

**SPECIAL
POINTS OF
INTEREST:**

- New ESL Teachers
- Differentiation
- Dear ELLy
- Helpful Websites
- Teacher Feature

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Moving on to 2010!

Thank You!!

As 2009 draws to an end, we would like to thank all the mainstream teachers, ESL teachers, administrators, paraprofessionals and others that work with the ELL students in our district. Your hard work and dedication is appreciated and the success of our students depends on your continued efforts to provide high quality instruction in the classroom. We wish you success in 2010!

New and Returning Teachers

Language Services would like to take this opportunity to introduce our new ESL teachers for the 09-10 school year.

At East High School we have two new TFAs (Teach for America). Samantha Merritt is teaching English II and Social Studies. Christopher Deal is teaching math and science. Justine Ngoms, at East, has moved from Foreign Language to ESL and is teaching English I.

At Rogers Academy we have Matt Specht, a math teacher for the upper grades.

At Gladstone we have Laura Jewett, another TFA, and Mary Beth Seese. Mary Beth is returning to us after several years of working with

Parents As Teachers.

Steve Ackley, former classroom teacher, has joined us as an ESL teacher at Garcia.

At Trailwoods we have a fifth TFA teacher, Aurora Sekine, who is teaching math and Ida Hunter, who joined us late last year.

Erjabo Gembero has moved from a paraprofessional position to an ESL teacher position and is teaching Communication Arts at Southwest ECC. Congratulations Mr. Gembero!

Mary Amoury and Peggy Seitz have both moved from sheltered classrooms to join us as ESL teachers. Ms. Amoury remains at Phillips and Ms. Seitz is now at Woodland.

Welcome to all of you!

Ways to Differentiate for ELLs

While we recognize five main language levels, in reality, our students are at many levels and even that can vary from content area to content area. Differentiating instruction keeps ELLs at different language levels appropriately challenged and engaged in lessons and activities without causing frustration. However, differentiating does not come easily. The following tips will help you design differentiated instruction, assessments, lesson plans and classroom activities.

Alternate Goals:
Adapt the goals or outcome

expectations while using the same materials. For example, in social studies, expect a student to be able to locate just the states, while others learn to locate the capitals as well.

Level of Support:
Increase the amount of personal assistance with a specific learner by using a paraprofessional or co-teaching with your building ESL teacher. You could also assign peer buddies or peer tutors, find community volunteers or develop a cross-age tutoring program.

Output:
Adapt how the student can respond to instruction. For example, instead of answering questions in writing, allow a verbal response or allow students to show their understanding with hands-on materials or some other non-linguistic representation.

Substitute Curriculum:
Provide different instruction and materials to meet a student's individual goals. For example, while the class is taking a language test, your ELL is learning computer skills in the computer lab.



SIOP Component #3 Comprehensible Input

We often hear that SIOP is nothing new; that it just involves 'Best Practices'. That is true to a certain extent. Many of the components of SIOP involve techniques and strategies that effective teachers are aware of and already use. However, the entire package is unique and the third component, Comprehensible Input, is specifically geared toward the ELL student. The teacher must take the student's language levels and needs into account in order to plan and

use techniques that will make the content comprehensible to these students.

An effective teacher needs to understand that any student learning a new language will need special accommodations in order to understand the content and that this is a process that does not happen overnight. Making content comprehensible involves much more than showing pictures. Visual cues are important, but they are only one method of making content

comprehensible. The teacher needs to be aware of the student's specific language needs and make a concerted effort to plan how s/he will address those needs during the lesson. Some of these methods will include speaking at a slower rate, enunciating clearly, repeating and rephrasing new material and directions, reading questions and directions aloud, etc. See below for more information on how to make your lessons comprehensible to your ELL students.

Elementary Teacher

Meeting Dates:

Tues. Dec. 8

Tues. Jan. 12

Tues. Mar. 9

Tues. May 11

All teacher meetings

start at 12:00 and end

at 3:30

Para Meeting Dates:

Thurs. Dec. 17

Thurs. Jan. 21

Thurs. Mar. 18

Thurs. May 13

Secondary paras meet

from 8:30-11:30.

Elementary paras will

meet from 12:30-3:30.

Comprehensible Input Features

Feature # 10: Speech Appropriate for Students' Proficiency Levels

1) Adjust your speech by speaking slower and enunciating more clearly for beginning students 2) Adjust vocabulary and sentence structure for beginning students. Avoid idioms. Use paraphrasing and repetition. Use cognates to improve comprehension.

Feature #11: Clear Explanation of Academic Tasks

1) Give very clear step-by-step instructions both oral and written. 2) Provide modeling or demonstrations to clarify expectations. 3) Show samples of the finished product i.e. research report, graphic organizer. 4) Have students use a scoring guide/rubric or checklist.

Feature #12: A Variety of Techniques Used to Make Content Concepts Clear

1) Use a variety of visuals i.e. gestures, body lang., pictures, objects 2) Preview material 3) Provide repeated exposure to words, concepts, skills. 4) Use graphic organizers 5) Audiotape texts 6) Provide models, demonstrations 7) Use multimedia.

Comprehensible Input Hints and Tips

Framed Outlines:

The next time you have your students watch a video, read text or listen to a mini-lecture, try Framed Outlines. Create an outline of the material that will be covered, but leave out key information. Students should fill in the blanks as they go through the activity. Framed Outlines are also an excellent way to differentiate instruction. You can

differ the amount of information given in the outline and advanced students can create their own outlines.

Taped Texts and Listening Centers:

Another way to make content more comprehensible is to have taped texts available. The teacher or a proficient student can read and tape the text (some textbook companies already produce audio

versions of their text). Just remember to read slowly and avoid jargon and idioms. Also, the ESL Resource Center has a variety of books on CD or tape and listening centers available for checkout.

And don't forget that visuals, realia and gestures can make the difference between an ELL understanding your lesson or not!

What's New With Language Services?

Dept. of Language Services Handbook: A Guide for ELL Teachers and Paraprofessionals

The new handbook is finished and will be distributed to all ELL teachers and paraprofessionals soon. You will be receiving one print copy and another version will be sent by e-mail. We hope that you will find the handbook useful and that it will assist you in working with your ELL students. Our thanks to all the ELL teachers for your valuable

in-put and ideas that were used in developing the handbook.

MELL (Migrant Education and English Language Learning) Conference

On Nov. 18-19 a number of our ESL teachers and some mainstream teachers along with our resource teachers and our director, were able to attend the MELL Conference in Kansas City at the Hyatt in Crown Center. The sessions were very

informative and covered a wide variety of topics from co-teaching to cultural diversity and vocabulary strategies to curriculum, just to name a few. A number of the participants also attended the post-conference on RTI and Special Education issues in relation to ELL students. The conference participants can share what was learned with their school staff and will also share with other ELL teachers at our monthly meeting.

If you are interested in any of the supplementary materials listed here or are looking for other titles, please contact Allyson Hile (ahile@kcmsd.net) or Anne Sewell (asewell@kcmsd.net) at x. 2613. Materials can be sent interoffice mail!

Supplementary Materials in the ESL Resource Center

DVDs:

- Muzzy– cartoon language-learning DVDs (in English, Spanish, French, German and Italian), includes teacher's guide and reproducibles, vocabulary builder DVD, songs CD and Interactive CDrom
- Ancient Civilizations for Children DVD series– includes Incas, Mayas, Rome, Greece, China, Africa, Egypt and Aegean
- The Way Things Work DVD series– includes magnets, light, levers, engines, sound, etc.

- Physical Science for Children DVD series– includes waves, matter, sound, flight, simple machines, etc.
- Health for Children DVD series– includes safety awareness, personal health/hygiene, drugs and disease, etc.

Videos:

- Earth Science for Children series– includes heat, fossils, water cycle, etc.
- Eyewitness series– includes sharks, seashore, plants, mammals, etc.

- Magic School Bus– various topics
- Bill Nye the Science Guy– various topics

Books:

- 99 Ideas and Activities for Teaching English Learners with The SIOP Model by MaryEllen Vogt and Jana Echevarria
- Not for ESOL Teachers by Eileen N. Whelan Ariza
- Differentiating Textbooks by Char Forsten

Dear ELLy:

Dear ELLy,

My teacher expects too much from me. I don't know what she wants me to do. I try to watch the other students and do what they do. Sometimes she talks so fast that I can't understand and so loud that I get scared. I am too afraid to participate. What should I do?

Signed,

Petrified in 5th Grade

Dear Petrified,

I am sorry you feel so uncomfortable in your classroom. It is very difficult to learn new things when you are afraid and uncomfortable. It would be helpful if your teacher talked more slowly and wrote her directions up on the board. One thing you can do is ask your teacher questions. When you don't understand something, raise your hand and ask your teacher to repeat what she said. That may help her slow down a little, especially if you keep asking!

Another thing you can do is find a friend in your class that can help you when you get lost or confused. Is there anyone else in your class that speaks your language? Also, talk to a teacher you trust and maybe he/she can speak to your teacher and give him/her some suggestions. Don't give up!! Your friend, ELLy

KCMSD

Department of Language Services

4904 Independence Ave
Kansas City, MO 64124
418-2600
418-2610 fax

Check out the Language Services webpage!
Yes, the picture is outdated— we are
working on that... However, we are also
adding links and documents to the page.
You can find back issues of Educating ELLs,
as well as the powerpoints of the para
trainings and co-teaching resources. Please
email us with your ideas, suggestions, lesson
plans and content and language objectives!

Helpful Websites:

There is a new book out called ESL Internet Resources Made Simple: 101 Sites for Teachers and Students by Michelle Schulze, who is an ESL teacher from Peculiar, MO. It is conveniently arranged by speaking, listening, reading and writing! Here is a sampling of some of the sites:
www.soundsofenglish.org (speaking)
www.learnenglishfeelgood.com/listening/index.html (listening)
www.literacy.uconn.edu/compre.htm#strategy (reading)
(check out the homonyms from Alan Cooper and word central !)
www.nonstopenglish.com/allercises/elementary-001.asp (writing)

If you are interested in this book contact Anne Sewell X2613 for further information about the book.



Teacher Feature

SIOP Math/Science Grant
KCMSD was awarded a 3 year grant to teach SIOP to math and science teachers in grades 6-12. Currently, training has begun with the 3rd cohort of teachers, and follow-up work continues with the first two cohorts. Participating teachers receive a round of SIOP training and then a round of SIOP related to either math or science. **Sharon Hayes**, SIOP Math Instructional Coach, and **Muriel Hudson**, SIOP Science Instructional Coach, assist teachers with implementation of SIOP in the classrooms. They have also set up blogs, where teachers can go to share lesson plans and discuss strategies and techniques. Check out <http://kcsiopmath.blogspot.com>

and <http://kcsiopscience.blogspot.com> to learn more!



Above: KCMSD MELL Conference Participants

KCMSD Teachers Present at MELL Conference

Stephanie Easley, Janet Ramirez-Baggett & Manuel So-

lano presented a session called "Our Co-Teaching Journey" about the implementation of co-teaching in various educational settings.

Pat Weaver's session was called "Improving Comprehension With Text Structures" geared toward improving reading comprehension for middle and high school ELLs.

Allyson Hile and **Anne Sewell** had sessions called "Co-Teaching: An Alternative to Pull-Out," featuring six models of co-teaching, and "Ways to Get Your Foot in the Door: Approaches to Supporting Mainstream Teachers."