

**Handout for Teachers who attend Mary Sening's Break-Out Session  
July 23, 2014 ELL Symposium**

**EXAMPLE OF A SCHEDULE TO FOLLOW AND SAMPLE  
ACTIVITIES/STRATEGIES TO USE IN AN ExC-ELL LESSON**

(This handout is based on Sening's notes taken during Margarita Calderon's ExC-ELL Workshop in Charlotte Aug. 2011 and from Expediting Comprehension for English Language Learners; Margarita Calderon, Maria Trejo, Liliana Minaya-Rowe, Jeanne Cantu, Argelia Carreon, Elma Noyola, Ana Bishop; Margarita Calderon & Associates.)

**First: Students Contemplate Objectives**

Students read and ask questions about the daily objective(s) which teacher has posted.

**Second: Students Begin To Learn Vocabulary**

- a. Teacher selects Tier 1, 2, and 3 words/phrases from chosen text and posts the words under their Tier Category. Tier 1 words are basic words students need to communicate. Tier 2 words are polysemous words, transition words, connectors, and more sophisticated general words. Tier 3 words are subject-specific words that label content discipline concepts, subjects, and topics.
- b. Teacher chooses a limited Number of Tier 2 and 3 words and preteaches vocabulary for 10 to 15 minutes using these 7 steps:
  1. Teacher says the word
  2. Teacher asks the students to repeat the word 3 times
  3. Teacher states the word in context from the text
  4. Teacher provides the dictionary definition
  5. Teacher explains meaning with student-friendly definition
  6. Students engage in **oral** activities to develop word/concept knowledge
  7. Teacher highlights grammar, spelling, polysemy, etc. of word/phrase

Note: Try to keep teacher -talk to one minute per word for the 7 steps.

c. Examples of Step 6 activities which allow students to use the word orally:

- (1) TTYP: Partners confer on teacher question pertaining to vocabulary word. Share with class.
- (2) TTYP: Partners come up with a sentence using the vocabulary word . Share with class.
- (3) Class chorally reads teacher's sentence and fills in the blank with vocabulary word.
- (4) TTYP: Partners read sentence containing vocabulary word and a blank. They think of a word to insert in the blank. Share with class.
- (5) Teacher gives a situation and students chorally recite vocabulary word if it applies to the situation.

### **THIRD: STUDENTS READ**

- a. Hook the reader in the text by using a picture, a quote, an analogy, a demonstration or other device to capture interest in the topic.
- b. Briefly build background knowledge by either eliciting info from students or providing students an opportunity to draw inferences from new info presented.
- c. Briefly preview text features and text structure with the students (genre, subheadings, bold type, and other clues about text's organization).
- d. Connect with prior knowledge. What do I already know about this topic? Text to self, text to others, text to world. Example of an activity which allows students to connect with prior knowledge: Partners confer on what they know about the topic. Then a few report to the class or partners call out their responses in popcorn fashion. (This activity should be brief, not a lengthy discussion.) **Note:** Teacher may need to model this activity before asking students to do it.
- e. Set purpose for reading. What do I need to learn from the text? What are the targeted learning objectives?
- f. Partner Read using a comprehension strategy that aids in understanding chosen text. Examples of comprehension strategies are summarization, determining main idea, asking questions, etc. Teacher determines partners and she/he should try to have partners with similar reading levels, perhaps one a little less and one a little more proficient. Teacher models Partner Read.

Partner Read Protocol:

1. Teacher assigns a set amount of text for partners to read aloud.
  2. Partners help each other with pronunciation. If partner needs to sound out a word slowly or makes a mistake in pronunciation, he/she goes back to the beginning of sentence and reads it again.
  3. Partners alternate reading out loud and applying the comprehension strategy to chunks of the text. Chunks of text are usually paragraphs, but they can also be sentences, text contained within subheadings, etc. Before alternating who reads a chunk of text, the reading partner applies comprehension strategy to chunk just read. Other partner may assist reading partner in applying comprehension strategy if necessary. If helpful, teacher can give partners Post-it Notes to put on the Parking Lot for words/phrases that give them difficulty or any questions partners have about the reading.
  4. Students should Partner Read for 7 to 10 minutes- no more. If some partners finish ahead of their classmates, then they take turn rereading the text out loud.
  5. Teacher conducts debriefing on the assigned text in the Partner Read.
- g. Students read silently and independently. Students use same comprehension strategy they used in the Partner Read except now they apply the strategy silently and independently as they continue reading where the Partner Read left off. (If teacher wishes, she/he can set a purpose for the silent reading which relates to the activity following the reading.)

**FOURTH: STUDENTS ENGAGE IN ONE OR TWO OF THE FOLLOWING COOPERATIVE GROUP ACTIVITIES TO ANCHOR VOCABULARY KNOWLEDGE AND/OR COMPREHENSION**

- a. Round Table: Put students in groups of about 4 each and give each group one sheet of paper and pencil. Teacher poses a question or gives an assignment. Any question or assignment should allow for numerous answers. When the teacher says: "Go", groups pass the paper and pencil from member to member and each member gives additional information requested in the question or task. The Round Table is timed, usually lasting only 5 minutes. Teacher determines the group with the most accurate responses. **Note:** If the students did not do well, allow them to reread the text and then repeat the Round Table.
- b. Outside/Inside Circle: Students form an inside and an outside circle. One student in the outside circle carries a card containing a definition which the inside circle students cannot see. When music begins students in inside and outside circle walk in opposite directions. When the music stops, student carrying the card reads the definition and the student in the inside circle standing closest to him/her guesses the word defined on the card. If the inside circle student doesn't

know the word, she/he must sit down. Winner is the inside circle student who last remains standing.

- c. Numbered Heads Together: Put students in groups of four. Give groups a set of teacher generated questions pertaining to the text they have read and ask each group to work together to answer the questions. Assign students in each group a number from 1 to 4. Then select a question and a number randomly. The student from each group with that number must answer the question individually with no assistance from other group members. After a representative from the first group answers, the students with the same number in the other groups must also answer the question by saying “I agree, but...” or “I agree, and ....”, or “I disagree and believe a better answer is.....”, etc. **Note:** If helpful, the teacher may give the students a handout containing ways to agree and disagree.
- d. Question Generating Strategy combined with Numbered Heads Together: Put students in groups of four. Each group writes two to four questions about the text read- each question on a separate strip of paper. Collect strips containing questions and assign each student in the group a number from 1 to 4. Pull out a question randomly. Have groups discuss the answer to the question. Then pull out a number randomly. The students from each group with that number must answer the question individually with no assistance from other group members. After a representative from the first group answers, the students with the same number in the other groups must also answer the question by saying “I agree, but...” or “I agree, and ....”, or “I disagree and believe a better answer is.....”, etc. **Note:** To make the activity more challenging, give students a handout containing the question words associated with Bloom’s Taxonomy and require them to write questions using those question words.

## **FIFTH: STUDENTS ENGAGE IN ONE OF THE FOLLOWING COOPERATIVE GROUP WRITING ACTIVITIES**

- a. Write Around Without Editing: Put students in groups of 4 or 5. Each student in the group has a paper and pencil, but everything else is cleared off the table. The teacher gives a prompt related to the text read. Each student in the groups writes the prompt on his/her sheet of paper. Then, when teacher says “Go”, students begin to write a text in response to the prompt. After writing only one sentence, student passes his/her paper to the next student in counter clockwise or clockwise manner. That student reads what had been written and adds one additional sentence before passing the paper again. **[Important! Students must read the previously written sentences before adding his/her own. They should use their best handwriting and as many of the vocabulary words as they can. Also, students should be encouraged to take their time with their sentence and not worry if the next student is waiting for them to finish.]** The procedure is followed until the teacher calls time-which can vary depending on the nature of the prompt. After the teacher calls “Time!”, each team member reads the composition in his/her hand out loud to the rest of the group,

- who in turn decides which composition they like best. Each group reads their chosen composition to the class.
- b. Write Around with Editing: Follow all the steps in a. above (Write Around without Editing) except the last step of reading the text to the class. Instead the teacher makes copies of the group's chosen composition and the groups then edit their text and read the revised version to the class. Encourage students to write a strong introduction and conclusion. Here are four activities the teacher can use to help the groups revise more adeptly.
- (1) Fix repetitive sentence onsets: Teacher asks students to put a square around the first word in each sentence. Then one member from the group reads the first words of each sentence to their group. If too many of the sentences start with the same word, the teacher encourages the students to try to vary the way they begin their sentences.
  - (2) Fix repetitive sentence types: Vary sentence structure by creating compound/complex sentences: Give students a list of conjunctions and conjunctive adverbs and let them color code sentences that they could combine using one of these words.
  - (3) Fix repetitive use of "be": Teacher asks students to circle all the verbs which are forms of *be*, and where possible insert more dynamic verbs.
  - (4) Improve composition by providing elaboration/substantiation of claims or central ideas via an activity called *Prove It!*: Teacher asks groups to look at their composition and find one unelaborated sentence in the text- one that lacks specificity and details. She/he tells students not to choose the first or last sentence in the composition. Each group underlines the sentence they select and then reads it to the class. As soon as the sentence is read, the class chants: "Maybe it is or maybe it isn't. Prove it!" Then the group works together to support the unelaborated sentence. They can either add their supporting details to a Post It Note or in an activity called *Cut and Grow* they can cut their composition just after the unelaborated sentence and tape the first chunk of the paper ending with the unelaborated sentence on construction paper. Then, they insert their support for the unelaborated sentence directly on the construction paper and finally, paste the remaining chunk of the composition on the construction paper. Each group reads their improved composition to the class.

**Note:** It is important for the teacher to explicitly demonstrate and model the editing activities above before asking the students to do them. Also, Activities 1 and 2 above can be altered to focus on any of the characteristics of good writing.

## **SIXTH: STUDENTS TAKE AN ASSESSMENT**