

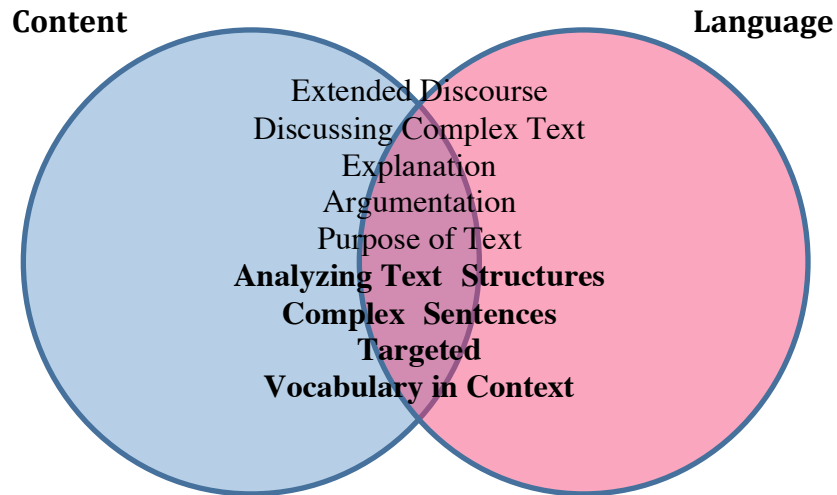
Supporting Elementary English Language Learners (ELL) in CCSS Aligned Instruction

A Text on Volcanos

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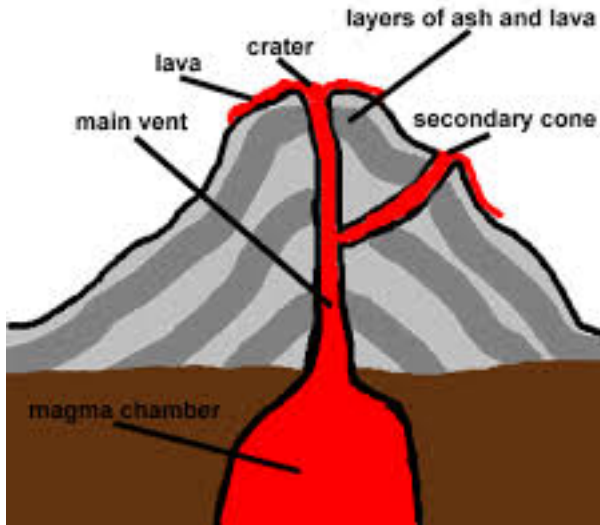
ELD as Transmission	ELD as Action
Language acquisition as an individual process	Language acquisition is a social process of apprenticeship – Students learn from hearing others speak English
Language as structures or functions	Language is action and use, subsuming structure and function – Language gets things done
Traditional grammar as a starting point	Grammar supports students’ understandings of texts’ visual, spatial, gestural, audio, and linguistic meanings
Use of simple and/or simplified texts	Use of complex, amplified texts for all students
Use of activities that pre-teach the content or simply text to “help students get through texts”	Use of activities that scaffold the language of texts and that expand students’ language use and understanding

Mini Lesson on Volcanos

I. Building the Field

1. Point to the parts of a volcano as you hear me say them.

A simple cross section of a volcano



2. Directions for Interactive listening
A: Reads the first word aloud. Stops.
B: Asks, "What does it mean?"
A: Explains.
B: Reads the next word aloud. Stops
A: Asks, "What does it mean?"
B: Explains
Continue until all words are read and explained.

- A. volcano
- B. lava – melted rock
- A. A vent sends steam
- B. ash
- A. earth
- B. magna chamber
- A. crater
- B. eruption
- A. gases

II. Interacting with Text

3. Check-off the sentences you hear me read. These sentences are not in order.

- Volcanoes are vents, or openings, in the Earth.
- Vents in the top of a baking pie do the same thing.
- They let heat from deep inside the Earth escape.
- Steam rises and hot juice bubbles out of slits cut in a pie.
- This activity is called an eruption (ee-**ruh**p-shuhn).
- Volcanoes spout steam, ash, gases, and melted rock.
- But don't expect cherry filling from volcanoes!

4. **Reading Jigsaw Activity:** With your team, put the sentence strips in order – (See the manila envelopes on your table)

III. Extending Learning: Analyzing Text Coherence: Circle words and draw lines between words that help you connect or understand the text. Look for repetitions, substitutions, replacements. Explain how these help you understand the text.

Sentences: Circle words that are repeated or explained	Textual clues that helped you sequence your cards
Volcanoes are vents, or openings, in the Earth.	The word "volcanoes" is explained
They let heat from deep inside the Earth escape	"They" refers back to the word "volcanoes" in the first sentence.
Vents in the top of a baking pie do the same thing	
Steam rises and hot juice bubbles out of slits cut in a pie	
But don't expect cherry filling from volcanoes!	
Volcanoes spout steam, ash, gases, and melted rock.	
This activity is called an eruption (ee- ruh p-shuhn).	

A Science Lesson

9 year olds Advanced English Proficiency Level

From: *Learning to Learn in a Second Language* by Pauline Gibbons **Academic Text**

Science Lesson -Transcript 1

“Try this one...no it doesn't go...it doesn't move...try that...yes...it does a bit...that won't work...it's not metal...these are the best...it's making them go really fast.”

Science Lesson-Transcript 2

“We tried a pin, a pencil sharpener, some iron filings and a piece of plastic. The magnet didn't attract the pin, but it did attract the pencil sharpener and the iron filings. It didn't attract the pencil.”

Science Lesson-Transcript 3

“Our experiment was to find out what a magnet attracted. We discovered that a magnet attracts some kinds of metal. It attracted the iron filings, but not the pin. It also did not attract things that were not metal.”

Science Lesson-Transcript 4

“A magnet is a piece of metal which is surrounded by an invisible field of force which affects any magnetic material within it. It is able to pick up a piece of steel or iron because its magnetic field flows into the metal, turning it into a temporary magnet.”

Books on how to Scaffold Language and Content for English Learners

- August, D & Staehr Fenner, D. Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts. Washington DC: American Institutes for Research. 2014
- Gibbons, P. Scaffolding Language, Scaffolding Learning. Portsmouth, NH: Heinemann, 2002.
- Fisher, D, Frey, N, & Lapp D, Text Complexity: Raising Rigor in Reading. Portsmouth, NH: Heinemann, 2012.
- Walqui,A. & Lier, L. Scaffolding the Academic Success of Adolescent English Language Learners. San Francisco, CA: Wested. 2010.
- Zwiers, J. Building Academic Language: Essential Practices for Content Classrooms, grades 5-12. San Francisco, CA: Jossey-Bass Teacher, 2008.