CAL's Webinar II
What's Different About Teaching Reading to Students Learning English:
Vocabulary Instruction
March 31, 2017

Presenters:

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Overall Goal: To identify the components of literacy and effective techniques for teaching reading to students learning English.

Content Objectives: By the end of the webinar, participants will be able to:
- Evaluate their experience in implementing content or activities from the first webinar.
- Determine characteristics of vocabulary terms to teach for English learners.
- Identify what features make a text challenging for English learners.

Language Objectives: By the end of the webinar, participants will be able to
- Orally present their experience delivering the content or activities from the first webinar.
- Take notes on the characteristics of vocabulary terms that should be highlighted for instructional purposes.
- Write predictions of what makes text challenging for English learners.
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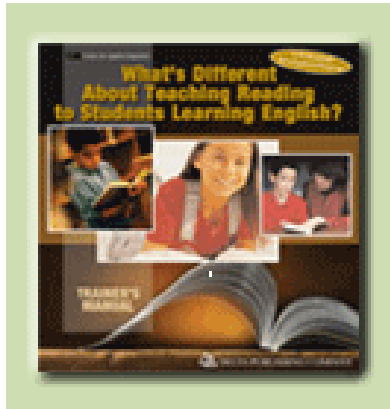
Guiding Questions

What's Different about Teaching Literacy to Students Learning English?

1. **What's the Same? What's Different?**

   A. **What's the same** about teaching literacy to English proficient students and students learning English?

   B. Based on the information in each chapter, **what's different** about teaching literacy to students learning English?

2. **Application**

   A. How will you **apply** the information in each chapter when working with students in your classroom?

   B. What information will you **share** with your teaching colleagues? How?

   C. What **connections** can you make to SIOP, Ohio Learning Standards, English language proficiency standards, or other initiatives?

3. **Strategies for Students**

   A. What literacy strategies were presented in this chapter?

   B. Why are they useful for English learners?

   C. How could you modify these strategies for English learners at different proficiency levels or for different texts?

Agenda

<u>March 31, 2017</u>

- Warm-Up: Three Tiers of Vocabulary
- Review: Sharing Implementation Experiences
- Characteristics of Vocabulary Terms
- Next Steps
- Wrap-up

• **Guiding Questions**
• What's Different about teaching reading to students learning English? What's the same? • Applications? • Strategies for Students?

<u>Next Webinar</u>: April 26, 2017, 12-1:30pm EST

Choosing Words as Candidates for Instruction

Grade level: _____ **Proficiency level(s) of students:** _____

Tier	Words	Polysemy	Cognate status	Phrasal	Idiomatic	Denotation /connotation	Collocation	Latin/Greek Affix	Impt to Teach?
Tier 1 Words									
Tier 2 Words									
Tier 3 Words									

Taco Pizza[1]

Ingredientes
Hace 6 porciones

Para la masa: 2 tazas de Mezcla Maestra
½ taza de agua

Para el relleno: ½ libra de carne molida
½ taza de agua
2 tazas de frijoles refritos
½ cebolla picada
½ taza de queso rallado
2 tazas de lechuga cortada en tiras
1 tomate picado en pedazos pequeños
1 paquete de sazón para tacos o sazóne al gusto

Haga su proprio sazonador usando esta mezcla: 1 cucharadita de sal y chili en polvo; ½ cucharadita de harina de maicena, chili seco rojo, comino, y ajo en polvo; y ¼ cucharadita de orégano.

Para preparar la masa:

1. *Caliente el horno a 425˚F.*	2. *Mezcle la Mezcla Maestra y el agua hasta obtener una masa blanda.*
3. *Amase 5-6 veces y extenda la masa en un molde para hornear.*	4. *Forme un borde con la masa. Deje la masa reposar mientras prepara el relleno.*

Para preparar el relleno:

1. *Dore la carne en la sartén. Quite la grasa.*	2. *Agregue el agua, la sazón y los frijoles. Deje que se calienten bien.*
3. *Extienda la mezcla de carne sobre la masa extendida.*	4. *Ponga encima la cebolla y el queso.*
5. *Meta al horno durante 20 minutos, hasta que el borde se dore.*	6. *Saque del horno y agregue el tomate y la lechuga.*
7. *Guarde lo que no se coma en el refrigerador dentro de 2 horas.*	8. *Taco Pizza nos da:* • *Proteína: Hace y repara la piel, músculos y sangre.* • *Vitaminas B: Convierten los alimentos en energía.* • *Hierro: Produce los glóbulos rojos.*

[1] Condado de Multnomah (1992). Curriculo de 4-H EFNEP *Snack Attack*, Adaptado y traducido por Lynn Myers.

Animales, ¿en qué se parecen?[2]

Expectativas académicas de los TEKS: 1.6ª. El estudiante entiende que los sistemas tienen partes y están compuestos de organismos y objetos. Se espera que el estudiante clasifique organismos y objetos de acuerdo con sus partes y características.

Materiales: (por grupo)

revistas con fotos o dibujos	*cartulina*	*pegamento*
tijeras	*figuras de diferentes tamaños y colores*	

Vocabulario:

clasificar	organismos	características

Procedimiento:
- Explique a los estudiantes que en esta actividad aprenderán a clasificar organismos y objetos de acuerdo con sus partes y características.
- Divida a los estudiantes en grupos de 3 ó 4 personas.
- Explique a los estudiantes que van a clasificar y poner en grupo diferentes grupos se llama clasificar (estamos separando o clasificando esos objetos).
- Dé suficiente tiempo a los estudiantes para que clasifiquen las figuras en grupos diferentes (ahora es el momento de clasificar las figuras en grupos diferentes).
- Pida a los estudiantes que compartan con los otros grupos la forma en que han separado o clasificado sus figuras (algunos serán por figura, colores, tamaño, etc.).
- Confirme que cada grupo separó o clasificó las figuras por ____.
- Pida a los estudiantes que corten o dibujen fotos de animales que encuentren en las revistas y dígales que necesitarán un total de 20 fotos o dibujos por grupo.
- Pida a los estudiantes que separen o clasifiquen las fotos así como separaron o clasificaron las figuras. Dígales que tienen que dividirlas, al menos, en 4 categorías.
- Revise el trabajo de cada grupo antes de que lo peguen en la cartulina como si fuera un mapa conceptual.
- Permita que cada grupo comparta con la clase su mapa conceptual y que explique cómo clasificaron los animales.

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[2] Conexión al TAKS 2; Texas Education Agency.

Los Insectos

Los insectos son criaturas asombrosas. Son considerados los seres más diversos y numerosos del planeta. Existen alrededor de 1.8 millones de especies de insectos y los científicos creen que hay muchos más por descubrir. En conjunto, pesarían más que todos los animales de la Tierra. Algunos insectos también tienen habilidades atléticas sorprendentes. Una hormiga es capaz de levantar 50 veces su propio peso, y una pulga es capaz de saltar el equivalente a una cancha de fútbol. Los insectos son criaturas antiguas, y se cree que vivieron en la Tierra incluso antes que los dinosauros, hace unos 400 millones de años.

Word Bank			
abilities	creatures	exist	numerous
animals	dinosaurs	football	planet
ants	diverse	insects	scientists
athletic	equivalent	millions	species
considered			

creatures/*criaturas*

Sounds completely different	Sounds slightly different	Sounds similar	Sounds exactly alike
1	2	3	4

millions/*millones*

Sounds completely different	Sounds slightly different	Sounds similar	Sounds exactly alike
1	2	3	4

List-Group-Label[3]

Step 1: Brainstorm at least seven words that have to do with the dinosaurs.   Write the words on the spaces below.

1. _____   5. _____

2. _____   6. _____

3. _____   7. _____

4. _____   8. _____

Step 2: When you have finished writing your words, get with your group and write your group's members' words here.

9. _____   13. _____   17. _____   21. _____

10. _____   14. _____   18. _____   22. _____

11. _____   15. _____   19. _____   23. _____

12. _____   16. _____   20. _____   24. _____

Step 3: As a group, put the words from all of your lists into categories.

Category 1: _____   Category 2: _____   Category 3: _____   Category 4: _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

[3] Taba, H. 1967. *Teacher handbook for elementary social studies.* Palo Alto, CA: Addison-Wesley.

Learning Words Inside and Out: Vocabulary Instruction That Boosts Achievement in All Subject Areas[4]

Topic	Questions to Ask
Representation	• Is the word representative of a family of words that students should know? • Is the concept represented by the word critical to understanding the text? • Is the word a label for an idea that students need to know? • Does the word represent an idea that is essential for understanding another concept?
Repeatability	• Is the word used again in this text? If so, does the word occur often enough to be redundant? • Will the word be used again during the school year?
Transportability	• Will the word be used in group discussions? • Will the word be used in writing tasks? • Will the word be used in other content or subject areas?
Contextual Analysis	• Can students use context clues to determine the correct or intended meaning of the word without instruction?
Structural Analysis	• Can students use structural analysis to determine the correct or intended meaning of the word without instruction?
Cognitive Load	• Have I identified too many words for students to successfully integrate?

Figure 2.2 *Considerations for selecting vocabulary words*

[4] Frey, N., and Fisher, D. (2009). *Learning Words Inside and Out: Vocabulary Instruction That Boosts Achievement in All Subject Areas Grades 1-6.* Portsmouth, N.H.: Heinemann

SIOP Guidelines to Achieve Comprehensible Input

Directions: Use this form as a self-assessment. Check ☑ strategies that you use in your lessons and star ∗ strategies that you *would like* to include more often.

Teacher Speech and Behavior

	Use expression and body language. *Gestures, facial expressions, and body language can provide context for the message.*
	Speak slowly and clearly. *Make it natural without overdoing it.*
	Use more pauses between phrases. *This allows students time to process what you have said.*
	Use shorter sentences with simpler syntax.
	Stress high frequency vocabulary.
	Repeat and review vocabulary. *As much as possible, use consistent vocabulary during instruction. To expand vocabulary, repeat a concept, using different words and then the same words, so the students hear it in different contexts.*
	Watch carefully for comprehension and be ready to repeat or restate to clarify meaning whenever necessary. *Use whatever means necessary to achieve comprehension – visuals, gestures, models, translation.*
	Be friendly and enthusiastic.
	Maintain a warm supportive affect. *This lowers student anxiety and encourages student participation.*
	Open discussion to different perspectives of a topic.

Instructional Strategies

	Use visuals.
	Use graphic organizers. *These help students represent information and identify relationships.*
	Explain processes and tasks clearly and model activities for students. *Students need explicit guidance to make the transition to academic tasks.*
	Communicate about the subject area in oral, written, physical, or pictorial form.
	Tap the students as resources for information about the topic.
	Provide hands-on and performance-based activities.
	Promote critical thinking and study skill development.
	Incorporate cooperative learning activities. *Promote student interaction and seek peer tutors among classmates.*

#	Activities and Approaches	Ideas and Modifications for my Workshops
1	**Clock Buddies** Create a handout with a clockface with appointments at each hour. Have participants circulate around the room and choose times for "appointments". Have participants exchange names (e.g., if Partner A and Partner B are making a 3 o'clock appointment, they should have each other's respective names on their papers at that slot). Later, the facilitator/teacher calls out a time as part of a cooperative learning activity and has those pairs meet to complete a task or have a discussion. Instead of a clock face, you can also use maps, diagrams, etc.	
2	**Paint Strip Race** Collect paint strips from a local hardware store or online. Form student groups. Create a set of identical paint strips for each group (one per person according to the number of students in your smallest group) that the students will need to pass around and fill in according to the feature at the top. At the top of each paint strip, write a topic or criteria for the types of words they should write (such as "cell organelles" or "features of Pacific Coast tribes") or a root/affix. At the signal, students can each pick up a paint strip and write the first idea they have for a word that meets the criteria (e.g., words that start with re-), then they pass that paint strip on and receive a new paint strip from their group mate with a different criteria (e.g., words that end in –ly). They keep passing and passing until the group has filled all of their paint strips with terms that meet the criteria and then they can signal that they are finished by shouting a word that you have given to the class (e.g., "Organelles!" or "Affixes"). As a race, the group that first fills in all of their words, wins. Bonus points for defining them.	
3	**Morphology Race** Form student groups. Create a set of cards that are identical for each student group. Make sure it has a similar number of prefixes, roots, and suffixes to make unique words. Give each student group a piece of paper, pen, and a pack of cards. Tell students they may begin at the signal. Tell students to lay out the cards in front of them and to create as	

many unique words as possible (e.g., re- + –late = *relate*; re- + -late- + -abel =*relateable*). Have students write a list of all the words they can create. At the signal, the group that has the most words wins. Students can then begin to define their meanings or use them in their writing.	

Notes: