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Development,
&
Course Adoption
Tools

*Four Things Every
TEACHER Should Know
about ELLs*

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www.TotalParticipationTechniques.com

This packet contains the following:

Four Things Every Teacher Should Know about ELLs

Pre-Reading- Group Likert Scale (Interactive Group Activity) (pp.3, 9-13)

*During Reading- Study Guide & Discussion Questions
Shorter Version (7 Questions) (p.4)
Longer version (14 Questions) (pp.5 & 6)*

*After the Reading- *Interactive Group Activities*

- *What would the authors say? - Bell Networking (p.7)*
- *3 Threes in a Row (p. 8)*

*We provided you with two group activity options. Choose the best one for your group.

Final Wrap-up

- *Biggest Takeaway: Chalkboard Splash (on PowerPoint)*

* PowerPoint presentations of the directions for all of the group activities are available for free --download at www.TotalParticipationTechniques.com

Four Things Every Teacher Should Know about ELLs

Pre-Reading

Directions for The Likert Scale

- 1) Choose a statement from the *Prompt Options* below, or create your own, to use for your Likert Scale prompt. *Note: Get a feel for the level of comfort your participants have with discussing these issues. If you feel that participants are not ready to share areas of vulnerability, stick to the “Lower-Risk Prompts.”*
- 2) Display the prompts on your PowerPoint slide, one at a time (see PowerPoint slides available for free download at www.TotalParticipationTechniques.com).
- 3) Ask participants to identify their level of agreement with each statement (Strongly Agree, Agree, Uncertain- with rationale, Disagree, or Strongly Disagree), and then stand under the corresponding letters in the room.

Preparation: You will need to post the large print letter choices (see pp. 9-13) in 5 different areas of the room. Ask participants to stand by the letter which matches their level of agreement, and discuss their responses with participants who chose the same option. (If there aren't enough students to form groups, join the letters, so that each participant can discuss their options with someone else.)

- 4) Prior to moving on to the next prompt, ask each group to formulate a sentence summary and share it with the whole group.
- 5) Display the next prompt, following the same procedures.

Prompt Options:

- 1) I have a strong understanding of what ELLs need in order to succeed.
- 2) When I have had ELLs in my classroom, I have worked hard to collaborate with other teachers to help me discern their needs.

Lower-risk Prompts:

- 3) A well-designed ESL curriculum is an essential component to providing high quality teaching to ELLs.
- 4) It is possible to provide a high quality education to ELLs in the same classroom as non-ELLs.
- 5) University teacher preparation programs do an admirable job of preparing teacher candidates to teach in linguistically diverse classrooms.

Four Things Every Teacher Should Know about ELLs

7 Study Guide & Discussion Questions

Chapter 1

- 1) The authors begin by discussing what does NOT work with regard to working with ELLs. What do they say does *NOT* work? Share your thoughts on what does and does not work.
- 2) The authors discuss the difficulties experienced by ELLs. Share your thoughts regarding this section.

Chapter 2

- 3) What role do prior schooling experiences play in the role of learning in English? Which best characterizes the types of ELLs who are in your school (see Figure 2.2)? What challenges are they most likely to face?

Chapter 3

- 4) Why do the authors say, "You shouldn't always trust what you hear?" With regard to Marcos' and Peter's dialogues with the teacher, what are the implications of the issues being raised? What are some things to be aware of when planning for student success?
- 5) With regard to The *Blah* Activity, what is the impact of academic language on reading? How should it affect how we plan instruction?

Chapter 4

- 6) To what does CHATS refer? Why would each of the 5 CHATS components support growth in language and content?
- 7) Why do the authors believe that TPTs are important for all students, but *essential* for ELLs?

Four Things Every Teacher Should Know about ELLs

14 Study Guide & Discussion Questions

Chapter 1

- 1) According to the authors, why is your expertise and ability to provide academic scaffolds are vital?
- 2) The authors begin by discussing what does NOT work with regard to working with ELLs. What do they say does *NOT* work? Share your thoughts on what does and does not work.
- 3) The authors discuss the difficulties experienced by ELLs. Share your thoughts regarding this section.

Chapter 2

- 4) What role do prior schooling experiences play in the role of learning in English?
- 5) How might a first language writing sample help you be able to better meet the needs of ELLs in your classroom?
- 6) At the end of chapter 2, the authors share guiding questions for planning around the content, interactive structures, and evidence of learning. Which areas do you feel are most important for teachers to know? Rank them in order of importance.
- 7) Which best characterizes the types of ELLs who are in your school (see Figure 2.2)? What challenges are they most likely to face?

Chapter 3

- 8) Why do the authors say, "You shouldn't always trust what you hear?" With regard to Marcos' and Peter's dialogues with the teacher, what are the implications of the issues being raised? What are some things to be aware of when planning for student success?
- 9) With regard to The *Blah* Activity, what is the impact of academic language on reading? How should it affect how we plan instruction?
- 10) How does the home language support learning in English? What should your advice be to ELL parents who propose speaking English at home?

11) Address the implications and solutions to the 6-8 months of growth that are made annually by ELLs.

Chapter 4

12) To what does CHATS refer? Why would each of the 5 CHATS components support growth in language and content?

13) Why do the authors believe that TPTs are important for all students, but *essential* for ELLs?

Conclusion

14) Finish this statement: When it comes to providing an outstanding education to ELLs, the greatest challenge that we are facing is _____.

BELL NETWORKING*

Four Things Every TEACHER Should Know about ELLs *What Would the Authors Say?*

When we do *Bell Networking* (Himmele & Himmele, 2014), we use a [bell sound](#) from youtube, that we quickly pull up, prior to the activity. You can also use a real bell, or a loud traditional sounding cell phone ringer (set your phone so that it is on the setting that allows you to test various ringtones).

Directions:

(Directions also appear on the PowerPoint available for download)

- 6) At the sound of the bell, participants should find someone with whom they haven't spoken today (or much), and discuss the prompt on the screen.
- 7) When the bell rings again, they should thank that person, and move along to find someone else with whom they haven't spoken today. This time, they should address the new prompt that appears on the screen.
- 8) Repeat this every time the bell rings.

Prompts:

- What would the authors say with regard to the difficulties that ELLs experience when they first arrive?
- What would the authors say with regard to ELLs' prior schooling experiences and their impact on academic achievement in English?
- What would the authors say with regard to the role of the home language on academic achievement in English?
- What would the authors say with regard to a school-wide approach toward ELLs' academic achievement?
- What would the authors say with regard to teacher expertise and prepackaged ESL curricula?
- What would the authors say with regard to educators' misconceptions regarding conversational and academic proficiencies?
- What would the authors say with regard to how to go about making instruction accessible to ELLs?

*Bell Networking is from Himmele, P., Himmele, W., & Potter (2014). *Total Literacy Techniques: Tools to help students analyze literature and informational texts*. Alexandria, VA: ASCD.

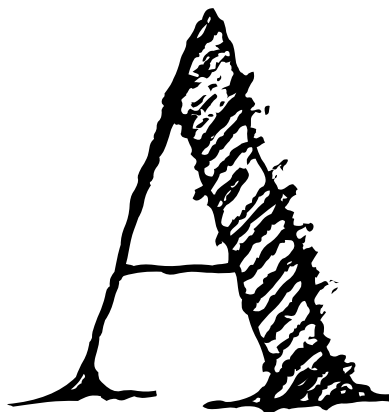
Four Things Every Principal/Teacher Should Know about ELLs, P. Himmele & W. Himmele,
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Keep in touch! languagerich@gmail.com

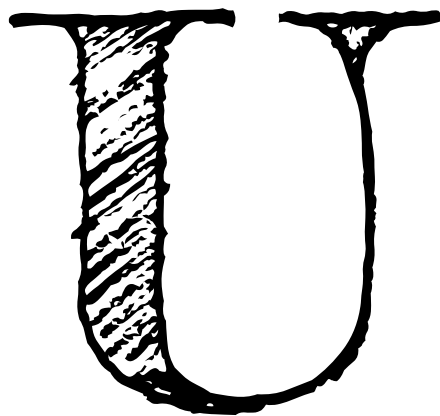
3 Threes in a Row

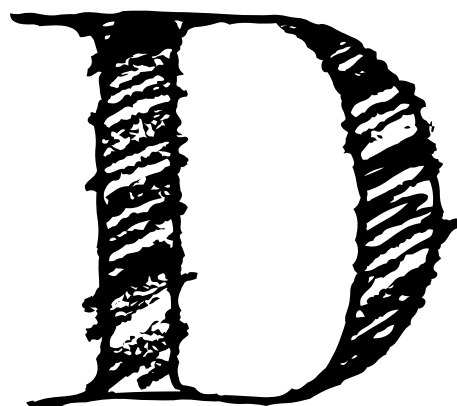
Find someone who can explain what's asked for in the box (find one person per box). Ask him/her to initial your box and tell you the answer. Summarize the answer in your box. Note: You are the only person who should be writing answers in your boxes.

<p>Can explain “Rippling” and tell why it provides access to higher-order thinking opportunities. <div style="text-align: right;">Initials _____</div></p>	<p>Can discuss the 5 components within the CHATS Framework, and tell why its components would help ELLs. <div style="text-align: right;">Initials _____</div></p>	<p>Can describe two students (past or present) who would benefit from the use of CHATS, and explain why they would benefit. <div style="text-align: right;">Initials _____</div></p>
<p>Can discuss his/her biggest takeaway(s) from the readings. <div style="text-align: right;">Initials _____</div></p>	<p>Can talk about ideal next steps in terms of supporting the ELLs he/she serves. <div style="text-align: right;">Initials _____</div></p>	<p>Can discuss “The <i>Blah</i> Activity” (see Chapter 3) and its impact on reading and academic success. <div style="text-align: right;">Initials _____</div></p>
<p>Can discuss the role of students’ prior experiences on language and schooling, as presented in Figure 2.1 (Principal’s book) or Figure 2.2 (Teacher’s book). <div style="text-align: right;">Initials _____</div></p>	<p>Can explain why the authors say that “you shouldn’t always trust what you hear,” and discuss the potential impact on student success. <div style="text-align: right;">Initials _____</div></p>	<p>Can rank the chapters in order of importance for his/her school or district, and explain the rankings. <div style="text-align: right;">Initials _____</div></p>

The letters 'S' and 'A' are rendered in a large, bold, serif font. The interior of the letters is filled with a dense, diagonal hatching pattern, giving them a textured, three-dimensional appearance. The 'S' is on the left and the 'A' is on the right, both centered horizontally.The words 'Strongly Agree' are written in a serif font, matching the style of the 'SA' above. Each letter is filled with the same diagonal hatching pattern, creating a consistent visual theme. The text is centered on the page.



A large, stylized uppercase letter 'U' rendered in a hand-drawn, sketchy style. The letter is filled with diagonal hatching lines, giving it a textured appearance. The outline is thick and irregular, suggesting a pencil or charcoal drawing.The word 'Uncertain' written in a stylized, hand-drawn font. Each letter is filled with diagonal hatching lines, matching the style of the large 'U' above. The letters are connected and have a slightly irregular, sketchy quality.

A large, stylized capital letter 'D' with a hatched or scribbled texture. The letter is black with white hatching lines, giving it a three-dimensional, textured appearance.The word 'Disagree' written in a stylized, hatched font. Each letter is filled with black hatching lines, matching the style of the large 'D' above it.

The letters 'S' and 'D' are rendered in a large, bold, hand-drawn style. The interior of the letters is filled with a dense, diagonal hatching pattern, giving them a textured, three-dimensional appearance. The 'S' is on the left and the 'D' is on the right, positioned centrally on the page.

Strongly Disagree

