poyetry, an--”

“*Po* etry.”

“--abot dis piece *po* etry. But to me is a difference minnik altogadder. Ue mus’ tink abot Julius Scissor an’ how *he* falt!”

Mr. Parkhill moved nervously, puzzled.

“In dese exact voids is Julius Scissor sayink--”

“Er--Mr. Kaplan,” said Mr. Parkhill once he grasped the full import of Mr. Kaplan’s error. “The passage is from ‘Macbeth.’”

Mr. Kaplan looked at Mr. Parkhill with injured surprise.

“*Not* fromm ‘Julius Scissor’?” There was pain in his voice.

“No. And it’s--er--”Julius *Cea* sar.”

...“But go on with your speech, please.” Mr. Parkhill, to tell the truth, felt a little guilty that he had not announced at the very beginning that the passage was from “Macbeth.” “Tell us *why* you thought the lines were from ‘Julius Ceasar.’”

“Uell,” said Mr. Kaplan to the class, his smile assuming its normal serenity. “I vas positif, becawss I can *see* de whole ting.” He paused, debating how to explain this cryptic remark. Then his eyes filled with a strange enchantment. “I see de whole scinn. It’s in a tant, on de night before dey makink Julius de Kink fromm Rome. So he is axcited an’ ken’t slip. He is layink in bad, tinkink: “Tomorrow an’ tomorrow an’ tomorrow. How slow dey movink! Almost cripps! Soch a pity de pace!”

Before Mr. Parkhill could explain that “petty pace” did not

mean “soch a pit de pace!” Mr. Kaplan had soared on.

“De days go slow, fromm day to day, like leetle tsyllables on phonograph racords fromm time.”

Anxiety and bewilderment invaded Mr. Parkhill’s eyes.

“‘An’ vat abot yestidday?’ tinks Julius Scissor. Ha! ‘All our yestiddays are only makink a good light for fools to die in de dost!’”

...‘An’ Julius Scissor is so tired, an’ he wants to fallink aslip. So he hollers, mit fillink, “Go ot! Go ot! Short Candle!’ So it goes ot.”

Mr. Kaplan’s voice dropped to a whisper. “but he ken’t slip. Now is bodderink him de idea fromm life. “Dat is de life altogadder?” tinks Julius Scissor. An’ he gives enswer, de pot I like de bast. ‘Life is like a bum actor, strottink an’ hollerink arond de stage for only vun hour before he’s kicked ot. Life is a tale dold by idjots, dat’s all, full of fony sonds and phooey!’”

...“Dat vas mine idea. But ufcawss is all wronk, becawss Mr. Pockheel said de voids ain’t abot Julius Scissor altogadder. It’s all abot an Irishman by de name Macbat.”

...“Life is monkey business! It don’ minn a ting. It signifies nottink!’ An’ den Julius Scissor closes his ice fest...an’ falls dad!”

Then Mr. Kaplan sat down.

2.d.1

Tomorrow, and tomorrow, and tomorrow
Creeps in this petty pace from day to day,
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief
candle!

Life's but a walking shadow, a poor player
That struts and frets his hour upon the
stage,
And then is heard no more; it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

APPENDIX C

SUPPLEMENTARY MATERIALS

FOR LESSON 3

3.a

“[LEP] students are intelligent. They are capable of acquiring subject matter knowledge when presented with the opportunity. They are active English learners. And, most are interested in doing well in school. They just happen to be dominant in a language other than English.”

*The English -as-a-Second
Language/ Bilingual Framework*

3.b

Drawing Out Learning

Purpose

- To increase comprehension by connecting language to drawings
- To increase comprehension by slowing language output
- To increase the engagement of the student and activate more neurons
- To increase repetition by focusing on key vocabulary

*Adapted from Bill Roulston,
Drawing Out Learning!*

3.c

Drawing Out Learning

Uses

- **During a lecture or teacher explanation**
- **Use to prepare students for reading the text**
- **As a prompt for producing language in reciprocal teaching/discussion**
- **As an overview/preview or summary of a lesson**

*Adapted from Bill Roulston,
Drawing Out Learning!*

3.d

Who ?

What?

When?

Where?

How?

Why?

3.f

Traditional Sequence

- Read the text
- Answer study questions at the end of the text
- Discuss the material in class
- Do selected applications based on the material

*Adapted from Judy Jameson,
Teach the Text Backward*

3.g

Teach the Text Backwards

1. **Start by doing something that applies to the material to be learned in a concrete, real-life way.**
2. **Discuss the application and the related concepts in class.**
3. **Ask students to review the study questions at the end of the chapter to identify main ideas and to set a purpose for reading.**
4. **Have students read the text to find the answers to the most important study questions.**

*Adapted from Judy Jameson,
Teach the Text Backward*