

## Ideas for the Classroom Campbell County School District in Gillette WY

Prepared by Joan Wink, October 2008

Teacher = T  
 Student = S  
 Students = Ss  
 Academic Language = AL

Things to look for in a classroom:	What this might look like in a classroom?
BEFORE (the lesson)	BEFORE (the lesson)
<p>What is the objective of the lesson?</p> <p>Do the students understand WHY they are doing/learning something?</p>	<p>Teacher (T) states the objective.</p> <p>Students (Ss) can explain why this matters.</p> <p>Motivation is central. Motivation leads to engagement, which leads to greater leaning.</p> <p>Ss not only understand why they are learning something, they are motivated to learn it.</p> <p>T makes the lesson relevant in the lives of Ss.</p> <p>Prior Knowledge            T brings in the prior knowledge.            T encourages 2-way conversation about Ss' experiences as they relate to the objective of lesson.</p> <p>T writes the Ss' language on the board or transparency.</p> <p>T makes clear to what they will</p>

	<p>learn and why.</p> <p>Essential Questions work well to shape the learning.</p> <p>2-way communication vital at this point. Ss talk more than T. T guides learning.</p> <p>Word Walls work well.</p> <p>K/W/L works well.</p> <p>T is prepared with materials.</p> <p>Lesson plans show Academic Language (AL) and key concepts.</p> <p>PRE-READING activities are essential in preparing Ss to learn.</p> <p>T connects new AL and key concepts to prior learning.</p> <p>Cooperative learning strategies, 2 – way conversations, use of L1 help to motivate students.</p> <p>T &amp; Ss generate (AL) of the content lesson. All AL is captured on board or on transparencies.</p> <p>Primary language (L1) is used to negotiate meaning of AL.</p>

Is this lesson appropriate for this level of language proficiency?	What this might look like in the classroom?
<p>ESL/ELD students are early language learners. They are learning to understand, speak, read, &amp; write as they acquire social and academic language.</p> <p>Sheltered content/SDAIE students are intermediate language learners. They use social and academic language as they listen, speak, read, and write to learn.</p>	<p>Levels to be considered:</p> <p><i>Early language learner</i> – ESL or ELD strategies – emphasis on oral language development; listening and understanding skills come first. Primary focus is language in context.</p> <p><i>Intermediate language learner</i> – Is L1 used to negotiate meaning of the content? L1 can be used between partners or with the T and S. Ss move towards understanding all areas of content.</p> <p>Differentiated instruction is very effective. Ss continue to focus on understanding/speaking, and reading/writing become more important.</p> <p><i>Later language learner</i></p> <p>Monitoring and mentoring is a must for students in mainstream classrooms.</p>
	What this might look like in the classroom?
<p>Were students safe and secure in the classroom. In language acquisition this is referred to as: “low affective filter,” meaning that student are emotionally comfortable. A high affective filter blocks language acquisition.</p>	<p>L1, collaboration, cooperative learning increase motivation.</p> <p>If the learning is meaningful, purposeful, relevant, and respectful, Ss will be motivated to learn.</p> <p>Home culture is incorporated whenever possible.</p>

<b>DURING the lesson</b>	<b>DURING the lesson</b>
<p>Monitor</p> <p>Presentation of new material</p> <p>Active Participation</p> <p>Guided Practice</p> <p>Independent Practice</p>	<p>T adjusts to Ss learning challenges.</p> <p>T-talk to S-talk is 5 to 1 ratio: 5 minutes for T talk and 1 minute for Ss to process information orally with each other.</p> <p>Manipulatives, graphic organizers, and realia are used.</p> <p>T scaffolds concepts/ideas.</p> <p>T uses differentiated instruction strategies.</p> <p>Cooperative learning strategies have purpose and specific structure.</p> <p>Multi-sensory approach improves learning.</p> <p>Ss collaborate/interact on content without the teacher.</p> <p>T monitors, assists, adjusts, &amp; paces</p> <p>Students are provided time to demonstrate that each has learned. Worksheets are often designed to demonstrate <i>memory</i> and not <i>meaning</i>.</p> <p>Problem-solving, writing, talking/explaining, summarizing often demonstrate meaning.</p> <p>A student dominant in another language has the opportunity to demonstrate learning in L1.</p>

<b>AFTER the lesson</b>	<b>AFTER the lesson</b>
<p>T and Ss review together the entire lesson.</p> <p>Ss talk with Ss about new learning.</p>	<p>T and Ss review AL and key concepts again.</p> <p>Ss can articulate new knowledge. T and Ss make a list of ways to apply new knowledge.</p> <p>Ss have opportunity to reflect orally or in writing on their learning.</p> <p>Ss are encouraged to create connections to other learning/experiences.</p> <p>Appropriate assessment with prompt feedback</p>