Support for Students Learning English

Increasing numbers of students learning English are among the students in most schools and classrooms. The purpose of the ELL/ESL Strategy feature in this Teacher's Edition is to incorporate the language and content needs of English Language Learners in a regular and explicit manner.

ELL/ESL Strategy activities promote English language acquisition in the context of content area learning. Students should not be separated or isolated for these activities and interaction with English-speaking peers is always encouraged.

The ELL/ESL Strategy helps the teacher scaffold the content and presentation in relation to students' language and skill proficiency. Each activity suggests to the teacher some ideas about how to adjust the presentation of content to meet the varying needs of diverse learners, including students learning English. *Scaffolding* refers to structuring the introduction of vocabulary, concepts, and skills by providing additional supports or modifications based on students' needs. Ideally, these supports become less necessary as students' language proficiency increases and their knowledge and skill level becomes more developed.

Each activity includes a language objective and strategy related to *listening, speaking, reading,* or *writing.* The language objective and activity relate to one or more content objectives listed in the Teacher's Edition under Selection at a Glance. Some examples of language objectives include: reading for meaning, understanding different styles or purposes of writing, identifying and practicing common grammar structures, learning vocabulary specific to the content area, preparing and giving a group presentation, speaking in front of a group, or discussing an assigned topic as a small group.

ELL/ESL STRATEGY

Language Objective:
To identify common grammatical structures

Point out the use of the word *or* on page 37. When you connect a series of singular words by *or*, the verb used with them is singular: *Ben or Wayne is coming.* When the words are plural, the verb is plural: *Either the snakes or the chickens make you happy.* When the elements do not agree in number, it is best to find other ways to express what you are trying to say: *Either Tom is coming or his sisters are.*

ELL/ESL STRATEGY

Language Objective:
To identify and understand idioms

When Squeaky says that Rosie can't afford to throw stones," she is referring to the saying, "People who live in glass houses shouldn't throw stones." This means that people should not criticize others when they themselves have the same or similar faults that are clear for everyone to see. Challenge students to think of other expressions in English that are not meant to be taken literally, such as "go fly a kite" or "stop beating a dead horse." Ask students to write down their sayings and draw an illustration of the saying underneath the words.

Strategies That Support English Learners

- Identify and build on prior knowledge or experience; start with what's familiar and elaborate to include new content and new connections, personal associations, cultural context
- Use visuals and graphic organizers—illustrations, photos, charts, posters, graphs, maps, tables, webs, flow charts, timelines, diagrams
- Use hands-on artifacts (realia) or manipulatives
- Provide comprehensible input—paraphrase content, give additional examples, elaborate on student background knowledge and responses; be aware of rate of speech, syntax, and language structure and adjust accordingly
- Begin with lower-level, fact recall questions and move to questions that require higher-order critical-thinking skills (application, hypothesis, prediction, analysis, synthesis, evaluation)
- Teach vocabulary—pronunciations, key words or phrases, multiple meanings, idioms/expressions, academic or content language
- Have students create word banks or word walls for content (academic) vocabulary
- Teach and model specific reading and writing strategies—advance organizers, main idea, meaning from context, preview, predict, make inferences, summarize, guided reading
- Support communication with gestures and body language
- Teach and practice functional language skills—negotiate meaning, ask for clarification, confirm information, argue persuasively
- Teach and practice study skills—structured note-taking, outlining, use of reference materials
- Use cooperative learning, peer tutoring, or other small group learning strategies
- Plan opportunities for student interaction—create a skit and act it out, drama, role play, storytelling
- Practice self-monitoring and self-evaluation—students reflect on their own comprehension or activity with self-checks

How Do AGS Globe Textbooks Support Students Learning English?

AGS Globe is committed to helping all students succeed. For this reason, AGS Globe textbooks and teaching materials incorporate research-based design elements and instructional methodologies configured to allow diverse students greater access to subject area content. Content access is facilitated by controlled reading level, coherent text, and vocabulary development. Effective instructional design is accomplished by applying research to lesson construction, learning activities, and assessments.

AGS Globe materials feature key elements that support the needs of students learning English in sheltered and immersion settings.

Key Elements	AGS Globe Features
Lesson Preparation	◆ Content- and language-specific objectives
Building Background	◆ Warm-Up Activity ◆ Explicit vocabulary instruction and practice with multiple exposures to new words ◆ Background information; building on prior knowledge and experience
Comprehensible Input	◆ Controlled reading level in student text (Grades 3–4) ◆ Highlighted vocabulary terms with definitions ◆ Student glossary with pronunciations ◆ Clean graphic and visual support ◆ Content links to examples ◆ Sidebar notes to highlight and clarify content ◆ Audio text recordings (selected titles) ◆ Modified Activity pages (lower reading level)
Lesson Delivery	◆ Teaching the Lesson/3-Step Teaching Plan ◆ Short, skill- or content-specific lessons ◆ Orderly presentation of content with structural cues
Strategies	◆ ELL/ESL Strategy activities ◆ Learning Styles activities ◆ Writing prompts in student text ◆ Teaching Strategies Transparencies provide additional graphic organizers ◆ Study skills: Self-Study Guides, Chapter Outlines
Interaction	◆ Vocabulary-building activities ◆ Language-based ELL/ESL Strategy activities ◆ Learning Styles activities ◆ Reinforce and Extend activities
Practice/Application	◆ Skill practice or concept application in student text ◆ Reinforce and Extend activities ◆ Career, home, and community applications ◆ Student Workbook ◆ Multiple TRL activity pages
Review and Assessment	◆ Lesson reviews, chapter reviews, unit reviews ◆ Skill Track monitors student progress ◆ Chapter, Unit, Midterm, and Final Mastery Tests

For more information on these key elements, see Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English language learners: The SIOP model* (2nd ed.). Boston, MA: Allyn & Bacon.

Learning Styles

Differentiated instruction allows teachers to address the needs of diverse learners and the variety of ways students process and learn information. The Learning Styles activities in this Teacher's Edition provide additional teaching strategies to help students understand lesson content by teaching or expanding upon the content in a different way. The activities are designed to help teachers capitalize on students' individual strengths and learning styles.

The Learning Styles activities highlight individual learning styles and are classified based on Howard Gardner's theory of multiple intelligences: Auditory/Verbal, Body/Kinesthetic, Interpersonal/Group Learning, Logical/Mathematical, and Visual/Spatial. In addition, the various writing activities suggested in the Student Text are appropriate for students who fit Gardner's description of Verbal/Linguistic intelligence.

Following are examples of activities featured in the *Language Arts and Literature* Teacher's Edition:

Visual/Spatial

Students learn by viewing or creating illustrations, graphics, patterns, or additional visual demonstrations beyond what is in the text.

LEARNING STYLES

Visual/Spatial

Some students learn best by viewing or creating illustrations or additional visual demonstrations beyond what is in the text. Have students draw an illustration of any key moment in "Raymond's Run." After they are finished, have them place a caption under the illustration. Tell them the caption must be a first-person direct quotation from the story.

Auditory/Verbal

Students learn by listening to text read aloud or from an audiorecording, and from other listening or speaking activities. Musical activities related to the content may help auditory learners.

LEARNING STYLES

Auditory/Verbal

Ask students to imagine what music might accompany the different scenes in this story if it were a film or a play. How could music help accentuate the sudden changes in the mood and tone of the characters and the narrative? Encourage students to bring in recordings of music for the class to hear, or have them provide titles of suitable music. Then play the recordings while rereading the story.

Body/Kinesthetic

Students learn from activities that include physical movement, manipulatives, or other tactile experiences.

LEARNING STYLES

Body/Kinesthetic

Have students create and act out a TV commercial for the Sherlock Holmes Detective Agency. Remind them that their commercials should reflect Holmes's record as a successful investigator. Students should write out a script and may design their own props and costumes. If equipment is available, have students record their commercials and play them for the class.

Interpersonal/ Group Learning

Students learn from working with at least one other person or in a cooperative learning group on activities that involve a process and an end product.

LEARNING STYLES

Interpersonal/Group Learning

Some students learn best when working with other people in a cooperative learning group. Break the class up into groups of three or four. Have students research other animals that are feared (for example, wolf, shark, scorpion, bat), whether rationally or irrationally. Have each group put together a posterboard display and prepare an oral report (two speakers) to give to the class. Help each group divide up the work equally.

Logical/Mathematical

Students learn by using logical/mathematical thinking and problem solving in relation to the lesson content.

LEARNING STYLES

Logical/Mathematical

When Helen Stoner comes to see Sherlock Holmes, she relates many details of her life, including information about her mother, her stepfather, and the death of her sister. If students are confused by these details, have them create a time line to clarify the sequence of events and the specific details of Stoner's story. Write out a sample time line on the board and help students begin to complete it. Students may work on their own or in pairs to complete the time line.