Effective Professional Development for Teachers with ELLs

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Center for Applied Linguistics (www.cal.org)
Preparing for ELL academic success

- Inclusion of language objectives in every lesson
- Key vocabulary posted and emphasized throughout lesson
- Frequent opportunities provided for student-student interaction
The SIOP Model
(Echevarria, Vogt, & Short, 2008)

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application
- Lesson Delivery
- Review & Assessment
A means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners (ELLs) while at the same time promoting their English language development.

• Second language acquisition requires opportunities to **explore**, **practice**, and then **be assessed** on language skills.
Address the *language* needed to achieve the content objectives. Verbs related to listening, speaking, reading, and writing.

E.g., read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft, define

Example:
Students will be able to *tell* their predictions to a partner and *write* a prediction sentence.
Preparing Language Objectives

- **Determine key technical vocabulary, concept words, and other words needed**
  - SWBAT define *describe*, *cube*, *rectangle*, and *prism*

- **Decide which language skills are needed to accomplish the lesson’s activities**
  - SWBAT list the characteristics of their three-dimensional shape

- **Identify possible grammar or language structure connections**
  - SWBAT use comparatives to discuss three-dimensional shapes
Emphasizing Key Vocabulary
Teach Key Vocabulary

Academic Language

- Content Vocabulary
- Structural Vocabulary
- Process/Function Vocabulary
Examples of Each

- **Content vocabulary:** cone, pyramid, sphere, square, triangle
- **Process/function vocabulary:** Discuss, Define, Justify, Analyze, Describe, Categorize
- **Structural vocabulary (word parts):** Prefixes, Suffixes, Roots
Teaching Words: Contextualizing Vocabulary

- Visuals (e.g., picture cards)
- Realia
- Demonstrations
- Four Corners
- Concept Definition Map
# 4 Corners Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>fraction</td>
<td><img src="image" alt="Fraction Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word in context</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can’t eat the whole cake so my mother gave me only a <em>fraction</em> of it.</td>
<td>A <em>fraction</em> is any part of a group, number, or whole.</td>
</tr>
</tbody>
</table>
Concept Definition Map

Definition

Non-Standard Measurement

Related Terms

Examples
Peer to Peer Interaction
Interaction is important because it...

- Provides students with opportunities to use academic language.
- Encourages students to extend, elaborate, and clarify their responses about lesson concepts.
- Helps students negotiate turn-taking between teacher and themselves and among classmates and themselves.
Ways to encourage more peer-to-peer interaction in a lesson...

- Think Pair Share
- Round Robin
- Cooperative learning groups
- Academic scripts and sentence starters
Sentence Starters

- **Make predictions**
  - I think _______ will ___________
  - Based on my observation I predict _______ will ___________

- **Retelling**
  - First, _______, next, _______, and finally ___________
  - In the beginning, ___________, then, _______, and in the end ___________
What can administrators do?

- Engage
- Focus
- Align
- Plan
Resources

View more SIOP Model lessons
http://www.cal.org/siop/resources/lessonplans.html

Get more information on the SIOP Model
www.cal.org/siop and SIOP research projects
www.cal.org/projects/create.html