

# Jigsaw: Strategies for Language Learners

## EXPERT Groups

<b>Expert Group 1:</b>	<p>“Distance Learning for ELLs: Planning Instruction” <a href="https://www.colorincolorado.org/article/distance-learning-ells-instruction">https://www.colorincolorado.org/article/distance-learning-ells-instruction</a></p> <p>Room 1- Tools 1-25</p> <p>Guide for lesson plan and collaboration: <a href="https://www.colorincolorado.org/guide/distance-learning-english-learners-needs-assessment">https://www.colorincolorado.org/guide/distance-learning-english-learners-needs-assessment</a></p> <p>When introducing new language: use old/familiar activities/tasks When introducing new activity: use old/familiar language/content -think about modified tasks for class w/ different levels -provide choice for students and parents to complete assignment -projects and Total Physical Response (TPR) for interactive online lesson -think about students w/ limited access to technology (assign group work or opportunity to work in public setting w/ access to resources)</p> <p><b>Distance Learning Strategies:</b></p> <ol style="list-style-type: none"><li>1. Get to know your tools.<ol style="list-style-type: none"><li>a. Consult with your school to see if they have any approved online tools</li><li>b. Tools should support the learning</li><li>c. Don’t use too many. Students might spend more time trying to figure out how to use all of the tools instead of focusing on the lessons</li></ol></li></ol>
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- d. “4 Bucket Method”: Content, Create, Collaborate, Curate
- 2. Establish a structured learning environment.
  - a. Have consistency with lesson implementation and assignments
  - b. Try to have a central “hub” that students look at for assignments, announcements, videos, etc.
- 3. Emphasize language production.
  - a. Keep focus on academic learning
  - b. Avoid strictly skills-based assignments as much as possible
  - c. Implement reading, speaking, and writing into assignments to allow students to collaborate
- 4. Scaffold supports.
  - a. Differentiate assignments for different learner skill levels
  - b. Higher-level students may receive additional assignments
  - c. Build in ways to collaborate
- 5. Get those creative juices flowing.
  - a. Personalize lessons
  - b. Use tools that allow students to comment on their peers’ assignments (voice, comments, etc.)
  - c. Allow students to choose their own ways to present (music playlists, videos, etc.)
- 6. Look for ways to support social-emotional learning.
  - a. Consider any tragedies students might have gone through (refugees, pandemic)
  - b. Offer support through teaching environment

### **Online Activities for ELLs:**

Some examples of activities that focus on oral language and content development are:

- Students creating videos of themselves reading their favorite book
- Writing and drawing responses to a prompt
- Students interviewing family members and creating a presentation to share
- Students filming themselves solving a math problem and explaining how it was solved, and teacher can provide feedback

### **Planning Instruction:**

- Having a weekly plan as part of a learning unit can help maintain the same learning structure and activities each week
- If students can get used to the structure of online learning, they can focus on language and content learning
- Online lesson plans must take into account the asynchronous learning environment and different needs of students

### **Online Learning Tools:**

- SeeSaw
  - Focus on oral language production
  - Family connection
- FlipGrid
  - Focus on oral language production
  - Student-to-student connection
- VoiceThread
  - Focus on content presentation with oral and written language production
  - Student-to-student connection

### **Assessment and Feedback:**

Clearly outlined rubrics -

	<ul style="list-style-type: none"> <li>• Use comments on a doc, short messages in a chat or even short phone calls to discuss feedback.</li> <li>• Allow students to revise work as the assignment is more about improvement than it is about perfection.</li> <li>• Second attempts should be common as they are a way to put your feedback into practice.</li> </ul> <p>Regular feedback -</p> <ul style="list-style-type: none"> <li>• Can happen on message boards, assignments, and larger projects.</li> <li>• A positive way to reassure learners that they are following directions or slightly off course but close to getting the point.</li> <li>• Realize that not all learners are completely independent and those that needed help before may need twice as much in an online platform.</li> </ul> <p>Grading -</p> <ul style="list-style-type: none"> <li>• Keep a visible (but secure) gradebook online that lets learners know when assignments are due, how they scored, and includes feedback</li> <li>• Beginner level students may do better with a pass/no-pass system so they are not discouraged by trying so hard to complete an assignment in another language.</li> </ul>
<b>Expert Group 2</b>	<p><b>“5 Effective Modeling Strategies for English Learners”</b></p> <p><a href="https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners">https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners</a></p> <p>Room 2- Tools 26-50</p> <p>5 effecting modeling strategies for English learners.</p> <ol style="list-style-type: none"> <li>1. Completing the first one in a set as an example.</li> </ol>

- Padlet: provides a blank canvas for students to create and design collaborative projects.
- Google docs

2. Providing explicit guidance on the expectations of the assignment through visual models.
  - Padlet: provides a blank canvas for students to create and design collaborative projects.
3. Using language frames as models for conversational moves.
  - Google slides: students can choose answers (pictures for reference) to create a sentence, followed by a video of the sentence in context.
  - Kahoot/Poll Anywhere: Begin sentence, students can provide an answer based on a picture. Compare answers.
4. Demonstrating how to complete the steps of the task through video.
  - Youtube?
5. Chunking the steps of a complex process and using a corresponding template for students to complete.
  - ShowMe Interactive Whiteboard: whiteboard tool
  - Whiteboard tools: Padlet, Lino, Miro, ShowMe Interactive Whiteboard.

## Expert Group 3

### “6 Essential Strategies for Teaching English Language Learners”

<https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>

#### Room 3-Tools 51-75

- CULTIVATE RELATIONSHIPS AND BE CULTURALLY RESPONSIVE
  - intentional planning and consistent messaging by the teacher.
  - little things make a big difference: seating next to a friend, checking in on their feelings, making sure they can communicate basic needs (toilet, thirst, injuries).
  - cultivating an appreciation of diversity
    - both the curriculum and the classroom environment honor and reflect the lives of the students: library with book of home languages, representative of diverse backgrounds.
    - home visits to get to know students' families: incorporate pieces of home lives. Make a home/school connection.
    - invest in getting to know and understand cultures of students

#### TEACH LANGUAGE SKILLS ACROSS THE CURRICULUM

- teach the language of mathematics, science, whatever unit is being learned. Don't assume the students (ELL or not) know the language already.

**Focus on hard-to-master dimensions of language fluency like speaking and writing, everyday**

Using sentence frames. “For example, when a science teacher wants ELLs to produce a hypothesis, they might offer the sentence, ‘If \_\_\_\_\_ was added, then \_\_\_\_\_ because \_\_\_\_\_.’ Also sentence starters and word banks.

### **INCORPORATE STUDENTS’ NATIVE LANGUAGES—AND DON’T BE AFRAID OF TECHNOLOGY**

often using [multilingual videos and other online resources](#))

- Speak Slowly.
  - Adding extra time while talking gives your students the opportunity to process the information better since their brain has to translate from their native language to English.
- Incorporate Tech tools.
  - Incorporate Google Translate if students need to so they can be independent. Ferlazzo stresses that the app could be useful but it could create dependence if it used more than a dictionary.
- Incorporate activities that represent all of the foundational building blocks of learning, including: writing, drawing, listening, speaking
- How teachers can help motivate English language learners as readers:
  - Include books that represent students and their unique backgrounds
  - Give students opportunity to weigh in on what they want to read, their interests

	<ul style="list-style-type: none"> <li>○ Let students interact with one another (example: talking to their peers about the books they're reading)</li> <li>● Opportunities to use digital tools to help ELs as readers:           <ul style="list-style-type: none"> <li>○ Quizlet - have students make their own flash</li> </ul> </li> </ul>

- Review online tools in the article and discuss the ones that could be used in your classroom to enhance your lesson. No presentation is needed. This is just for your knowledge

<https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>

- Room 1- Tools 1-25
- Room 2- Tools 26-50
- Room 3- Tools 51-75