MYTH BUSTING
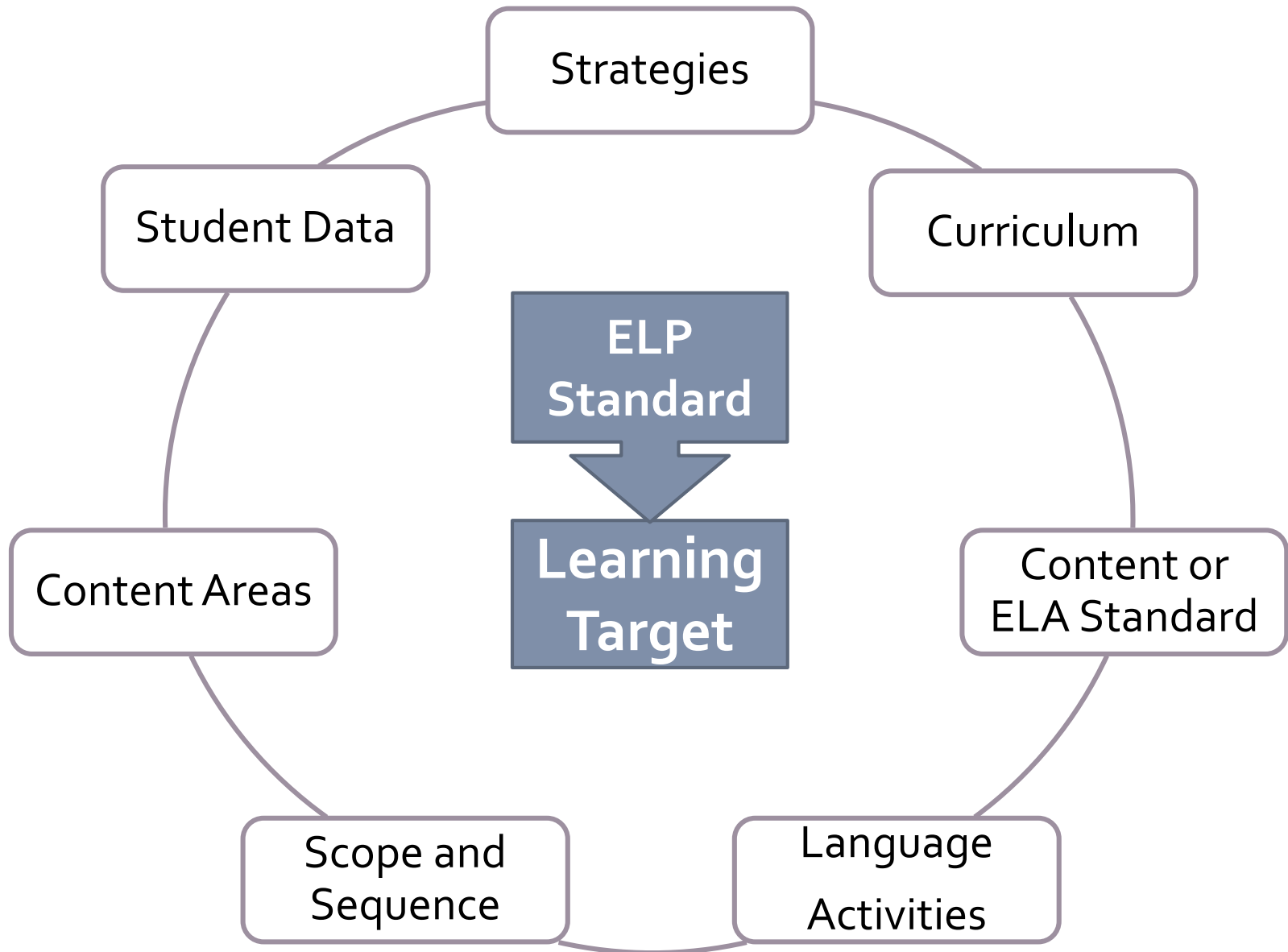
Yes, You CAN Incorporate Content in the SEI Block!

Goals

- Set the stage by reviewing requirements and considerations for the SEI classroom.

- Build connectivity throughout the SEI block using content.

- Test out knowledge of connecting the SEI blocks using content by examining examples and non-examples.

SETTING THE STAGE

Determining What Teach

Strategies

Student Data

Curriculum

ELP Standard

↓

Learning Target

Content Areas

Content or ELA Standard

Scope and Sequence

Language Activities

Choosing Materials

Grade Level

Language Development

How can you include?

- Specific Language Supports
- Texts at Multiple Levels
- Content Areas
- Culturally Inclusive Materials

- Building shared background experience
- Providing visual and pictorial supports
- Providing realia and opportunities for hands-on exploration

Where do materials come from?

Discuss the following sources available to teachers of ELs at your site with your tablemates. Be prepared to share.

1. Specific site or district curriculum

2. Materials designed to support/teach ELs

3. Additional resources teachers may have access to

4. Guidance on where to find resources beyond what is provided or readily accessible?

Key Language Acceleration Principles

- Clear Language Objectives

- Complete Sentences

- 50/50 Production

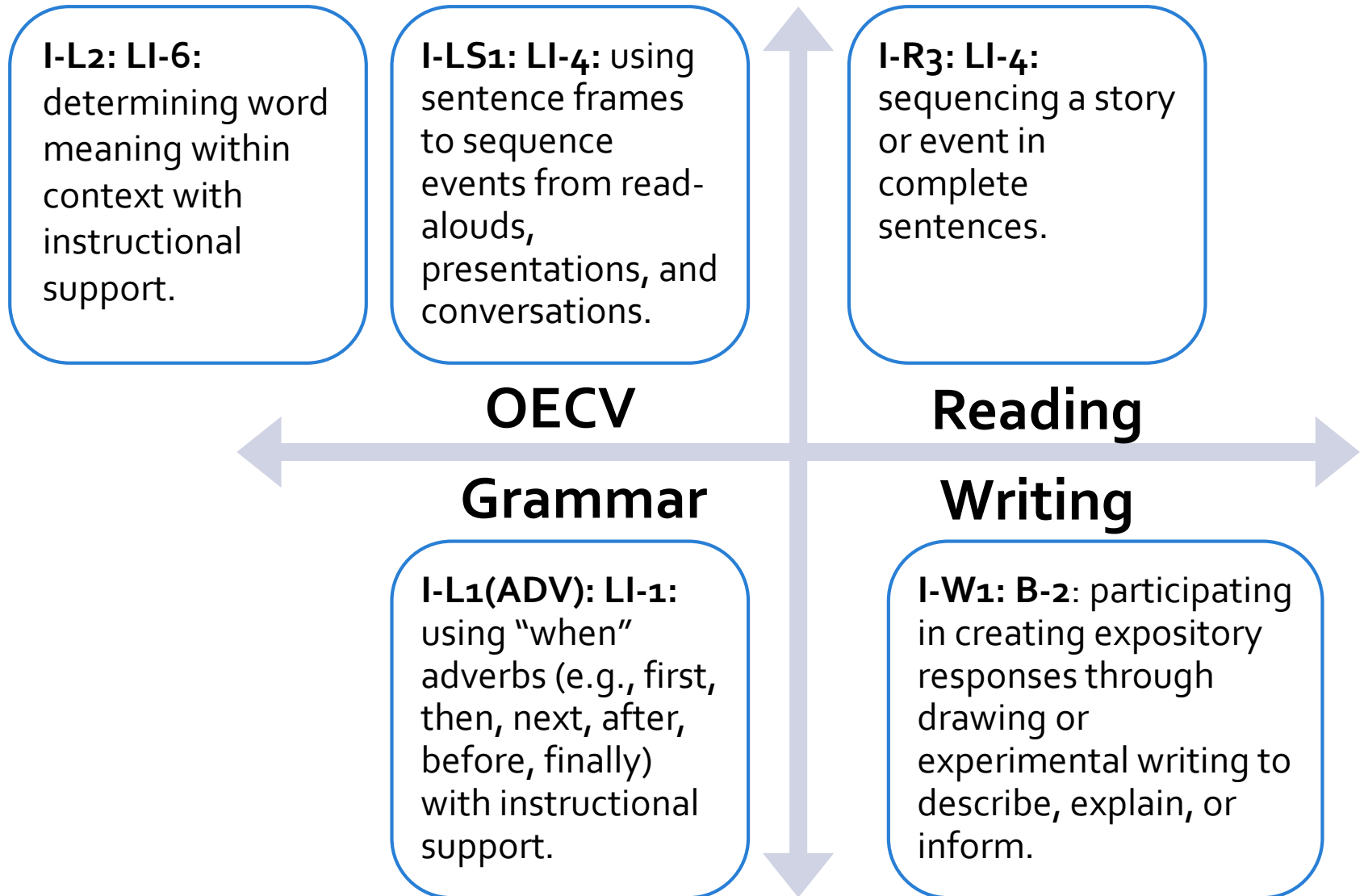- Push!

- Error Correction

CONNECTING WITH CONTENT

Developing a Plan

- Set the Learning Target (ELP Standards)

- Consider Content and/or Curriculum Connections

- Construct Language Objectives

- Plan Activities
  - o Domains
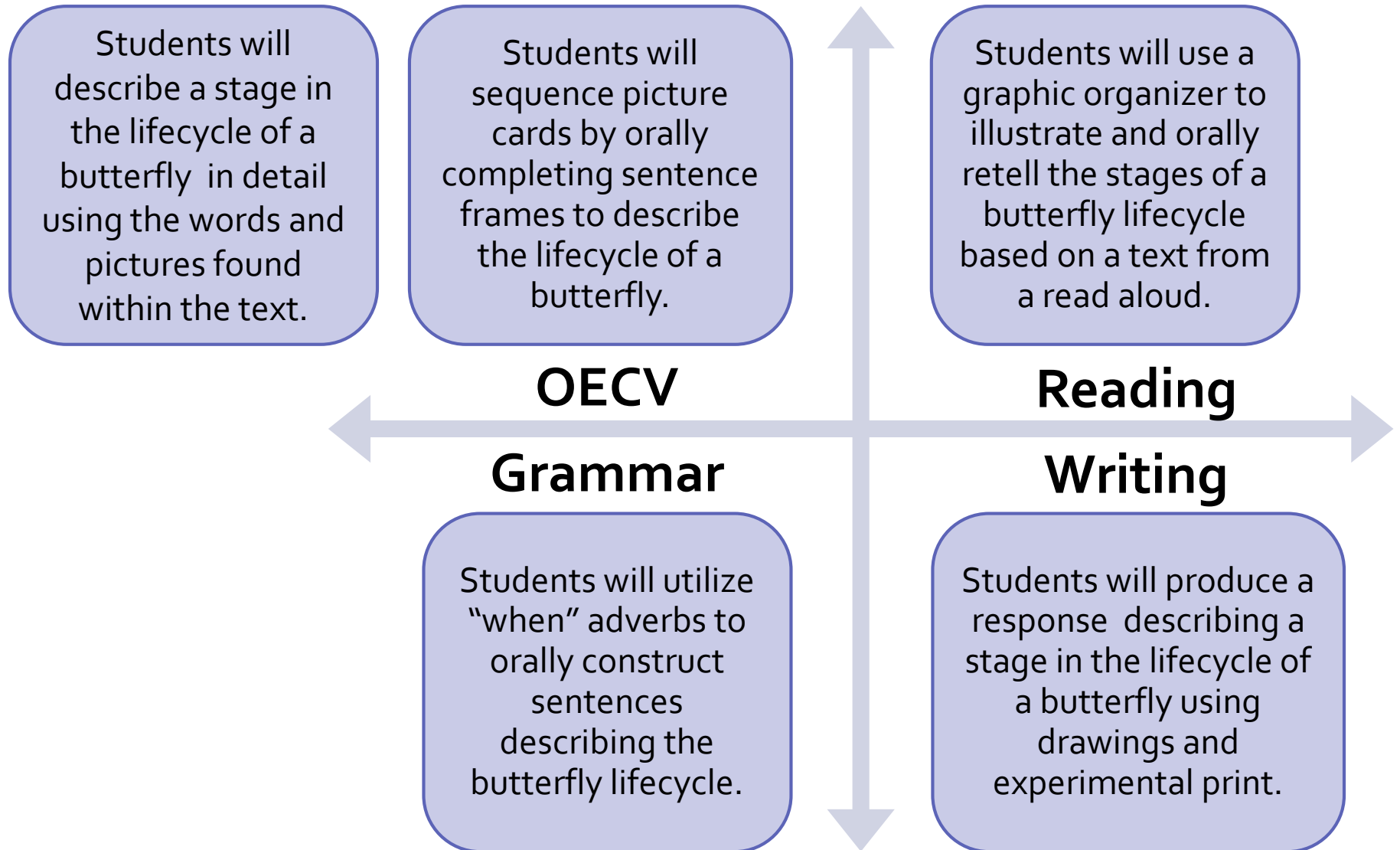 - o Proficiency level
  - o Curriculum/content

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"The kids are much better behaved since I crossed out 'Lesson Plans' and wrote 'Evil Plot' on my planner."

Setting the Learning Targets

I-L2: LI-6: determining word meaning within context with instructional support.

I-LS1: LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations.

I-R3: LI-4: sequencing a story or event in complete sentences.

OECV

Reading

Grammar

Writing

I-L1(ADV): LI-1: using "when" adverbs (e.g., first, then, next, after, before, finally) with instructional support.

I-W1: B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.

Content/Curriculum Connections

- Language Skills
- Themes
- Interest Level
- Complexity and Longevity
- Key Ideas

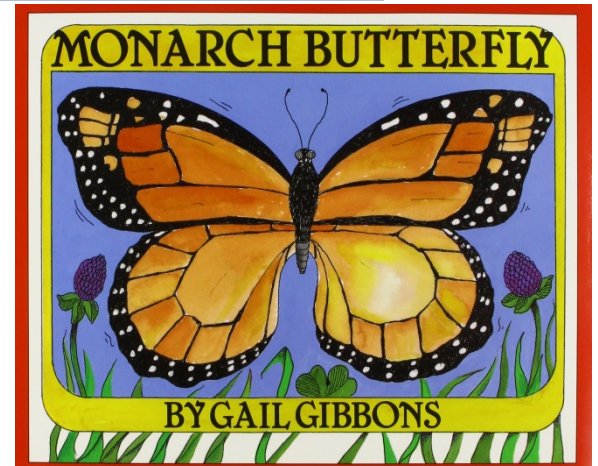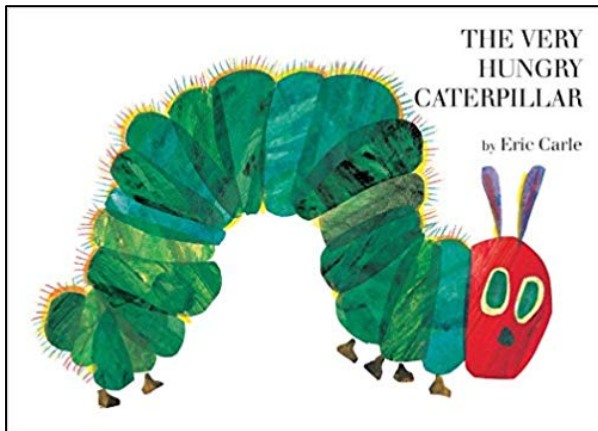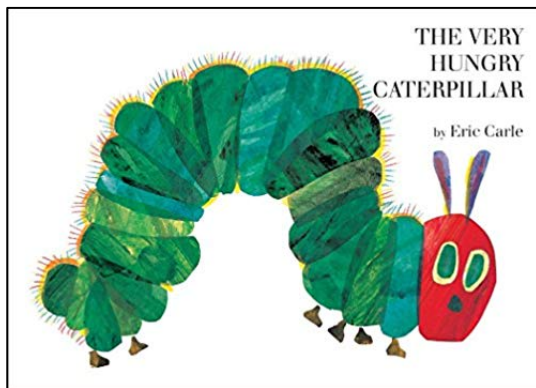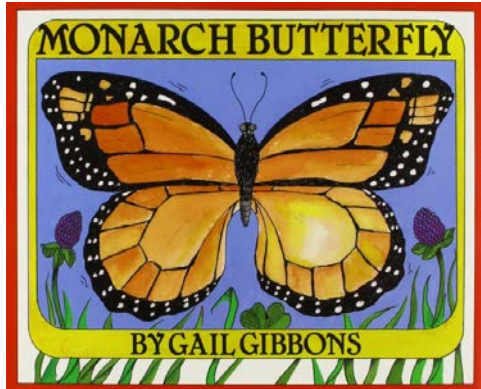# Constructing Language Objectives

Students will describe a stage in the lifecycle of a butterfly in detail using the words and pictures found within the text.

Students will sequence picture cards by orally completing sentence frames to describe the lifecycle of a butterfly.

Students will use a graphic organizer to illustrate and orally retell the stages of a butterfly lifecycle based on a text from a read aloud.

OECV

Reading

Grammar

Writing

Students will utilize "when" adverbs to orally construct sentences describing the butterfly lifecycle.

Students will produce a response describing a stage in the lifecycle of a butterfly using drawings and experimental print.

PUTTING THE PIECES TOGETHER

Supporting with Anchor Texts

Considerations:

- Topic/Unit of Study
- Utility
- Text Type
- Shared Background Knowledge

Oral English Conversation & Vocabulary (OECV)

I-L2: LI-6: determining word meaning within context with instructional support.

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I-LS1: LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations.

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Connecting the Blocks with Text

Students will describe a stage in the lifecycle of a butterfly in detail using the words and pictures found within the text.
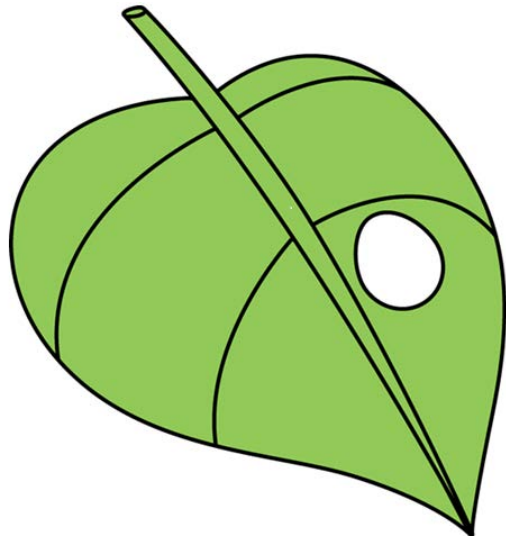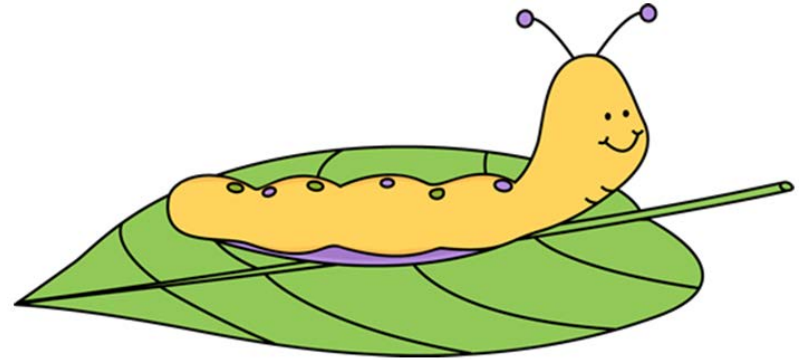
Students will sequence picture cards by orally completing sentence frames to describe the lifecycle of a butterfly.

OECV

MONARCH BUTTERFLY

BY GAIL GIBBONS

Vocabulary

shiny

eggshell

sticks

hatches

Students will describe a stage in the lifecycle of a butterfly in detail using the words and pictures found within the text.
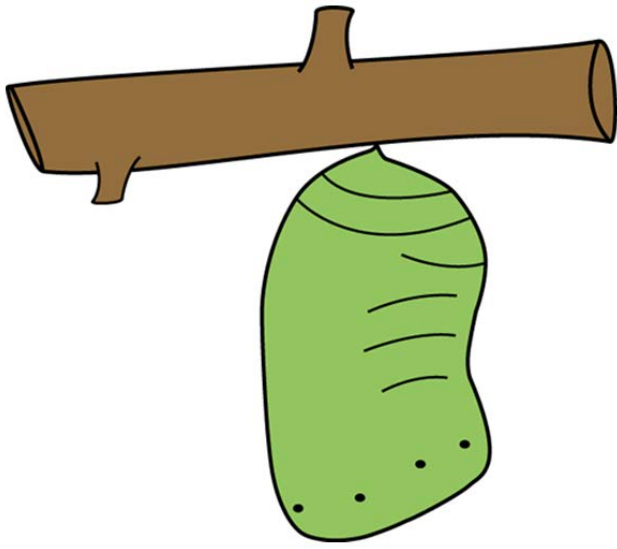
Vocabulary

larva

caterpillar

wiggles

crawls

Students will describe a stage in the lifecycle of a butterfly in detail using the words and pictures found within the text.

Vocabulary

attaches

chrysalis

stirs

splits

Students will describe a stage in the lifecycle of a butterfly in detail using the words and pictures found within the text.
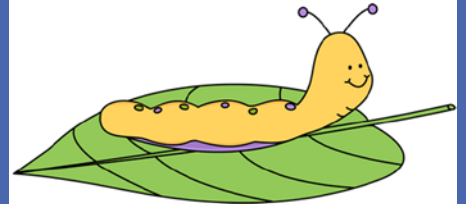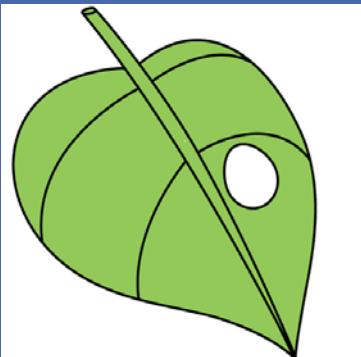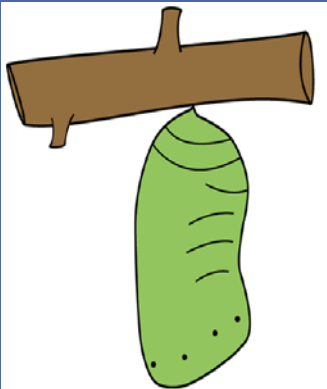
Vocabulary
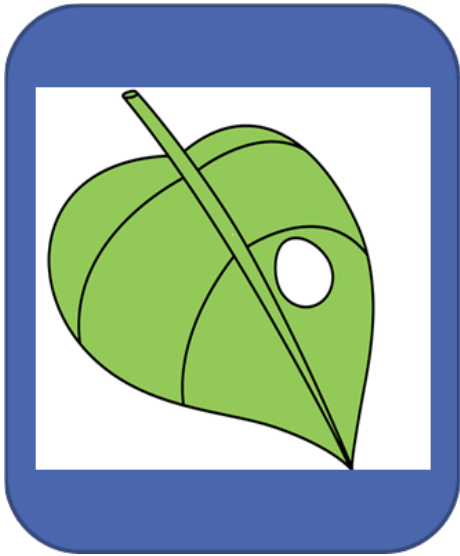
monarch

wings

flutters

darts

Students will describe a stage in the lifecycle of a butterfly in detail using the words and pictures found within the text.

Listening and Speaking

Students will sequence picture cards by orally completing sentence frames to describe the lifecycle of a butterfly.

Listening and Speaking

- The egg _____ to the leaf.

- The _____ is shiny and white.

- In a few days the eggshell _____.

hatches eggshell sticks shiny

Listening and Speaking

- Out crawls a small _____.

- The caterpillar _____ on the leaf.

- The caterpillar eats _____ and grows.
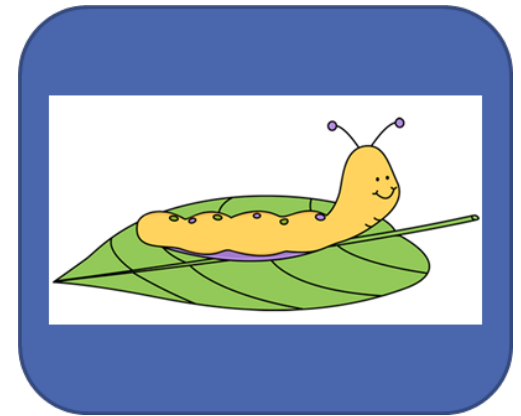
Listening and Speaking
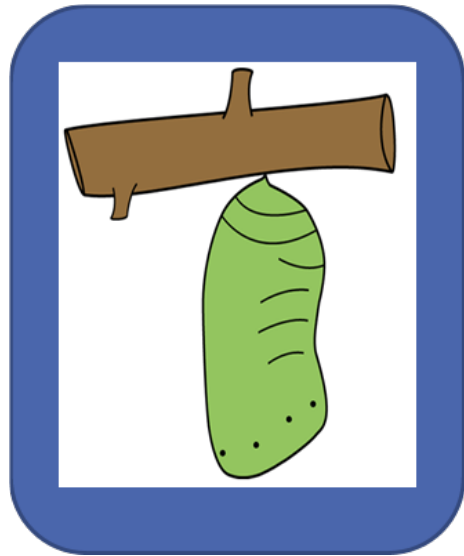
- The caterpillar _____ itself to the stem.

- The caterpillar forms a _____.

- Inside, a _____ begins to grow.

- The _____ splits open.

Listening and Speaking

- The caterpillar has turned into a _____.

- It's _____ are orange and black.

- The butterfly _____ up to the sky.

Reading

I-R3: LI-4: sequencing a story or event in complete sentences.

Students will use a graphic organizer to illustrate and orally retell the stages of a butterfly lifecycle based on a text from a read aloud.

Reading

First

Next

Then

Last
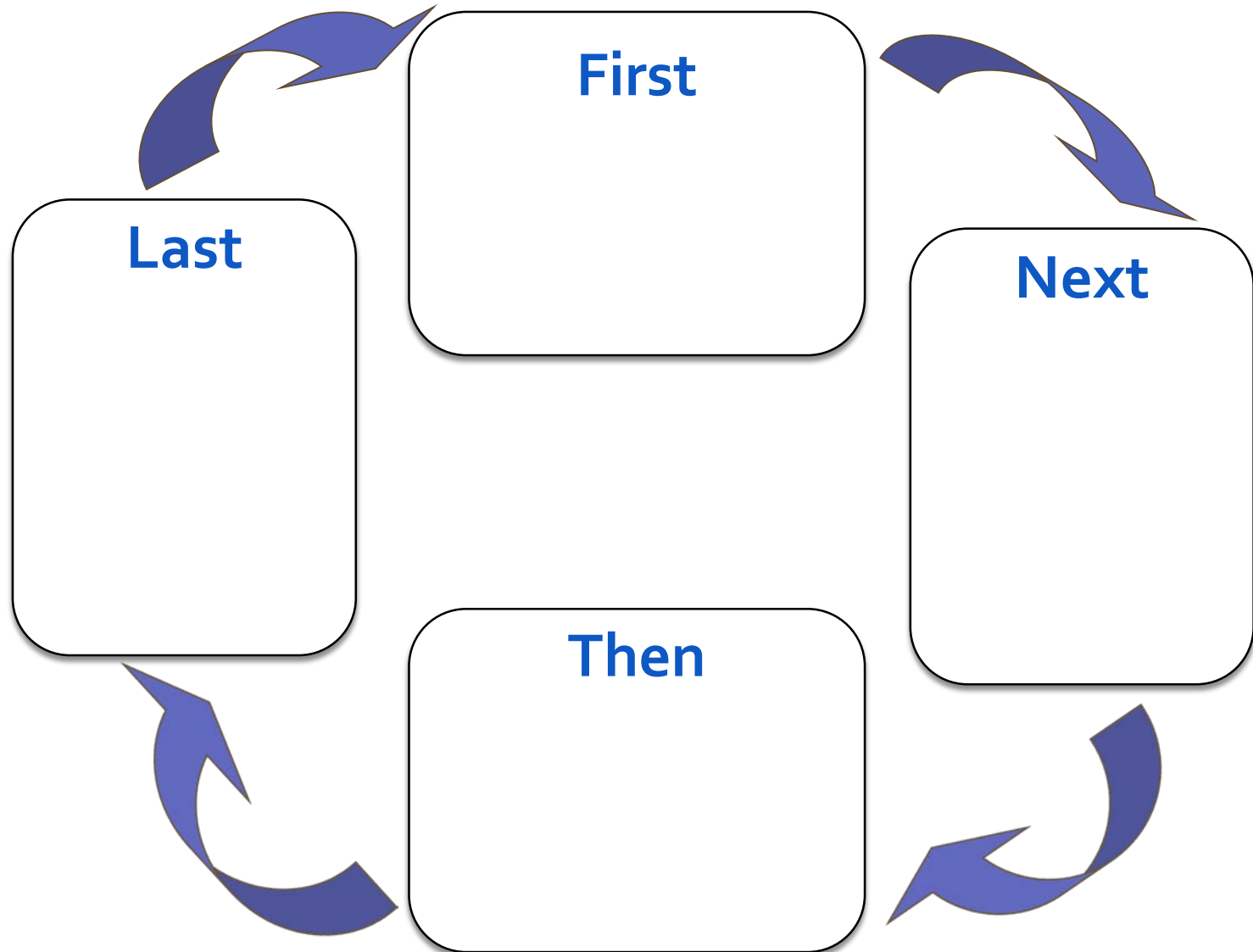
Grammar

I-L1(ADV): LI-1: using "when" adverbs (e.g., first, then, next, after, before, finally) with instructional support.

Students will utilize "when" adverbs to orally construct sentences describing the butterfly lifecycle.

Grammar

next

after

finally

Writing

I-W1: B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.

Students will produce a response describing a stage in the lifecycle of a butterfly using drawings and experimental print.

1

EGG

2

CATERPILLAR or LARVA

3

Students will produce a response describing a stage in the lifecycle of a butterfly using drawings and experimental print.

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Revisiting Our Learning Targets

I-L2: LI-6: determining word meaning within context with instructional support.

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OECV

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Grammar

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OECV

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- Fold a blank piece of paper into fourths
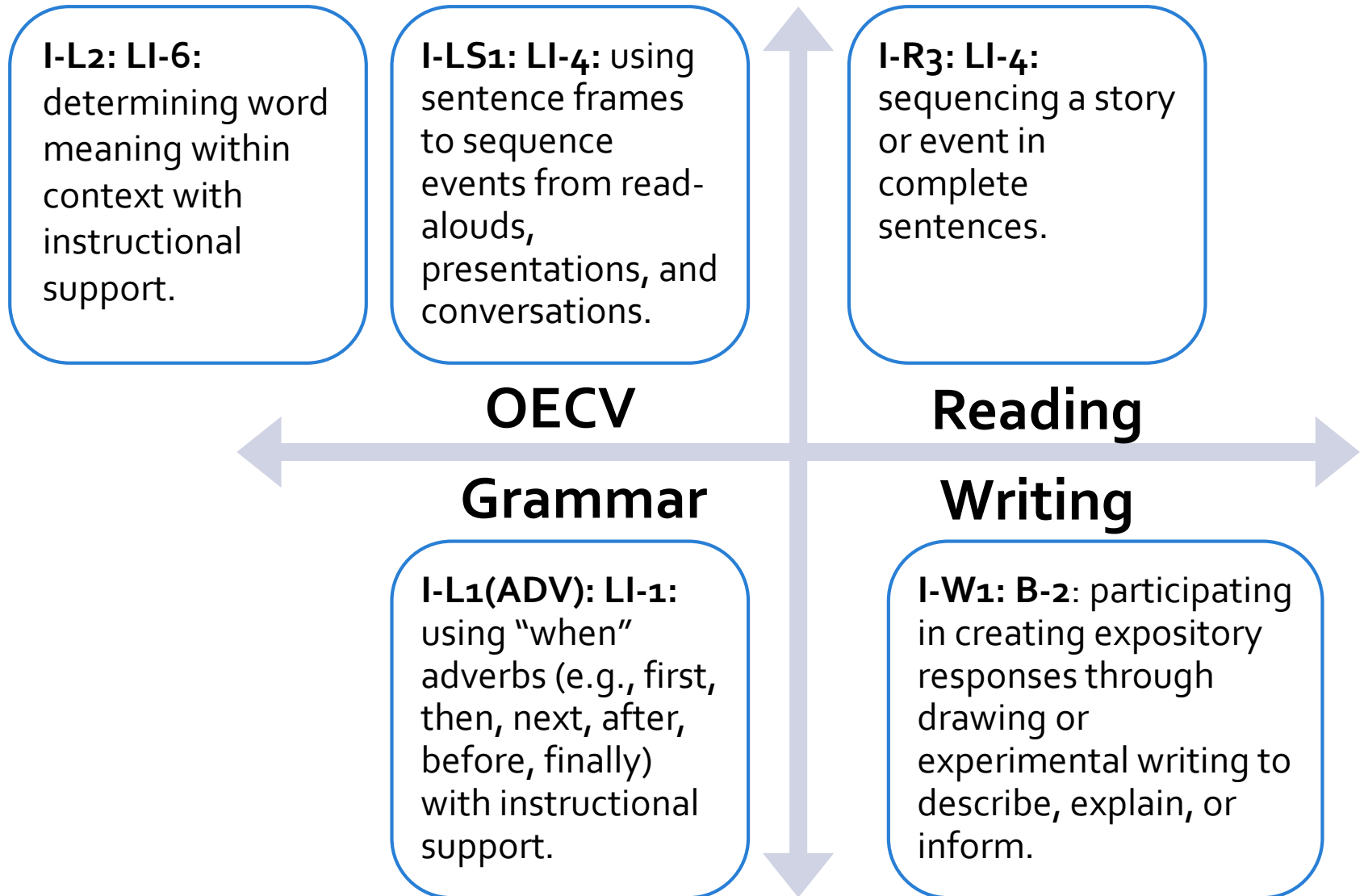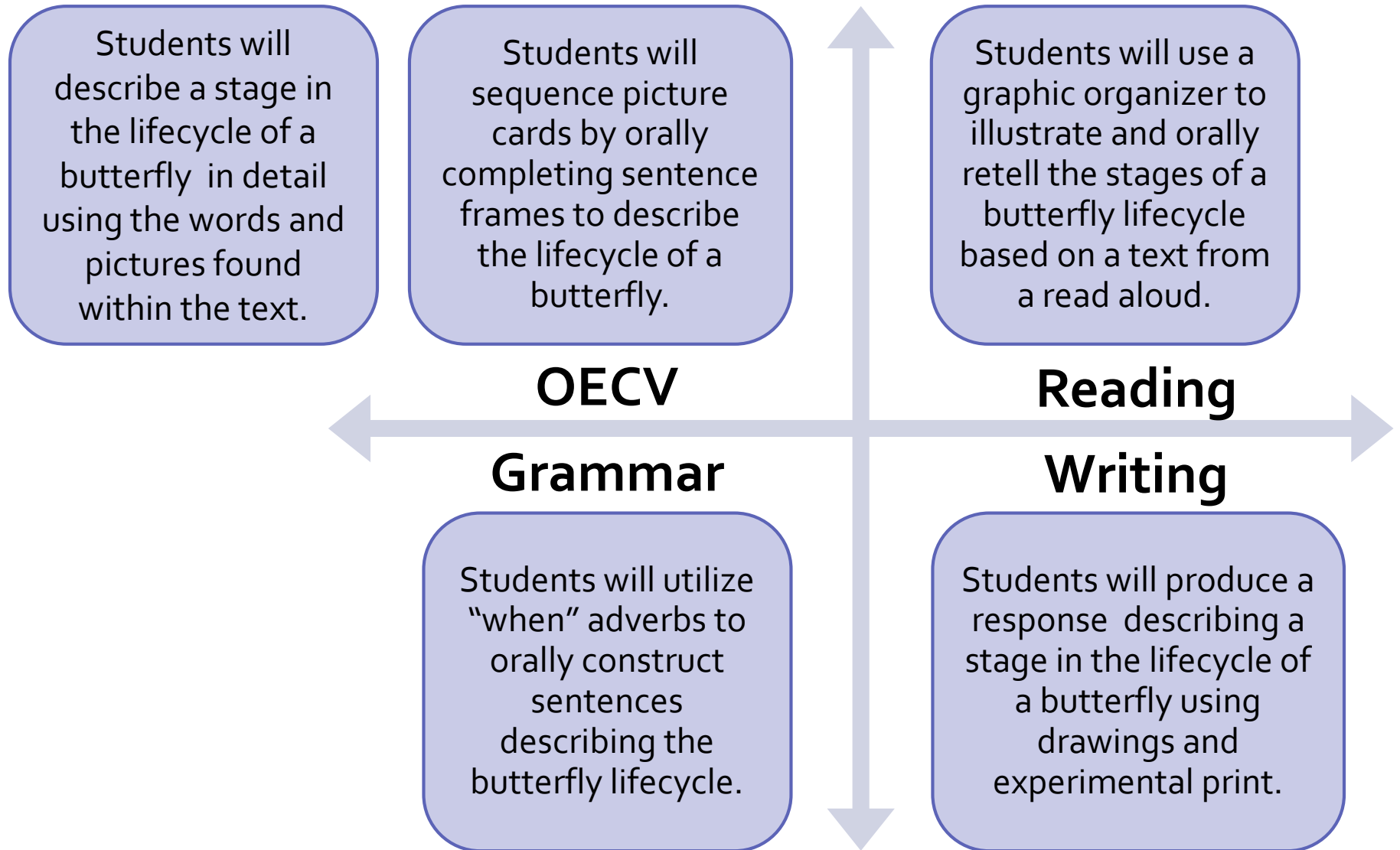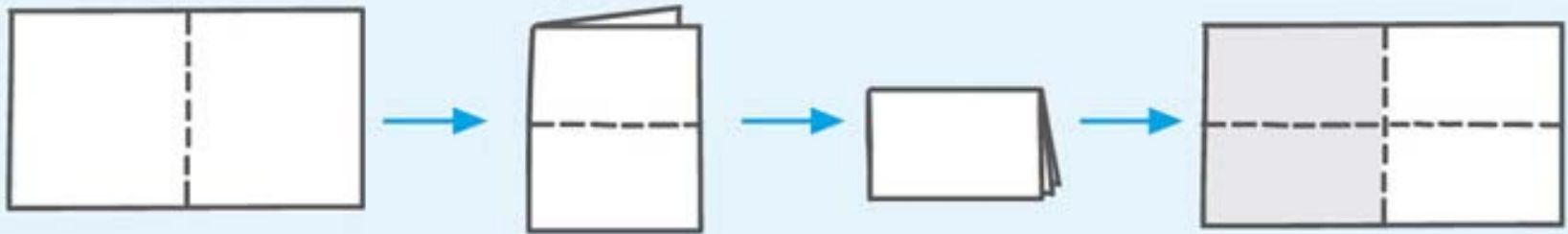
- Label the quadrants
  1. OECV
  2. Reading
  3. Writing
  4. Grammar

- Using the ELP standards provided, brainstorm possible content connections that can be utilized to support these skills

- Record the activities/student friendly objectives in the allocation they could be taught

EXAMPLES AND NON-EXAMPLES

Can you spot a fake?

OECV Allocation Scenarios

ELP Standards:

II-L2:HI-13: determining the meaning of a word by using resources.

II-LS:HI-7: responding to academic discussions by sharing one's view on facts ideas and/or events using academic vocabulary

Content Theme Connection:

Weather affects daily activities because of changes in the Earth and sky.

OECV Allocation

IV-LS-2: HI-8: offering justifying opinions and ideas in response to questions.

IV-L2:HI-12: analyzing grade-level content words in to determine meaning.

Content Theme Connection: Using math work as a catalyst for discussion and debate.

Each day the math teacher has students work in heterogenous groups to discuss math homework assigned previously. These students take turns sharing answers and correcting their work.

OECV Allocation

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Writing Allocation

ELP Standard

IV-W-1: B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes

Content Theme Connection:

Taking notes in Social Studies over relevant topics and ideas.

Writing Allocation

ELP Standard

IV-W-1: B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes

Content Theme Connection:

Taking notes in Social Studies over relevant topics and ideas.

Grammar Allocation

ELP Standard

IV- L1 -(N): HI-6: Distinguishing between plural nouns and singular possessive nouns.

Content Standard

Using content vocabulary to teach grammar standards.

Grammar Allocation

ELP Standard:

II-L1 (V): HI-5: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.

Content Theme Connection:

1.RL.3: Describe characters, settings, and major events in a story using key details.

After reading the story, "Bear Snores On," the students will use the characters of the story to produce sentences that are not only grammatically correct, but also describe the story.

The Bear Snores On

Grammar Allocation

ELP Standard:

II-L1 (V): HI-5: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.

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The Bear Snores On

Reading Allocation

ELP Standards

IV-R-4:HI-1: comparing and contrasting fiction with nonfiction.

Content Theme Connection

Using both fiction and non fiction texts about the Bosnian Civil War.

Reading Allocation

ELP Standard:

II-R-2:HI-4: distinguishing between initial, medial, and final spoken sounds to produce words.

Content Theme Connection

Guided Reading Groups

Before reading the guided reading text, the teacher engages students in a phonemic awareness game. The teacher is saying words that have the "M" sound in various spots. Students are tasked with deciding if the sound "M" comes, at the beginning, middle, or end of the word.

M-A-T

S-A-M

M-A-Ke

S-A-Me

Reading Allocation

ELP Standard:

II-R-2:HI-4: distinguishing between initial, medial, and final spoken sounds to produce words.

Content Theme Connection

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Revisiting Our Goals

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- Build connectivity throughout the SEI block using content.

- Test out knowledge of connecting the SEI blocks using content by examining examples and non-examples.

Thank you from OELAS!

- Q & A time

- Survey

- Certificate

- Find us our on website @ http://www.azed.gov/oelas/

- Come see us!
  - Phoenix @ PELL, 9/7/18
  - Tucson!

2018 OELAS
Conference
December 5-7, 2018

The Art of
Language