

## **Networking for ELL Student Success Campbell County School District**

ELL Professional Development  
Wednesday, April 7, 2010, 8:00 to 11:15 a.m.  
Secondary, Aspen Room, LLC  
and  
Wednesday, April 7, 2010, 12:30 to 3:45 p.m.  
Elementary, Aspen Room, LLC

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## **Engaging ELLs**

### **Joan's Introduction & Selected Activities**

*P&P*

*Two Facts and a Fib*

*Popcorn: A basket of quotes*

*Value Lines*

*Ice cream*

*Popcorn-by-the-Bag* (strategies for ELLs)

*Cyberspace File Folder Template*

<http://www.joanwink.com/scheditems/ReflectiveCyclePackage1209.pdf>

*Reflective Cycles*

<http://www.joanwink.com/scheditems/ReflectiveCyclePackage1209.pdf>

### **Objectives**

To understand and to be able to articulate:

How do we get another language?

What is bilingual education?

What is ESL/ELD?

What is sheltered content/SDAIE?

How do we do it?

[http://www.joanwink.com/scheditems/ELD-ESL\\_SDAIE0709.pdf](http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0709.pdf)

An ELD and sheltered lesson plan:

<http://www.joanwink.com/scheditems/eld-sdaie-0208.pdf>

## Building on Prior Knowledge

**Guiding Questions** (used with some secondary faculty, May 2009)

How can I best prepare myself to work with ELs?

How do I meet the linguistic (cognitive and social) needs of students in my classes?

How do I integrate the 4 domains? l/s/r/w?

How do bilingual students demonstrate their knowledge in class?

## Guiding Questions: Literacy Engagement to Literacy Attainment Framework

How do we scaffold meaning?

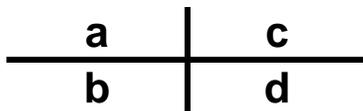
How do we activate prior knowledge?

How do we affirm identity?

How do we extend language?

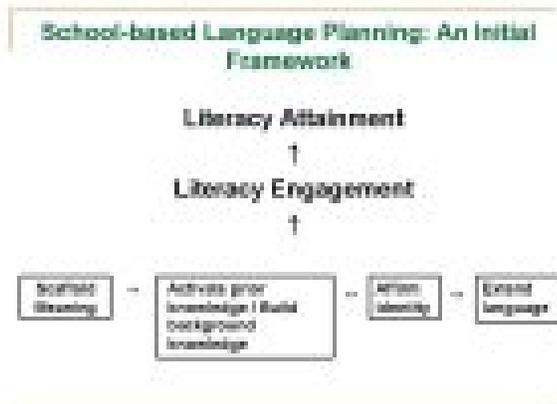
## 4 Quadrants from Cummins

<http://www.joanwink.com/charts/cummins.pdf>



## Guiding Framework for our Strategies

**Jim Cummins: Literacy Engagement to Literacy Attainment**



Cummins' framework is available in the format of a cycle and also in the format of the schema, used here.

[http://www.joanwink.com/scheditems/JCummins-literacy\\_engagement1209.pdf](http://www.joanwink.com/scheditems/JCummins-literacy_engagement1209.pdf)

## Conclusion

*Ten Things Mainstream Classroom Teachers Can Do*

<http://www.joanwink.com/scheditems/10things.pdf>

## **Additional Activities**

### **4 Corners Warm Up: Fast/fun Brain Dumping Only**

- Each team randomly draws one question from the basket.
- Each team builds consensus quickly on their answer.
- In addition, each team generates one more question of their choice.
- Each team shares with whole group.

### **4 Corners**

- Tape a large piece of butcher paper to the wall at each of the four corners of the room.
- Each piece of paper can be blank for student-generated questions that need to be studied, or the instructor can write a specific question on each of the four pieces of paper.
- Divide the whole group into four smaller groups. Each group needs one colored marker, and each group uses only its own color, which is different from the colors of the other groups.
- After each small group has discussed how to answer each question (or which question the group would like to generate for the whole group), the small groups rotate to each paper, writing their answers (or questions). After the groups have rotated and answered their questions, the whole group can analyze and discuss the answers. (Wink, 2005, p. 134)

### **Messenger and the Scribe**

- Before the activity, the instructor chooses one piece of text.
- Make copies of the text, and tape them in multiple places on the walls of the classroom.
- Place the students in pairs; one is the messenger, and one is the scribe.
- When the activity begins, all who are messengers run to the wall, read the text, return to the scribe, and repeat the text exactly. The scribe writes exactly what the messenger says.
- Throughout the activity, the instructor can change the roles of the scribes and messengers.
- The instructor needs to stay out of the way. This is lively and fun whether five-year-olds, fifteen-year-olds, or fifty-five-year-olds are doing it.
- When one pair finishes, the activity stops while this pair reads exactly what is written on their paper. If there are any errors, the activity begins again.
- This activity also works well for listening, for spelling, and for grammar and punctuation. (Wink, 2005, p. 136)

### **Pair Share (Think, Pair, Share) (Think, Write, Pair, Share)**

- Pair students. Each individual within a pair then chooses and explains a specific portion of the text.
- Questions are asked and discussed within pairs.

•After pair sharing, pairs share their discoveries and reflections with the whole group.

### **Make a Date**

This is a great activity to use throughout the year as a way to group students. Give each participant a copy of the clock. Then students walk around and find a “date” for each hour, writing their name by the hour on each other’s paper. No one can make a “date” with more than one person per hour. After everyone has made their dates, the teacher asks a question for discussion on each date. The pairs will have a chance to get to know one another. You can use this for different peer work throughout the year. “Share with your 3:00 appointment.”

### **Resources**

#### **How do we get another language?**

5 hypotheses

Acquisition or Learning

Monitor

Natural Order

Comprehensible Input

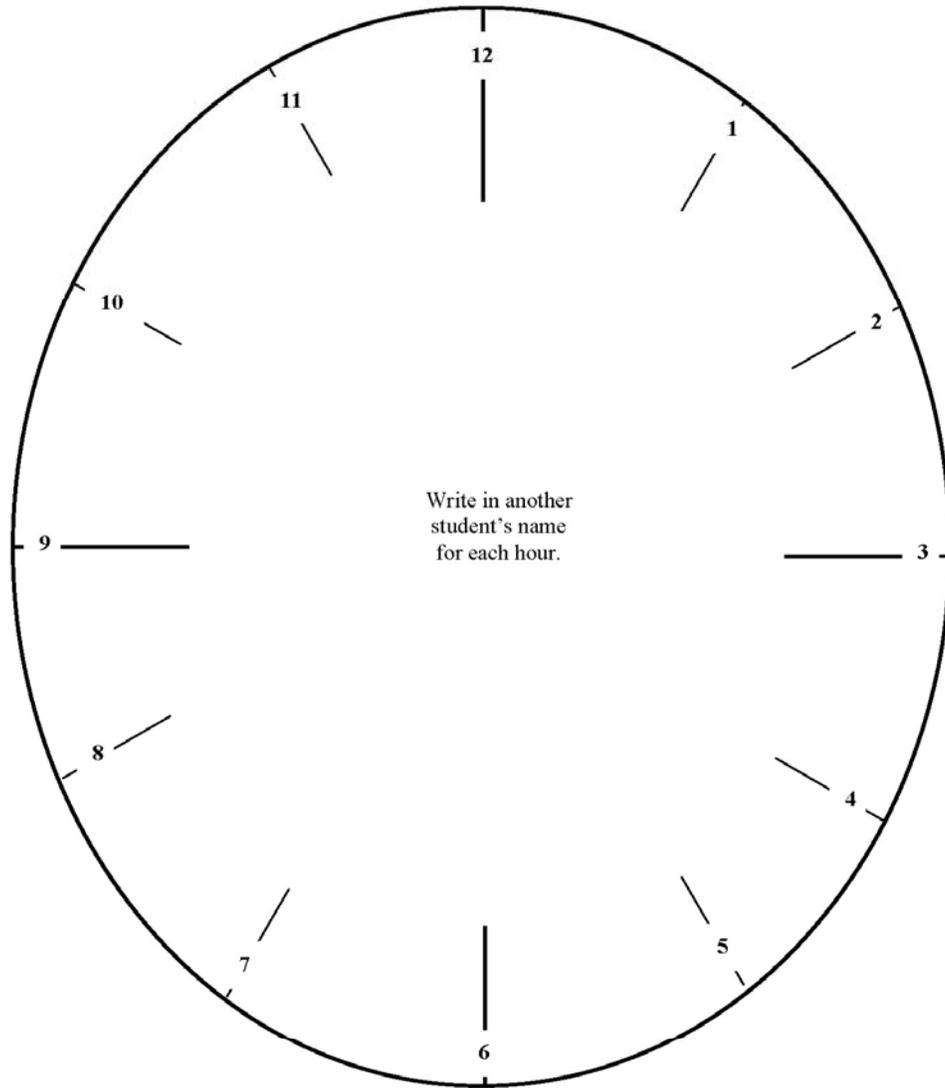
Affective Filter

#### ***Second Language Acquisition and Second Language Learning***

This book is now free on his webpages.

[http://www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

5 Hypotheses begin on pg. 1, listed above.



# Cummins' Quadrant

a

c

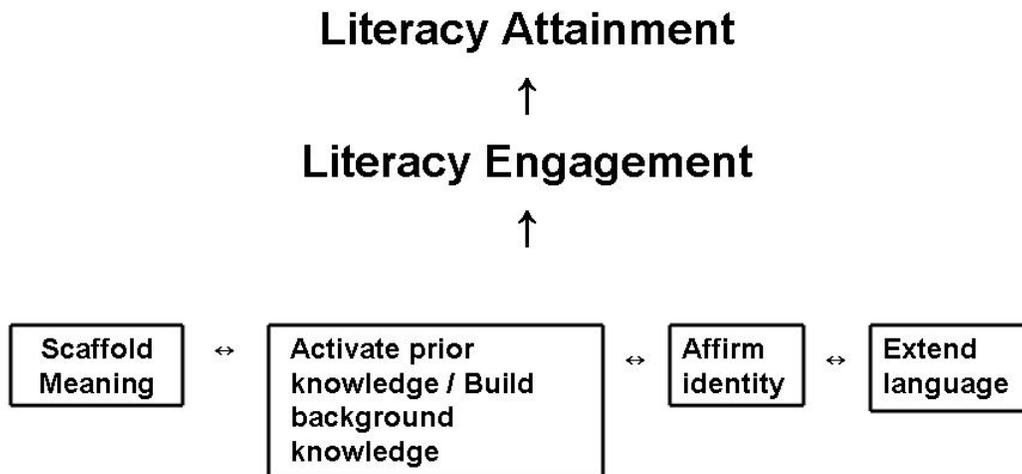
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CumminsQuad.jwink.2/02

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## School-based Language Planning: An Initial Framework



**Jim Cummins, 2010** *Cyberspace File Folder Template*  
<http://www.joanwink.com/scheditems/ReflectiveCyclePackage1209.pdf>  
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