QR CODE

Objective

Identify methods to assist multilingual learners with language and skills acquisition in the English classroom.

Round Lake High School

~2,000 students

~66% Multilingual

Learners (mostly

Spanish-speaking)

Who is a multilingual learner?

Any student identified by the Home Language Survey as speaking another language at home

PK-12

Students may enter the program as early as preschool or as late as senior year. Many older students are long term emergent multilinguals (LMETs).

Terminology

~~EL~~--outdated, English Learner

ESL--we only use this for class titles

ML--multilingual learner

Many of our students speak multiple languages

Strategies

- Speaking/Listening
- Reading
- Writing

Speaking/Listening

As with a lot of students post e-learning, multilingual learners sometimes benefit from structure and encouragement to engage in discussion.

Domino Discussion

Each student takes a domino, answers the questions, and then the next person who matches their domino speaks.

What was your favorite part of IATE? What is something you learned?

Domino Discussion

Lit Circles

Discussions for Speaking and Listening
Can be one big group or small groups depending on class

Dice Discussion

5, 4, 3, 2, 1 Discussion

5 questions

4 quotations

3 character traits, etc...

Interviews

- Can transition into writing
- Interview staff or family members
- ESL 4: Self-concept

(Planned)Debates/Trials

- Issues, builds counterargument
- Who is to blame?
  - Macbeth
  - Romeo and Juliet

Reading

Vocab, Vocab, Vocab

- Academic Vocabulary

- Text-Based Vocabulary

  - Daily Slides

  - Journals

  - Notes→

Frayer Vocab
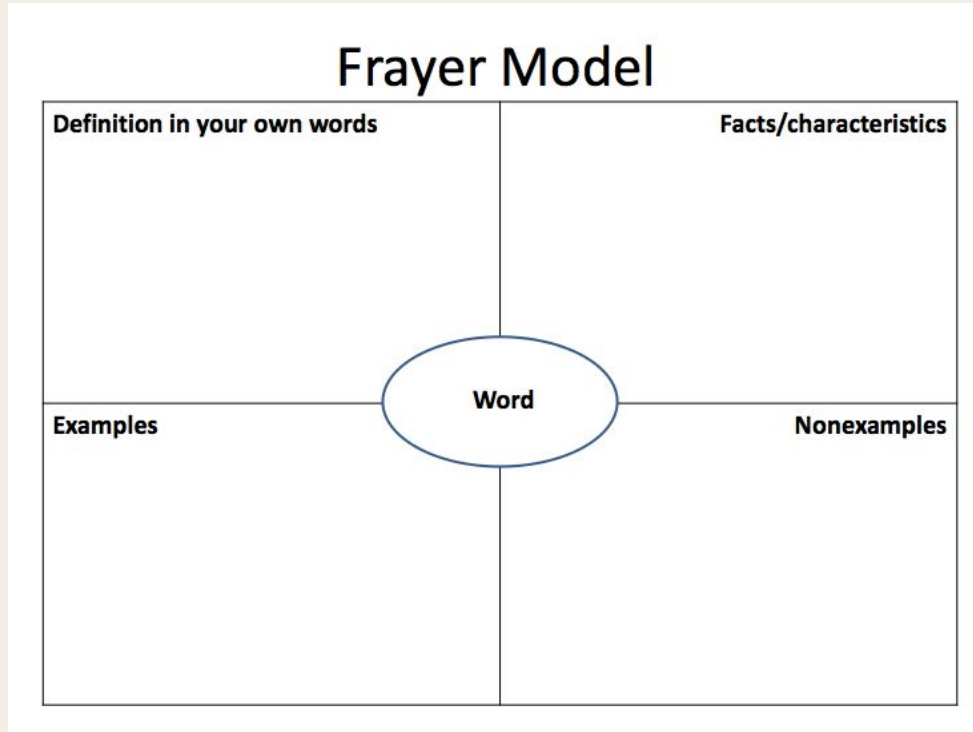
KIM Chart

- Can add components i.e. write a sentence

K.	I.	M.
(K = Key Vocabulary Word)	(I = Information/Definition)	(M = Memory Clue/Picture)
defeat (v.)	to win victory over	

Your Sentence:
Bush defeated Kerry in the 2004 election by winning the electoral college.

Clarifying Bookmark

- Partners

Clarifying Bookmark

I am going to...	What you can say...	What your partner can say...
Summarize what I read	I can summarize this part by saying _____ **OR** I think the main idea of this part is _____	I agree with your summary and I can add _____ **OR** I disagree with your summary because _____
Ask for clarification	I wonder _____ **OR** I'm not sure what this is about, but I think it might mean _____	Yes, I can help. I think this part means _____ **OR** I am confused about this part, too, because _____
Use prior knowledge to help me understand	I know something about this from ____ _____ **OR** I have read or heard something about this when _____	This also reminds me of _____ **OR** I think the main idea of this part is _____

Created by Robert Thompson at the International Newcomer Academy, Fort Worth, TX

Golden Line

Look for a specific point (line) that speaks to them

STEAL Chart

Something the Character...
1. Says
2. Thinks
3. Effect on others
4. Actions
5. Looks

Alternative to Fly Swatter Game: Colored Card Game

Hold up the color that corresponds to the right word or answer

Say Something (Speaking/Listening too)

- Plan out sections or page numbers
- Give them the first question, but after that one partner has to ask a question or comment and then everyone writes it down and a response

Card, Card, Trade

Works well for poetry

Split reading into sections

Students write what they think it means in their own words on the back

Share with a partner and then trade

Gallery Walks

Can be used for reading and writing
- Choose a theme based on a quote

- Answer a question

- Write the next sentence

- Write analysis for an essay based on a quote

Writing

Using playing cards to write hooks

Write a simile or metaphor that relates the theme you will be discussing to an object.

Ace of Hearts: Thunderstorm
2 of Hearts: Vacuum Cleaner
3 of Hearts: Cheese
4 of Hearts: Ice Cube

Sentence Starters

This quote shows that…

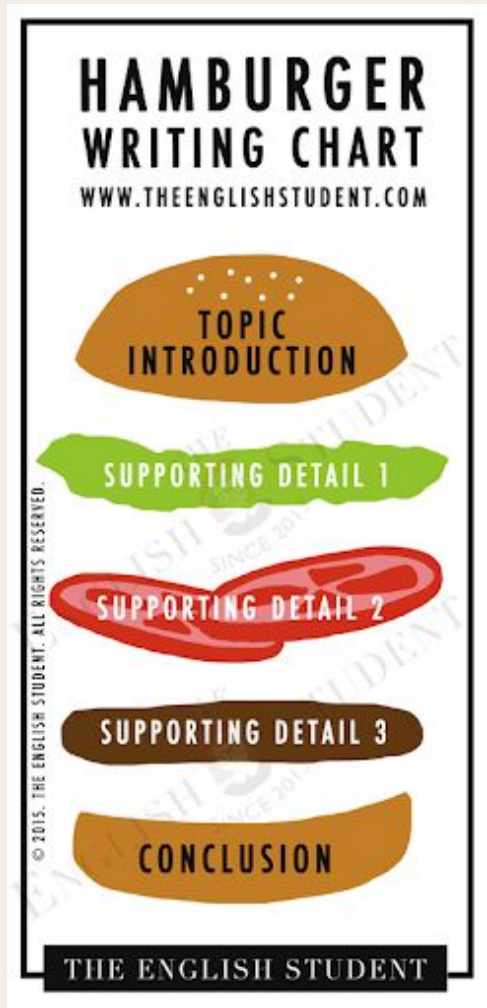Trying to move away from this so students can be more independent.
- Answering questions instead

How does this quote show the author's purpose?

Graphic Organizers

- Flow Charts
- Sandwich
- Word Webs

HAMBURGER
WRITING CHART
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TOPIC INTRODUCTION

SUPPORTING DETAIL 1

SUPPORTING DETAIL 2

SUPPORTING DETAIL 3

CONCLUSION

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Quick Writes

- Provide students with an open-ended and engaging prompt.
- Give students 3-5 minutes to write.
- If needed, provide students with sentence starters.

Examples: The person I admire the most is…
My biggest goal in life is…
If I could change the world I would by…