

Sheltered Instruction for ELLs Using Foldables

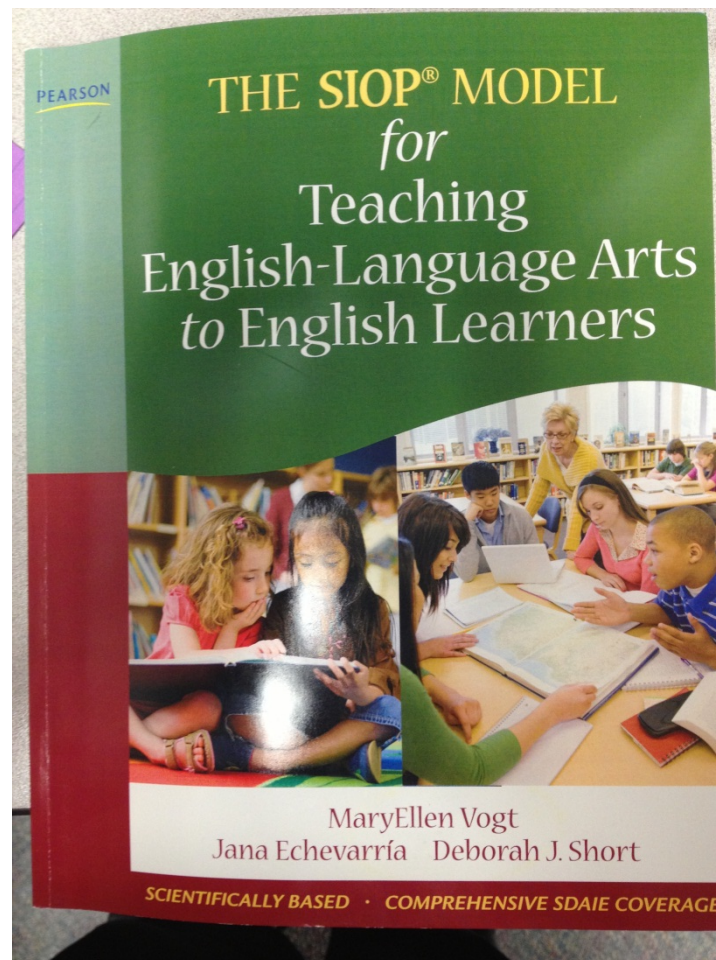
By

Teresa Warren

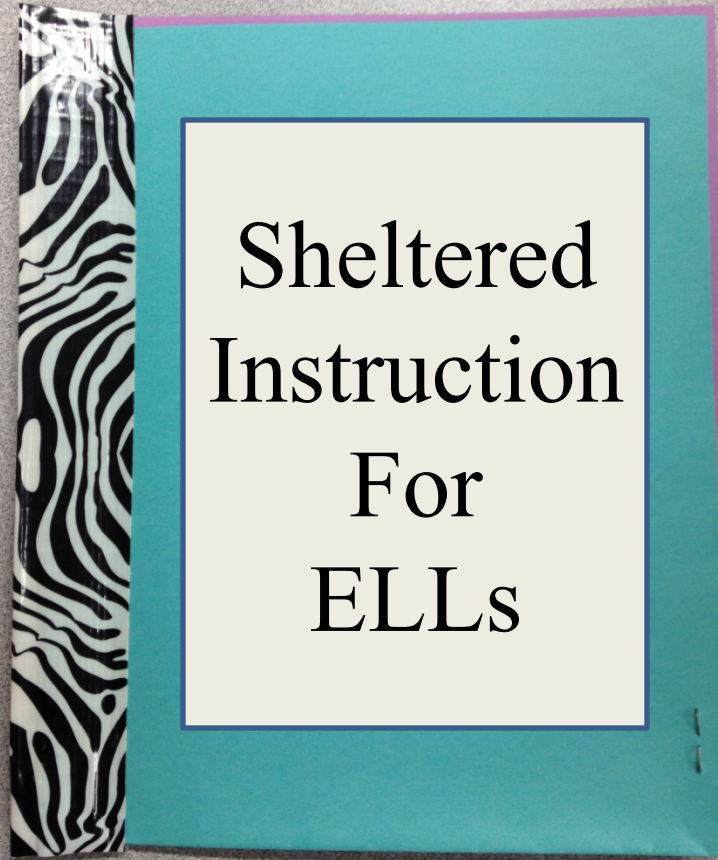
ELL Coordinator, Wylie ISD



The SIOP Model for Teaching English Language Arts to English Learners



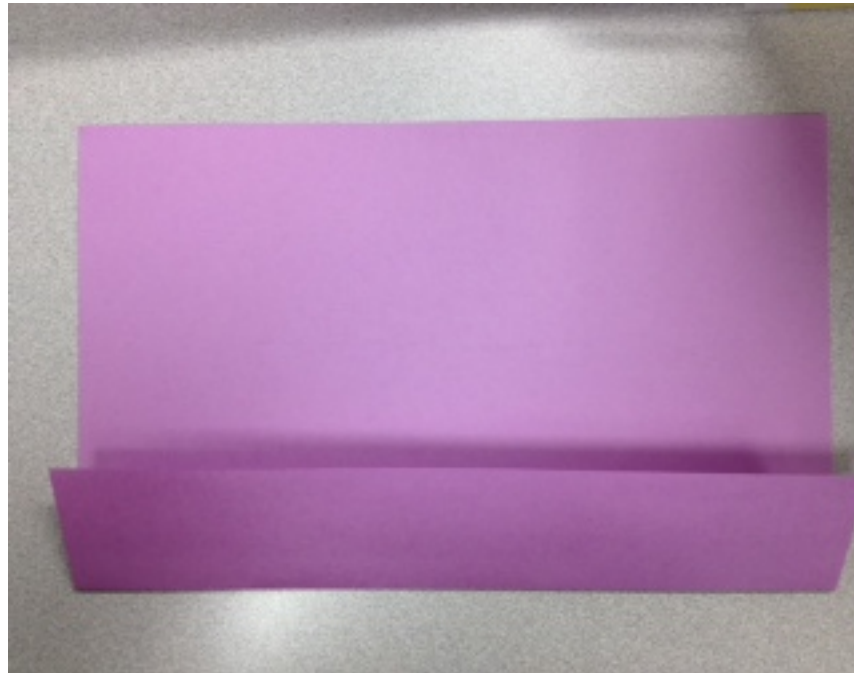
Duct Tape Foldable



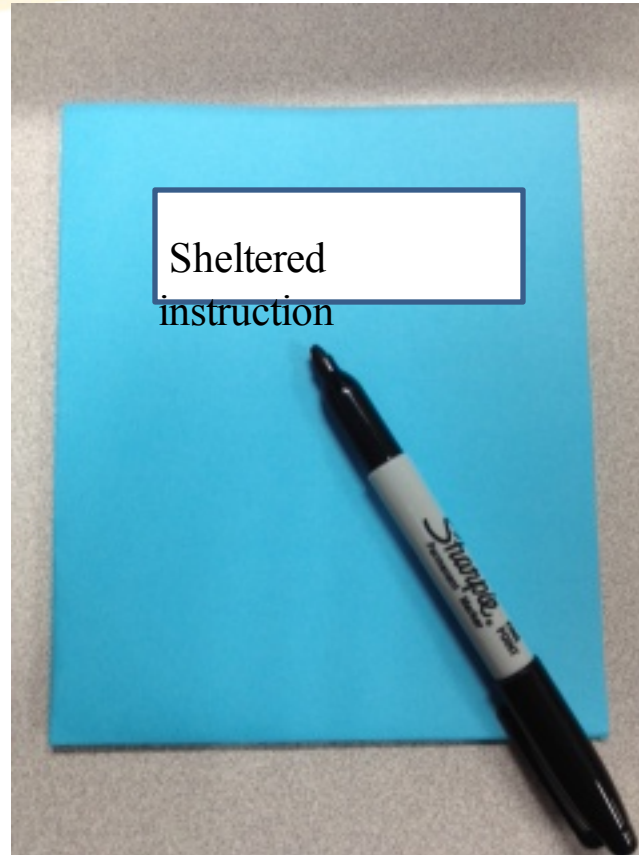
Step One



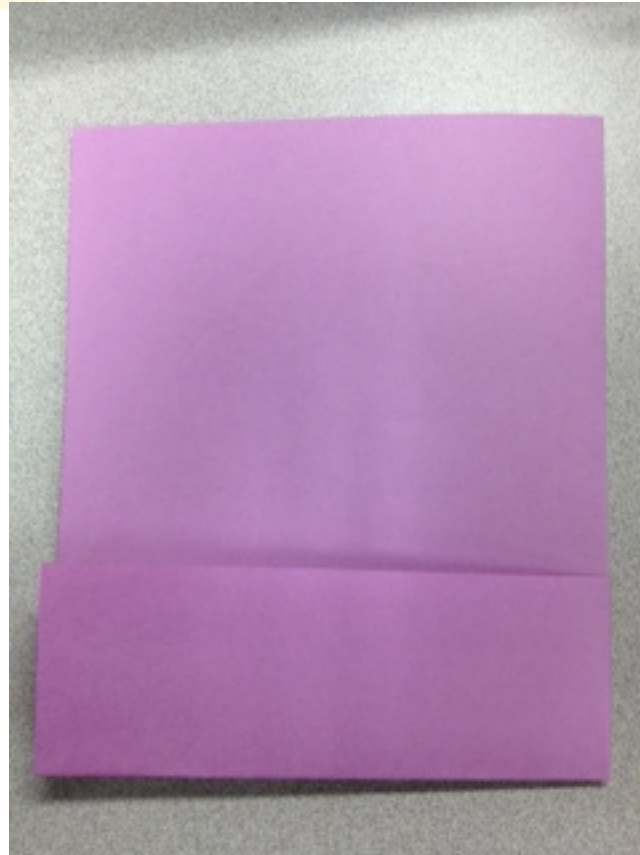
Step Two



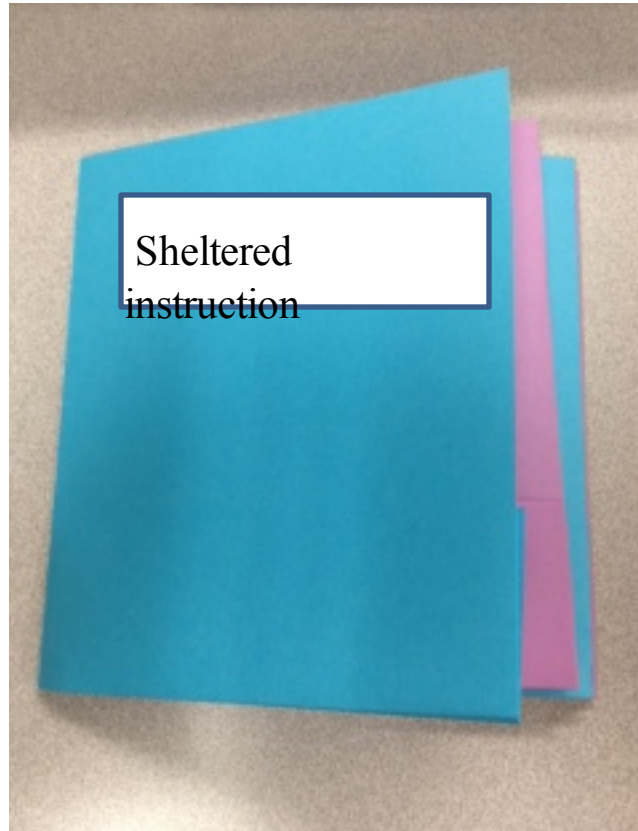
Step Three



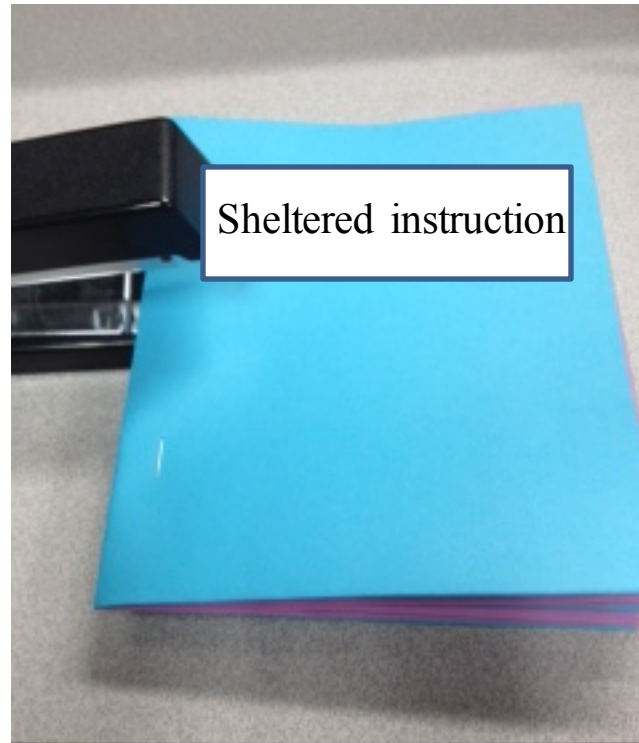
Step Four



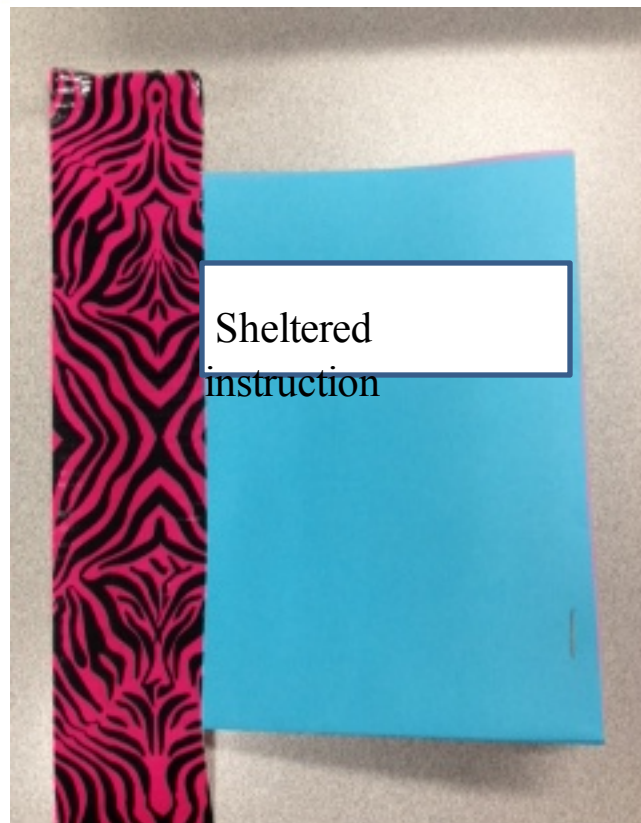
Step Five



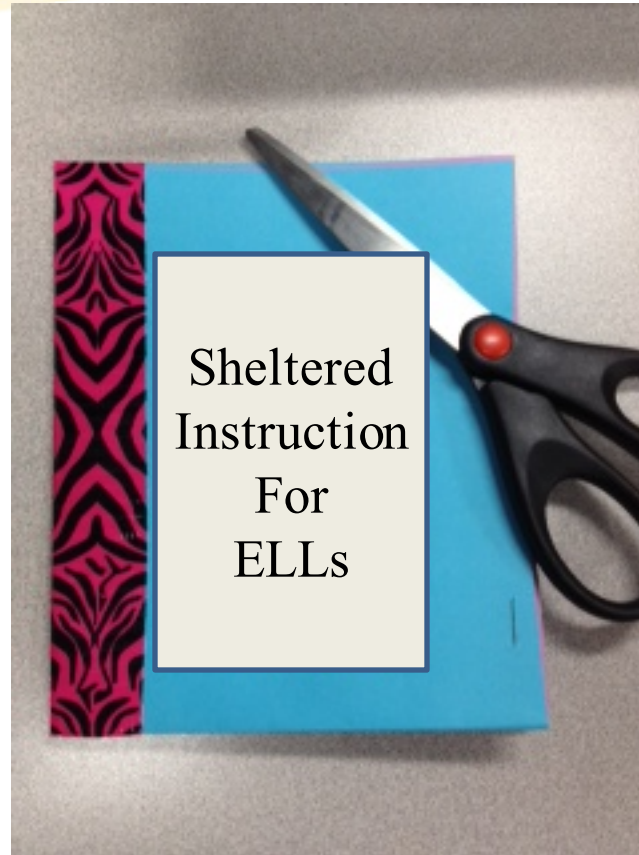
Step Six



Step Seven



Step Eight



Sheltered
Instruction
For
ELLs

Social Language

- Academic language differs considerably from the language used on the playground, at home, or at cocktail parties. (Echevarría, Vogt & Short)
- Social or conversational language is generally more concrete than abstract, and it is usually supported by contextual clues, such as gestures, facial expressions, and body language (Cummins, 1979; 2000; Echevarría & Graves, 2007).



Academic Language

- Academic language is...the language that is used by teachers and students for the purpose of acquiring new knowledge and skills...imparting new information, describing abstract ideas, and developing students' conceptual understandings (Chamot & O'Malley)



Academic Language

- A critical component of academic language is academic vocabulary
 - 1) **Content Words**- key words in a particular topic
 - 2) **Process/Function Words**- words or phrases for functional use: state, identify, etc.
 - 3) **Words that Teach English Structure**- base roots, roots, prefixes and suffixes: ecosystem, anaerobic, etc.



How Is Academic Language Manifested in Classroom Discourse?

Our teachers come to class,

And they talk and they talk,

Til their faces are like peaches,

We don't;

We just sit like cornstalks.

(Cazden, 1976, p.74)



Interaction Component

- Frequent opportunities for interaction...encourage elaboration
- Grouping configurations that support language and content objectives
- Sufficient wait time
- Ample opportunities for students to clarify key concepts in L1



Effectively Teach Academic Language in ELA

- ...explicit vocabulary instruction through a variety of approaches and activities provides English learners with multiple chances to learn, practice, and apply academic language (Stahl & Nagy, 2006)



Role of Discussion and Conversation in Developing Academic Language

- **To Prompt More Thinking**

- You are on to something important. Keep going.
- You are on the right track. Tell us more.
- What did you notice about...



Turn to your partner and try it out...

- **To Prompt More Thinking**

- You are on to something important. Keep going.

- You are on the right track. Tell us more.

- What did you notice about...



Academic Language of ELA

- *Imagery*
- *Symbolism*
- *Narrative*
- *Nonfiction*



Easy Lesson Planning

- *Key vocabulary*
- *Content Objectives*
- *Language Objectives*



Conga Line

- 1) Develop questions related to content. You will need one question per student.*
- 2) Write each question on a 3 x 5 card.*
- 3) Students line up in two lines, facing each other.*
- 4) Give each student a question card.*
- 5) Student A will read question to student B*



Conga Line

- 6) *Student B gives an answer for the question.*
- 7) *Student A checks and confirms it with student B or gives correct answer.*
- 8) *Student B then asks his question.*
- 9) *At the signal of the teacher, students A & B trade cards and then each person in line A moves one to the right.*
- 10) *The process continues until students have shared questions several times.*

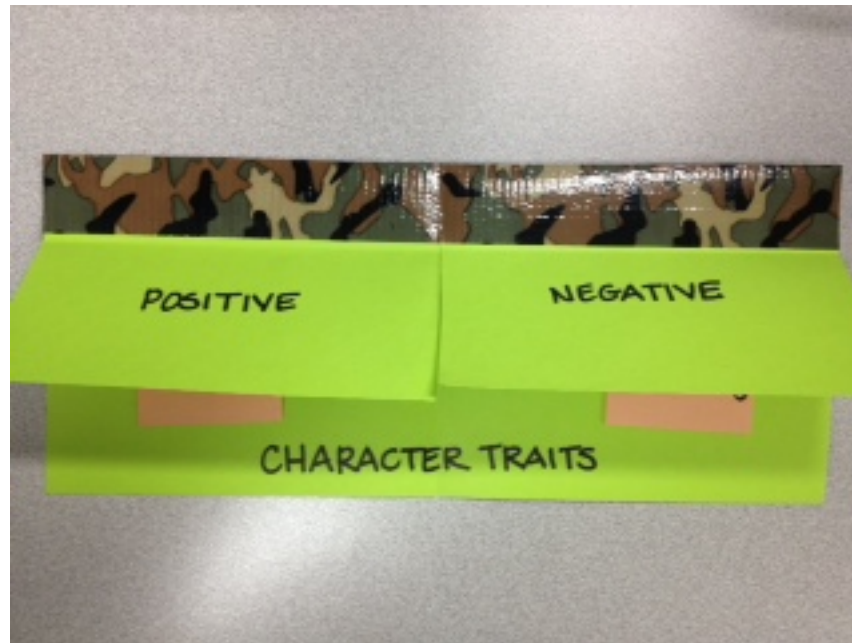


Other Types of Foldables

- *The Double Flap Foldable can be used when making a comparison between two words.*
- *Simple & quick, but creative enough to give ELLs an opportunity to learn vocabulary through following directions and note-taking.*



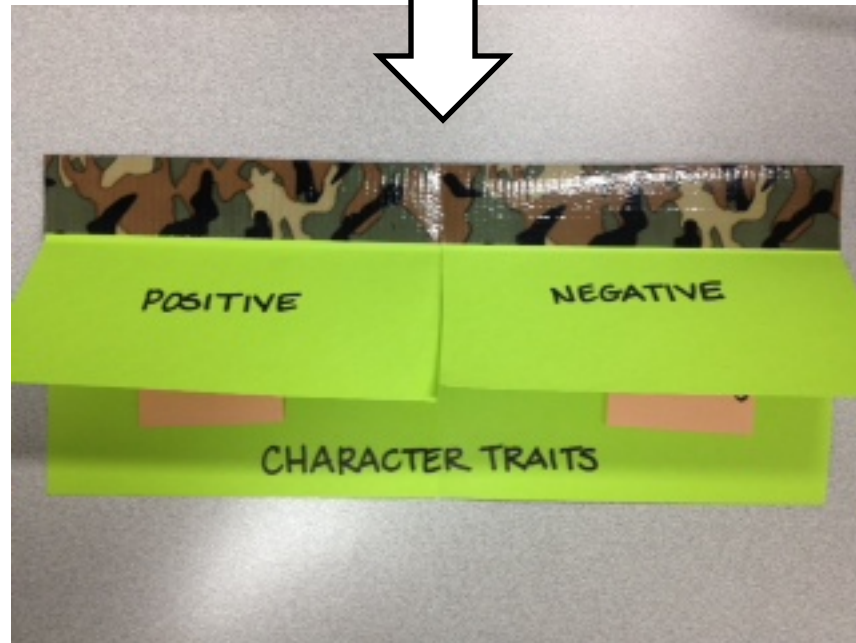
Character Trait Foldable



Character Trait Foldable

Fold in half, then
cut flaps

Fold in half, leave 1"

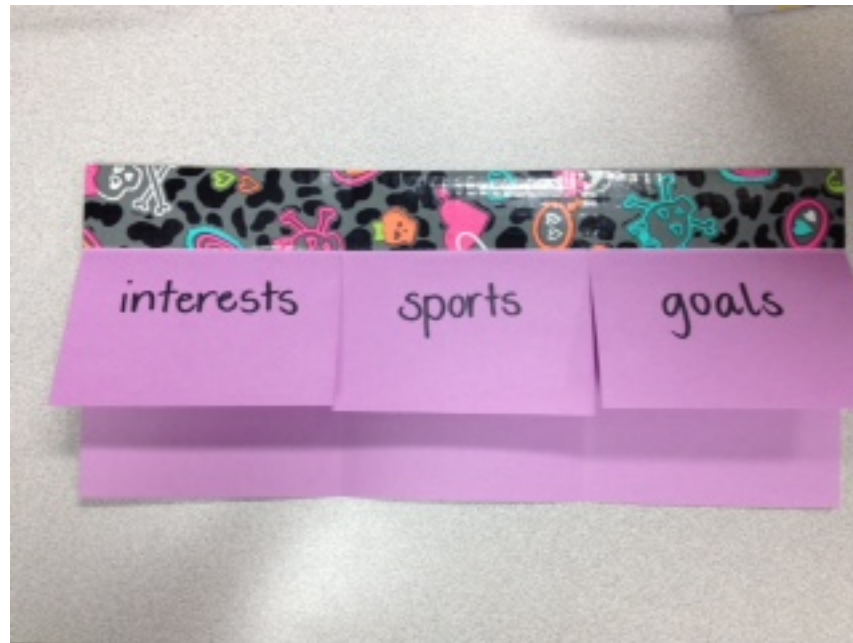


Triple Flap Foldable

- The Triple Flap Foldable is a great resource for interviewing classmates and recording the information.
- Students may use the foldable to recall information and share out with the class.
- Now you try!



Interview Questions for Partners



Triple Flap Foldable

- Fold a colored page of copy paper in half.
- Then fold into thirds.
- Add the Duct Tape spine and trim the edges.
- Add the three titles on the front of the flaps.
- Now you give it a try! Interview your elbow partner.



Share Out

- Using the Triple Flap Foldable and the interview responses, share out with the group.
- Can you think of other ways to utilize the Triple Flap Foldable with your class?
- Share with the group 😊





Remember

- Make it comprehensible!
- Make it fun!
- Make it engaging!

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