

## Lesson Preparation

<b>Planned Presentation of Objectives</b>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>-Pick out important words from the objective and highlight them – For Example, the verbs and nouns.</li> <li>-Paraphrase the objective with a partner each using the frame: “We are going to learn _____.”</li> <li>-Predict some of the things that they think we will be doing for the lesson that day.</li> </ul> <p>(Echevarria, Vogt, and Short, 2013, p.44)</p>
<b>Quick-Write</b>	<p>Pre-reading or pre-writing focus activity. Students are asked to respond to a question or prompt in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style not important. If students get stuck they can repeat phrases over and over until a new idea comes to mind. (<b>Assessment strategy</b>) Student writes for 2-3 minutes about what he heard from a lecture or explanation/read/learned. Could be an open ended question from teacher.</p>
<b>Number 1, 2, 3 for Self-Assessment of Objectives</b>	<p>Ask students to diagnose their knowledge about a topic and then take some responsibility for learning new information during the lesson. Ask students to rate how well they understand the objectives. You may read each aloud and have students show with their fingers which of the following ratings fit:</p> <ol style="list-style-type: none"> <li>1. I understand this concept.</li> <li>2. This looks familiar, or I have studied something like it before.</li> <li>3. I don't know this.</li> </ol> <p>At the end of the lesson return to the objectives and ask students to rate themselves again.</p> <ol style="list-style-type: none"> <li>1. I can teach this concept to someone else.</li> <li>2. I understand most of it, but not everything.</li> <li>3. I don't understand completely. I need more time, practice and/or examples</li> </ol> <p>(Echevarria, Vogt, and Short, 2013, p.44)</p>
<b>Jigsaw text reading</b>	<p>This is a strategy in which small groups of students become experts in one aspect of the larger topic being studied. They then teach this information to another group.</p> <ul style="list-style-type: none"> <li>• Divide the class into groups of three to five students</li> <li>• Each group becomes experts on one aspect of a larger topic by working with information provided by the teacher or finding additional information. Members of the expert group engage in tasks designed to help them become familiar with the information.</li> <li>• Each expert then returns to a mixed group with members of each of the other expert groups. Students in this group teach one another the information learned in the expert group.</li> </ul> <p>The jigsaw requires the participation and cooperation of all students. It encourages interaction since the goal is to put the pieces of the lesson together and create a whole picture of the topic being studied. Learn more about this technique from the originator of the strategy, Elliot Aronson: <a href="http://www.jigsaw.org/">http://www.jigsaw.org/</a></p>



<b>Graphic Organizers</b>	<p>Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below:</p> <ul style="list-style-type: none"> <li>• Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms' stories, ideas, or cultures.</li> <li>• Branching Diagrams -Organization charts, hierarchical relationships systems, family trees</li> <li>• Interval Graphs-Chronological order, bar graphs, parallel events, number value.</li> <li>• Flowcharts - Sequential events, directions, decision making, writing reports, study skills.</li> <li>• Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.</li> <li>• Fishbone Diagram-Cause and effect, timeline.</li> </ul>
<b>Outlines</b>	<p>Create an outline of the lesson with some points already filled in and blanks for the student to complete the information. (Echevarria, Vogt, and Short, 2013, p.45)</p>
<b>Audio Supported Text</b>	<p>Record text for students to listen to as they read.</p>
<b>Leveled Study Guides</b>	<p>Include brief summaries, illustrations, charts along with guided questions and tasks.</p>
<b>Differentiated Sentence Starters</b>	<ol style="list-style-type: none"> <li>1. Begin with the essential question of the lesson. For example: How did the Renaissance affect Italian political and cultural development?</li> <li>2. Write the question at a variety of levels. For example: (a) How did the Renaissance impact the style of art in Italy? (b) What was the political system like before and after the renaissance? (c) What was the significance of the Renaissance?</li> <li>3. Convert the questions into sentence starters. For example: The impact of the Renaissance on art was... (b) Before the Renaissance, the political system was ... After it, the political system... (c) The significance of the Renaissance was...</li> </ol> <p>(Short, Vogt &amp; Echevarria, 2011a, pp. 30-31)</p>
<b>Highlighted text Marginal Notes</b>	<p>Reduces the reading demands of a text while still maintaining the content. (Echevarria, Vogt, and Short, 2013, p.48)</p>
<b>Adapted Text and Leveled Readers</b>	<p>Create your own adaptations (just a short summary- minimizing the level of English while maintaining the integrity of the content - never water down content) Or use published leveled readers or find online: <a href="http://www.cited.org/index.aspx?page_id=138">http://www.cited.org/index.aspx?page_id=138</a></p>
<b>Picture Dictionary</b>	<p>Students can create their own, use a text or online version: Young ELLs -<a href="http://www.esolhelp.com/online-picture-dictionary.html">http://www.esolhelp.com/online-picture-dictionary.html</a> Secondary ELLs - <a href="http://visual.merriam-webster.com/index.php">http://visual.merriam-webster.com/index.php</a></p>
<b>Meaningful Activities</b>	<p>Surveys, letter writing, simulations, constructing models, pictures, visuals, demonstrations, related material Videos, and CD's</p>

## Building Background

<b>Word Sorts</b>	<b>Word Sorts</b> – Used for students to categorize words or phrases that have been previously introduced. Words, or phrases, are written on strips or paper. The students organize the strips according to meaning, similarities in structure, derivations, sounds, words, and phrases related to a content concept or other criteria determined by the teacher.
<b>Cloze Sentences</b>	<b>Cloze Sentences/Text</b> -- Used to teach and review content vocabulary <b>in context</b> . <b>PROCESS:</b> <ul style="list-style-type: none"> <li>▪ Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word</li> <li>▪ Possible replacement words are brainstormed</li> <li>▪ Teacher assists students in choosing correct word</li> <li>▪ EX: <i>During a _____ a group of people tries to overthrow an existing government of social system. (revolution)</i></li> </ul>
<b>Vocabulary Games</b>	<p>Pictionary, Scrabble, Flash Cards, Word Searches, Crossword Puzzles, Fast-paced Password</p> <p><b>Card Games</b> – Another way to provide lots of practice with newly taught language is to play card games with picture or word card that target grammatical forms or use of new vocabulary words. Games with simple rules, such as <i>Go Fish</i>, are ideal.</p> <ul style="list-style-type: none"> <li>• Cards are in pairs: two of each target vocabulary word or picture, OR grammatical form you are targeting (e.g. present/past, contraction/non-contraction, singular/plural, synonyms, antonyms)</li> <li>• Language pattern on chart, whiteboard, or pocket chart, for <i>Go Fish</i> post: <b><i>Do you have _____? Yes, I do. • No I don't. Go fish.</i></b></li> </ul>
<b>Songs</b>	Raps, Chants and songs that go along with content. A great resource for songs on many content areas : <a href="http://www.iamlodge.com/beans/">http://www.iamlodge.com/beans/</a>
<b>Four Corners Vocabulary Chart</b>	One page per word divided into 4 sections: Word, Picture, Word in context, Definition.
<b>Concept Definition Map</b>	Structured word webs used to explore more complex concepts. The center circle may be a broad concept such as “ <i>habitat</i> ” and spokes leading off the circle may be organized to respond to questions such as “ <i>What is it?</i> ”, “ <i>What are some examples?</i> ” and “ <i>Why is it important?</i> ”
<b>Interactive Word Wall</b>	<p>Word Walls are effective for displaying content words related to a particular unit or theme. Words may be added as a unit progresses and teachers should remind students to consult the wall. The word wall should be carefully maintained with regular student input to remove words (that the students have learned) to keep the number of words reasonable.</p> <ul style="list-style-type: none"> <li>- Key words are displayed alphabetically</li> <li>- Revisited frequently during lessons</li> <li>- Students use words throughout unit of study</li> <li>- Remove some words regularly in order to keep words displayed to a reasonable number.</li> </ul>



<b>Digital Jumpstarts (DJ's)</b>	Also referred to as “frontloading.” Preteach the content to a small group of students before doing the lesson with the whole class. A Digital Jumpstart is a scaffold that prepares students for reading; provides background information, develops schema, and introduces key vocabulary. (Rance-Roney, 2010) See examples: <a href="http://teachcreativity.wikispaces.com/Digital+Story+Telling+in+TESOL">http://teachcreativity.wikispaces.com/Digital+Story+Telling+in+TESOL</a>
<b>The Insert Method</b>	In partners, students read a nonfiction article using the following coding system, inserting the codes directly into the text they are reading:  -A check (✓) mark indicates a concept or fact that is already known by the students. -A question (?) mark indicates a concept or fact that is confusing or not understood. -An exclamation mark (!) indicates something that is new, unusual or surprising. -A (+) indicates an idea or concept that is new to the reader.  When the partners have completed reading and marking the text, they share their markings with another set of partners. As misconceptions or misunderstandings are cleared up, the question mark is replaced with an asterisk (*). Following this small group work, the text is discussed with the teacher and the whole class. (Vogt & Echevarria, 2008)
<b>Word Cloud</b>	Wordle generates “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. (Dalton & Grisham, 2011, p308) <a href="http://www.wordle.net">www.wordle.net</a>
<b>Anticipation Guides</b>	Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct. EXTEND: Have students write correction in their own words.
<b>Video</b>	Use video to give everyone equal standing on the background of a lesson. Great ideas on HOW to use video in the classroom: <a href="http://www.alienteachers.com/40-simple-ways-to-use-video-in-the-eflesl-classroom.html">http://www.alienteachers.com/40-simple-ways-to-use-video-in-the-eflesl-classroom.html</a>
<b>Word Cognate Study</b>	Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Students benefit from cognate awareness, the ability to use cognates in a primary language as a tool for understanding a second language. <a href="http://www.colorincolorado.org/educators/background/cognates/">http://www.colorincolorado.org/educators/background/cognates/</a>
<b>Personal Dictionaries</b>	Students use as an individual spelling and vocabulary resource. ELs work as individuals, in pairs or in groups, and add unknown words to their dictionary that they encounter while they read. The teacher works with each group or pair, clarifying words the students encountered.
<b>Word Banks</b>	Use key vocabulary, parts of speech, restructuring the reading. Students keep a word bank or dictionary of new or “hard-to-read” sight-vocabulary words.

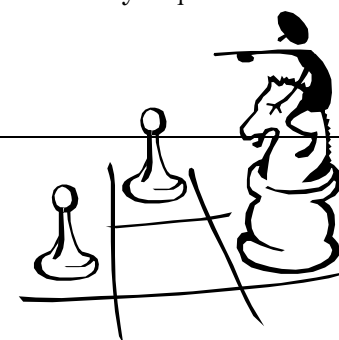
## Comprehensible Input

<b>Gestures</b>	Make meaning clear by using your hands to explain concepts, purposefully.
<b>Multi-media</b>	<p>Use pictures, objects, realia, manipulatives, props, video clips, models websites, interactive boards, music, Power point presentations, etc.</p> 
<b>Repetition</b>	Paraphrase and repeat important concepts, vocabulary, and/or instructions when necessary.
<b>Graphic Organizers</b>	<p>Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, KWL, T-Chart, Timeline, and Frayer Diagram. Other examples of graphic organizers are listed below.</p> <ul style="list-style-type: none"> <li>• Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms' stories, ideas, or cultures.</li> <li>• Branching Diagrams -Organization charts, hierarchical relationships systems, family trees</li> <li>• Interval Graphs-Chronological order, bar graphs, parallel events, number value.</li> <li>• Flowcharts - Sequential events, directions, decision making, writing reports, study skills.</li> <li>• Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.</li> <li>• Fishbone Diagram-Cause and effect, timeline.</li> </ul>
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<b>Audiotape texts</b>	Record text for students to listen to as they read.
<b>Peer Tutoring</b>	Allow students who are knowledgeable of the content of the lesson to teach others. You may even allow L1 to be used in some situations with new English learners.
<b>Sentence Strips</b>	Review events in a story, sequencing the events to retell the story. In science, you might ask a student to put steps in the correct order. In math, you might have students line up sentence strips in the order that a problem is solved. (Echevarria, Vogt, and Short, 2013, p.104)
<b>Think-Alouds</b>	The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. Effective teachers think out loud on a regular basis to model this process for students. In this way, they demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks. Thinking out loud is an excellent way to teach how to estimate the number of people in a crowd, revise a paper for a specific audience, predict the outcome of a scientific experiment, use a key to decipher a map, access prior knowledge before reading a new passage, monitor comprehension while reading a difficult textbook, and so on. Getting students into the habit of thinking out loud enriches classroom discourse and gives teachers an important assessment and diagnostic tool.
<b>Paper Slide Video</b>	Use a video camera, digital handheld camera, smart phone or even a document camera. Record your paper slide video after your class has done the following: <ol style="list-style-type: none"> <li>1. Identify a topic and learn about it</li> <li>2. Write a script</li> <li>3. Find or draw pictures on the topic that support the script</li> <li>4. Mark the desk area with tape to help students place the paper in the right area.</li> <li>5. Set up video to record: on a stand or a student can hold.</li> <li>6. Practice – run through with script, paper slides and background music for sequencing and timing</li> <li>7. Just one take no re-takes</li> </ol> See: <a href="http://2differentiate.pbworks.com/w/page/36773057/PaperSlideVideo">http://2differentiate.pbworks.com/w/page/36773057/PaperSlideVideo</a>

## Strategies

<b>Digital Storytelling</b>	<p>“A digital story is a multimedia text consisting of still images complemented by a narrated soundtrack to tell a story or present a documentary.”          (Sylvester &amp; Greenidge, 2009)  <a href="http://www.readingrockets.org/article/40054/">http://www.readingrockets.org/article/40054/</a></p>
<b>Directed Reading-Thinking Activity (DR-TA)</b>	<p>This group activity gets students to think about the content of a fiction or non-fiction reading selection. The steps are</p> <ol style="list-style-type: none"> <li>1) Students predict what they will read and set purposes for reading.</li> <li>2) Students read the material.</li> <li>3) Students discover if their predictions and hypotheses are confirmed.</li> </ol> <p>(Ruddell, 2007; Stauffer, 1969; Vogt&amp; Echevarria, 2008)</p>
<b>SQP<sub>2</sub>RS (“Squeepers”)</b>	<p>An instructional framework for teaching content with expository texts in these steps:</p> <ol style="list-style-type: none"> <li>1. Surveying – scanning the text to be read for 1 – 2 minutes.</li> <li>2. Questioning – having students generate questions likely to be answered by reading the text, with teacher guidance</li> <li>3. Predicting – stating 1 – 3 things students think they will learn based on the questions that were generated</li> <li>4. Reading – searching for answers to questions and formulating new ones for the next section of text to be read.</li> <li>5. Summarizing – Orally or in writing summarizing the text’s key concepts</li> </ol>
<b>GIST (Generating Interactions between Schemata and Texts)</b>	<p>Summarization procedure assists students in “getting the gist” from extended text</p> <ol style="list-style-type: none"> <li>1. Students and teacher read a section of text printed on a transparency</li> <li>2. After reading, assist students in underlining 10 or more words or concepts that are deemed “most important”</li> <li>3. List words on the board</li> <li>4. Together, write a summary statement or two using as many words as possible.</li> <li>5. Write a topic sentence to precede summary sentences.</li> </ol>
<b>Reciprocal Teaching</b>	<p>Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.</p>
<b>Q-A-R (Question-Answer Relationships)</b>	<p>This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types:</p> <ul style="list-style-type: none"> <li>- Right There - The answer is located directly in the reading</li> <li>- Think and Search - The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.</li> <li>- On My Own - The answer is "beyond the lines." The reader must base the answer on his/her own experience.</li> </ul>





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<b>Word Splash</b>	The board is <i>SPLASHED</i> with new vocabulary from the sessions. Students get into groups of 4 and are given 1 minute to look at the words. Teacher erases one of the words. The first group to raise its hand and correctly say the word, spell it, and use it in a sentence wins the point.
<b>Graffiti Write</b>	Students brainstorm ideas and record them on large sheets of chart paper. This is a creative way to collect thoughts from all or most of the students in the classroom. <ol style="list-style-type: none"> <li>1. Place students in groups of three or four.</li> <li>2. Provide each group with a large piece of paper with a topic written in the middle. Each person in each group gets a marker that is the “group color.”</li> <li>3. Give students two minutes to think and record their ideas on their paper. All students should be writing at the same time.</li> <li>4. After 1-2 minutes, have them move as a group – rotating to the next paper with a different topic in the middle. Ask them to quietly read what other groups have written and then write their thoughts. Each person should have the same color marker with them the entire time. Continue this process until all groups have visited all posters.</li> <li>5. Allow students to do a Gallery Walk to view the posters. Then come together as a class and debrief. Ask students to share what they wrote or what they read.</li> </ol>
<b>Student-Centered Strategies:</b>	<p>Highlighting/Underlining, Two column notes (Cornell Notes), Guided imagery, Creating Analogies, Graphic Organizers, Outlining, Mnemonics</p> <p>-<b>Cornell Notes</b> – Reach for the “<b>STARS</b>” – First introduce to students how to take Cornell Notes as they read my modeling the STARS strategy and then practice with the entire class. Students can then work in groups or with partners to gain more experience in note taking.</p> <ul style="list-style-type: none"> <li>• <b>S</b> = Set up the format/paper. Name, class, date in upper right-hand corner. Add a title. Draw line one third of the way in.</li> <li>• <b>T</b> = Take Notes. Paraphrase lecture/text in right hand column. Use abbreviations.</li> <li>• <b>A</b> = After Class. Reread, edit, revise. Highlight key points. Fill in left column with questions, icons/symbols, and memory keys</li> <li>• <b>R</b> = Review Notes Regularly. After class, weekly, before test. Cover right column and rewrite. Paraphrase. Rewrite.</li> </ul> <p>- <b>Mnemonic Strategies</b> – Ideas from: <a href="http://www.fun-with-words.com/mnem_example.html">http://www.fun-with-words.com/mnem_example.html</a></p> <ul style="list-style-type: none"> <li>• Create hooks for the students to store new learning in the mind</li> <li>• Should include visualization and/or acronyms</li> <li>• Can be connected to students personally</li> <li>• Can be linked to room items, number sequences, words, phrases, cartoons, tongue twisters, alliterations, rhymes, or poems</li> <li>• Mnemonics can be used to remember:</li> </ul> <p>-Visual spectrum: ROY G BIV (Red, Orange, Yellow, Green, Blue, Violet) - Richard Of York Gave Battle In Vain</p> <p>- Order of taxonomy in biology (kingdom, phylum, class, order, family, genus, species) = Kids Prefer Cheese Over Fried Green Spinach</p>



## Interaction

<b>Expert Stay and Stray</b>	<p>Students first work in a small group on an assignment or topic. Say, for example, students are recording the steps for solving a word problem in math on a large poster. Students in the group number off: 1, 2, 3, 4. The teacher calls a number. For example, the teacher may call #4. #4 in the group will take his or her group's poster and share with another group. #4 stays with his/her new group and the teacher calls another number- #1, for example. #1 in #4's new group will need to take the poster that #4 just shared with the group, to another group in the room to share. This encourages students to listen carefully in order to be ready to share. If you have newcomers in the room, you may want to pair that student with a more proficient English speaker. The newcomer could point to the steps on the poster as his partner shares with the group verbally.</p> <p>(Echevarria, Vogt, and Short, 2013, p.158)</p>
<b>Dinner Party</b>	<p>In this activity, students create a guest list for a dinner party according to a specific theme (e.g., famous scientists). Students have to decide who they would invite to their fictional dinner party and why, what order in which they would seat them and why, and what they would talk about. The students then act out the dinner party scene in a role play.</p> <p>(Vogt &amp; Echevarria, 2008)</p>
<b>Online interaction</b>	<p>Pen pal emails, video/ Skype, Blog</p>
<b>Information Gap Activity</b>	<p>In Information Gap activities, each student has information that the other student(s) don't have. The objective is for students to ask questions to find out what they can from the other(s).</p> <p>See <a href="http://bogglesworldesl.com/information_gap.htm">http://bogglesworldesl.com/information_gap.htm</a> for examples.</p>
<b>Jigsaw</b>	<p>This is a strategy in which small groups of students become experts in one aspect of the larger topic being studied. They then teach this information to another group.</p> <ul style="list-style-type: none"> <li>• Divide the class into groups of three to five students</li> <li>• Each group becomes experts on one aspect of a larger topic by working with information provided by the teacher or finding additional information. Members of the expert group engage in tasks designed to help them become familiar with the information.</li> <li>• Each expert then returns to a mixed group with members of each of the other expert groups. Students in this group teach one another the information learned in the expert group.</li> </ul> <p>The jigsaw requires the participation and cooperation of all students. It encourages interaction since the goal is to put the pieces of the lesson together and create a whole picture of the topic being studied. Learn more about this technique from the originator of the strategy, Elliot Aronson:</p> <p><a href="http://www.jigsaw.org/">http://www.jigsaw.org/</a></p>
<b>Numbered Heads Together</b>	<p>This routine is effective when students are solving problems or responding to questions that have a specific right answer. Numbered heads together uses the element of surprise (students do not know who will be called on) and encourages each student to make sure he or she knows the information well enough to answer correctly if chosen. It also holds students accountable with positive peer pressure; students will want to represent their team well (and earn points if that is part of the activity) by providing an acceptable answer.</p> <p>(Kagan, 1994)</p>
<b>Think-Pair-Share</b>	<p>When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.</p>

<b>Corners</b>	Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card, students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. <i>For example</i> , the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.
<b>Roundtable</b>	The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.
<b>Three Step interview</b>	This routine is effective when students are responding to questions that <i>do not</i> have a specific right answer. <i>Instructions:</i> Present an issue about which varying opinions exist and pose several questions for the class to consider. 1. Students work in pairs. One is the interviewer; the other is the interviewee. Each interview lasts two to three minutes. 2. At the signal, partners switch roles. 3. After each set of partners have interviewed each other, have them pair with another set of partners. Each partner shares his or her <i>partner's</i> idea with the others.
<b>Send a problem</b>	This cooperative learning activity can be used with many content areas. <ul style="list-style-type: none"> <li>• Each student on a team makes up a review question and writes it on a 3x5 card (or a problem, such as a math problem, a scientific hypothesis, a historical question, or a literature prediction such as what will happen next in the story?).</li> <li>• The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card.</li> <li>• The teams then send their card to another team. Teams respond by having one student read the first question.</li> <li>• Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. (OR the receiving group answers the problem and the response to give points or a grade, if desired.)</li> <li>• A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.</li> </ul>
<b>Open ended questions</b>	Encourage students to elaborate on their verbal responses and challenge them to go beyond “yes” and “no” answers: <ul style="list-style-type: none"> <li>• “Tell me more about that.”</li> <li>• “What do you mean by . . .?”</li> <li>• “What else. . .?”</li> <li>• “How do you know?”</li> <li>• “Why is that important?”</li> <li>• “What does that remind you of?”</li> </ul>
<b>Clock Appointments</b>	The variety of partner combinations in this activity encourages a range of interactions for practicing language. 1. Distribute a clock face to each student with space to write. 2. Have the class walk around and make an appointment with other students for each of the time slots. It works best if they begin at 12:00 and work clockwise. 3. When it is time for students to practice with one another, announce, “ <i>Find your 12 o'clock (or 3:00, 6:00, 9:00) appointment and tell him or her three things _____ . Be sure to use one of the sentence frames to share your idea.</i> ”



## Practice and Application

<b>Manipulatives and Movement</b>	For example, have students create a physical timeline with their bodies about Ancient China, rather than completing a timeline on a worksheet. Students pair themselves by date and event as they find their match. (Echevarria, Vogt, and Short, 2013, p.179)
<b>Games</b>	Hands-on and/or electronic games
<b>Foldables and Flipcharts</b>	Fold –over Venn Diagram with flaps See the following for more GREAT ideas: 1. <a href="http://teacherweb.com/FL/BelleviewMiddleSchool/MrsVNormand/foldables.pdf">http://teacherweb.com/FL/BelleviewMiddleSchool/MrsVNormand/foldables.pdf</a> 2. <a href="http://mathmind.com/PDF%20Files/Pre-Algebra/dzf.pdf">http://mathmind.com/PDF%20Files/Pre-Algebra/dzf.pdf</a>
<b>Character Diaries</b>	Students take on the role of a character from a novel, a historical figure, a person in the news or an object. They create several diary entries in the voice of that person or item, including key events. (Echevarria, Vogt, and Short, 2013, p.179)
<b>Reader’s Theatre and Role Plays</b>	In Reader’s Theatre teachers may create a script for small groups of students to perform on particular topics or readings. Role Plays are a bit more informal allowing for students to decide what they want to say and how they will act the part. (Echevarria, Vogt, and Short, 2013, p.179)
<b>Numbered Heads Together</b>	This routine is effective when students are solving problems or responding to questions that have a specific right answer. Numbered heads together uses the element of surprise (students do not know who will be called on) and encourages each student to make sure he or she knows the information well enough to answer correctly if chosen. It also holds students accountable with positive peer pressure; students will want to represent their team well (and earn points if that is part of the activity) by providing an acceptable answer. (Kagan, 1994)
<b>Debate Games</b>	<a href="http://www.funenglishgames.com/writinggames/debate.html">http://www.funenglishgames.com/writinggames/debate.html</a>
<b>Group Projects</b>	<p><b>Projects</b> - Projects certainly offer opportunities for problem-posing and problem-solving. By making the topic pertain to a local issue, students are more motivated to become actively involved. Cooperative projects have broad possibilities:</p> <ul style="list-style-type: none"> <li>• writing and illustrating a story about a problem</li> <li>• scripting a scene and performing it</li> <li>• making a product and developing a marketing plan for it</li> <li>• producing a class newspaper or bimonthly newsletter for parents</li> <li>• recording oral histories from local residents about changes in the community (e.g., how technology has affected their lives)</li> <li>• conducting research to obtain background information on a chosen topic</li> <li>• creating a poster or mural to reflect a topic in history or literature</li> </ul>



<b>Total Physical Response (TPR)</b>	TPR (total physical response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind. <a href="http://www.c-english.com/files/tpr.pdf">http://www.c-english.com/files/tpr.pdf</a>
<b>Graphic Organizers</b>	Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, KWL, T-Chart, Timeline, and Frayer Diagram. Other examples of graphic organizers are listed below. <ul style="list-style-type: none"> <li>• Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms' stories, ideas, or cultures.</li> <li>• Branching Diagrams -Organization charts, hierarchical relationships systems, family trees</li> <li>• Interval Graphs-Chronological order, bar graphs, parallel events, number value.</li> <li>• Flowcharts - Sequential events, directions, decision making, writing reports, study skills.</li> <li>• Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.</li> <li>• Fishbone Diagram-Cause and effect, timeline.</li> </ul>
<b>Reciprocal Teaching</b>	Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.
<b>Paper Slide Video</b>	Use a video camera, digital handheld camera, smart phone or even a document camera. Record your paper slide video after your class has done the following: <ol style="list-style-type: none"> <li>1. Identify a topic and learn about it</li> <li>2. Write a script</li> <li>3. Find or draw pictures on the topic that support the script</li> <li>4. Mark the desk area with tape to help students place the paper in the right area.</li> <li>5. Set up video to record: on a stand or a student can hold.</li> <li>6. Practice – run through with script, paper slides and background music for sequencing and timing</li> <li>7. Just one take no re-takes</li> </ol> See: <a href="http://2differentiate.pbworks.com/w/page/36773057/PaperSlideVideo">http://2differentiate.pbworks.com/w/page/36773057/PaperSlideVideo</a>
<b>Piece O' pizza</b>	Helps to demonstrate how a part makes a whole. Ideal follow-up for a jigsaw. Cut a large circle into slices – with each slice given to a small group of students. Groups decorate their slice of pizza with illustrations, visuals, symbols and wording that summarize their group's piece that they were responsible for becoming experts on. The pizza is later reassembled as groups share their information. (Echevarría, J. & Vogt, M. (2008), p.148)


## Lesson Delivery

<b>Think-Pair-Share</b>	When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.
<b>Chunk and Chew</b>	<ol style="list-style-type: none"> <li>1. Deliver approximately 10 minutes of instruction/input.</li> <li>2. Ask a probing question about the content delivered.</li> <li>3. Allow about 2 minutes for students to process information/discuss their responses to question using activities such as: Think-Pair-Share, Think-Write-Pair-Share, Precision partnering, Turn and Talk, etc.</li> <li>4. Debrief as a whole class by asking a couple groups to share out, allowing for questions.</li> </ol>
<b>Twelve Word Summary</b>	In 12 words or less, students summarize important aspects of a particular chunk of instruction or reading.
<b>Podcasts</b>	Student prepares a 2-3 minute oral summary on a topic that has been selected or assigned. They rehearse and then record it on a podcast or audio file. (Echevarria, Vogt, and Short, 2013, p.199)
<b>TV/Radio Talk Show</b>	Small groups plan a talk show. One is the host and interviewer and the others are guests. For example, after studying extreme weather phenomena one guest may be an expert on tornadoes, another on earthquakes, and another on hurricanes. The talk show could be videoed for later viewing by the teacher or by the class. You might include the following in your rubric: How well the student spoke, use of key vocabulary, responding to host's questions, etc. (Echevarria, Vogt, and Short, 2013, p.199)
<b>Writing Headlines</b>	<p>Good way to practice summarizing an activity, story or project. Suppose you have asked your student groups to read a story or an article, or you want them to describe the results of a science experiment. After having the groups discuss it among themselves, you can check on their observations and comprehension by having them write a headline or title for a book review. Students will practice their summarizing skills and, as they get more proficient, their descriptive language skills, when writing news headlines. More advanced student may provide most of the language, but beginning students can copy the final product, perhaps in a fancy "script."</p> <ul style="list-style-type: none"> <li>• Provide models of Headlines.</li> <li>• Students work in pairs writing a headline for an activity.</li> <li>• Pairs share out their headlines and class votes on most effective headline.</li> </ul>
<b>Online Journals</b>	E-Journals, Wiki Entries, Blogs



## Review and Assessment

<b>Graffiti Board/ Graffiti Write</b>	<p>Students brainstorm ideas and record them on large sheets of chart paper. This is a creative way to collect thoughts from all or most of the students in the classroom.</p> <ol style="list-style-type: none"> <li>1. Place students in groups of three or four.</li> <li>2. Provide each group with a large piece of paper with a topic written in the middle. Each person in each group gets a marker that is the “group color.”</li> <li>3. Give students two minutes to think and record their ideas on their paper. All students should be writing at the same time.</li> <li>4. After 1-2 minutes, have them move as a group – rotating to the next paper with a different topic in the middle. Ask them to quietly read what other groups have written and then write their thoughts. Each person should have the same color marker with them the entire time. Continue this process until all groups have visited all posters.</li> <li>5. Allow students to do a Gallery Walk to view the posters. Then come together as a class and debrief. Ask students to share what they wrote or what they read.</li> </ol>
<b>Zip Around- (Sometimes called a Zip Line)</b>	<p>Review activity that uses study cards where term/phrase is on one side and the answer/definition to another card is on the back. Student #1 begins by saying, “<i>Who has _____?</i>” and waits for student who has the answer to say, “<i>I have _____.</i>” Then student #2 says, “<i>Who has _____?</i>”... so-on and so-forth until all students have participated.</p>
<b>Handheld devices/ Response cards</b>	<p>Agree/Disagree, True/False, Yes/No, A/B/C/D</p>
<b>Number wheels</b>	<p>Tag board strips (5” X 1”). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple-choice questions quickly by holding up appropriate number. 0 is a “<i>Don’t Know</i>” response. These are great for review before a written test.</p>
<b>Vocabulary Journal Games</b>	<p>Bingo, Jeopardy, Pictionary, charades</p>
<b>Response boards</b>	<p>Small white boards, or even cardstock in sheet protectors, can be used for group responses. Use dry-erase markers or dark crayons that can be erased easily for next answer.</p>
<b>Stock Market</b>	<p>Review game for grades 3-12</p> <ol style="list-style-type: none"> <li>1. Prepare monopoly money: 5’s, 10’s, 20’s, 50’s, and 100’s</li> <li>2. Create content questions. Feel free to throw in some fun questions too.</li> <li>3. On Stock Market Day, group students heterogeneously. Very important to mix ability levels.</li> <li>4. Each group gets a handout with 2 column: dollar “investments” column and an answer column</li> <li>5. Each group starts with \$25. The group needs to select a recorder who will write the investment \$ amount before the teacher asks the question. Groups cannot risk more than 50% of what they have –so that no one goes bankrupt and you do not have groups “out of the game.”</li> <li>6. Ask the question. After groups have answered in the answer column on their handout – walk around and assess answers. If their answer is correct, the bank (you) pays. If their answer is not correct the bank collects.</li> <li>7. Feel free to slip well behaved groups some extra money every now and then.</li> </ol> <p>(Echevarria, Vogt, and Short, 2013, p.223)</p>

<p><b>Multi-dimensional</b></p>	<p>Students' writing, taped pieces, interviews, videotapes, projects, performances, portfolios, journals, demonstrations</p> <p><b>Performance-Based Assessments</b> – Can be one of three types:</p> <ul style="list-style-type: none"> <li>• Products: Writing samples/essays, projects, art or photo exhibits, or portfolios</li> <li>• Performances: Oral reports, skits/role-plays, demonstrations, or debates</li> <li>• Process-oriented assessments: Think-alouds, self-assessment checklists or surveys, learning logs, individual or pair conferences, or teacher observations</li> </ul> <p><b>Projects</b> - Projects certainly offer opportunities for problem-posing and problem-solving. By making the topic pertain to a local issue, students are more motivated to become actively involved. Cooperative projects have broad possibilities:</p> <ul style="list-style-type: none"> <li>• writing and illustrating a story about a problem</li> <li>• scripting a scene and performing it</li> <li>• making a product and developing a marketing plan for it</li> <li>• producing a class newspaper or bimonthly newsletter for parents</li> <li>• recording oral histories from local residents about changes in the community (e.g., how technology has affected their lives)</li> <li>• conducting research to obtain background information on a chosen topic</li> <li>• creating a poster or mural to reflect a topic in history or literature</li> </ul>
<p><b>Numbers 3, 2, 1 for Self-Assessment</b></p>	<p>At the end of the lesson return to the objectives and ask students to rate themselves again.</p> <ol style="list-style-type: none"> <li>4. I can teach this concept to someone else.</li> <li>5. I understand most of it, but not everything.</li> <li>6. I don't understand completely. I need more time, practice and/or examples</li> </ol> <p>(Echevarria, Vogt, and Short, 2013, p.44)</p>
<p><b>Alternative Assessments</b></p>	<p>There are many alternatives to the traditional pencil-and-paper tests. Some ideas:</p> <ul style="list-style-type: none"> <li>• Group assessments</li> <li>• Self-assessment</li> <li>• Portfolios</li> <li>• Observations</li> <li>• Performance assessments</li> </ul> 
<p><b>ABC Summarize</b></p>	<p>A form of review in which each student in a class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied. <i>VARIATION</i>: Conduct as a <b>Whip Around</b> where subsequent students have to say a key idea that starts with the next letter of the alphabet (e.g.; Student #1 states an idea starting with <b>A</b>, student #2 states an idea starting with <b>B</b>, etc...)</p>



## RESOURCES

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