



TOURO COLLEGE

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LDCD Course 3 (EDU 637): Second Language Learners and the Content Areas

Instructor:

Email:

Course Dates:

Time:

Location:

Course Overview:

Session:	Date:	Assignments Due:
1: Introductions – What is sheltered instruction? How are sheltered instruction and scaffolding connected?		
2: What are content and language objectives?		In a well-developed essay, describe your lesson planning experience, strengths and weaknesses, and what things you could do to improve lesson plans for ELLs. Bring to class a typical Lesson Plan for your content area. Read Chapter 1 in <i>Making Content Comprehensible</i> .
3: How do we build students' background knowledge?		For 5 consecutive days, write sample content and language objectives in a lesson sequence. Write a 3-page reflection about creating content and language objectives according to the 5- question protocol. Read Chapter 2 in <i>Making Content Comprehensible</i> . View Book CD: Chapter 2, Modules 1,2, 3
4: What is comprehensible input?		Try one of the Building Background strategies demonstrated in class or described in <i>99 Ideas</i> in your class. Write a reflection about using this strategy according to the protocol. Bring in student work to discuss. Read Chapter 3 in <i>Making Content Comprehensible</i> . View Book CD: Chapter 3, Module 2
5: What are some strategies that enhance learning for ELLs?		Read Chapter 4 in <i>Making Content Comprehensible</i> . View Book , Chapter 4, Module 2 Try one of the Comprehensible Input strategies demonstrated in class or described in <i>99 Ideas</i> . Write a reflection about using this strategy and bring to class student work
6: What are effective strategies for promoting interaction in your		Read Chapter 5 in <i>Making Content Comprehensible</i> . View Book CD: Chapter 5, Modules 1, 2

Session:	Date:	Assignments Due:
classroom?		Try one of the strategies described for metacognition, or cognition (For example SQP2RS, Bloom's Taxonomy, 4 Square writing, foldable book). Write a reflection about this and bring in student work.
7: How are new language and content knowledge presented in the classroom?		Read Chapter 6 in <i>Making Content Comprehensible</i> . View Book CD. Try an Interaction activity as demonstrated in class or described in book chapters on interaction. Write a reflection about this activity and bring in student work.
8: What is a plan for Lesson Delivery?		Read Chapter 7 in <i>Making Content Comprehensible</i> . View Book CD. Try another Interaction activity or metacognitive strategy as described in the previous chapters (see above). Write a reflection and bring in student work.
9: What is effective Review and Assessment?		Read Chapter 8 in <i>Making Content Comprehensible</i> . View Book CD: Chapter 8, Module 1 Bring into class a semantic map or outline of your final Project Plan.
10: What are the issues of reading development and special education for ELLs?		Read Chapter 9 in <i>Making Content Comprehensible</i> . View Book CD: Chapter 9, Module 1 Try out a Review strategy as described in summarizer packet or in book chapters. Bring student work to class. Bring in ideas and Project Plan to work on in class with content area groups. Be ready to pass in Draft of final project for feedback.
11: How is an effective SIOP plan implemented? What is effective assessment for ELLs?		Work on completing your final project.
12: Putting it All Together – Sharing our LDCD Practitioner's Portfolios and Final Project Plan		Complete written final project plan. (approximately 20 pages) Prepare a five minute presentation of the final project. This could be a power point or video clip a lesson being implemented.

Course Objectives:

In this course you will examine current teaching methods and materials for teaching English language arts, global studies, mathematics, and science to high school second-language learners of diverse cultural and linguistic backgrounds. You will also learn the SIOP protocol for lesson planning with ELLS as well as the QTEL framework for schema building.

By the end of this course you will:

- Analyze the components of the sheltered instructional protocol.
- Apply research-based strategies to classroom instruction.
- Develop content objectives.
- Develop language objectives.

- Choose strategies for establishing background knowledge.
- Scaffold instruction in order to increase and amplify academic vocabulary
- Scaffold instruction in order to increase comprehension of academic content.
- Incorporate QTEL scaffolding strategies into lesson planning.
- Utilize this new knowledge and skills into a coherent, Final Project Lesson Plan.

Required Texts:

- 1) Echevarria, J., Vogt, M. & Short, D. (2008). Third Edition. *Making content comprehensible for English learners: The SIOP model*. New York: Pearson. Comes with a CD. **(For middle school teachers)**.
- 2) Echevarria, J., Vogt, M. & Short, D. (2010). *Making content comprehensible for secondary English learners: The SIOP model*. New York: Pearson. **(For high school teachers)** Comes with a CD of high school vignettes.
- 3) Vogt, M. & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. New York: Pearson. **(For ALL)**

Recommended Text:

Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.

Course Requirements:

- 1) **Attendance and Participation** is required. Most work will be done in class. Class participation is mandatory since this will be an interactive class. For the official Touro attendance policy, refer to the Student Catalogue. 30%
- 2) **Homework:** Assigned readings and written responses. 40% Evaluation rubrics will be provided.
- 3) **Two-part Final Project.** 30% Final Project Lesson Plan (about 20 pages) See Rubric. Plus 5 minute presentation of Final Lesson Plan.

Course Outline:

Session 1: Introductions – What is sheltered instruction?

- Overview of Syllabus and requirements
- Review Cummins' theories: BICS & CALPS
- Review Vygotsky and ZPD. Connections to QTEL and SIOP.
- Contextual and cognitive range of Communication (Activity)
- Creating a Context-Embedded Lesson. Think-Pair-Share.
- Jig-saw of Practitioner Briefs
- Overview of SIOP protocol: Video

Assignments for Session 2:

- Read Chapter 1 in *Making Content Comprehensible*.
- Write a 3-page reflection on your own lesson planning experience both in college and while practicing. How could you improve these plans for ELL learners?
- Bring in a typical lesson plan for your content area.

Session 2: What are content and language objectives?

- Small-group sharing of lesson plan assignment.
- Review sheltered instruction
- Discuss how to write content objectives
- Discuss how to write language objectives (Power Point)
- Content area groups: 4Corners Activity
- SIOP Protocol for Preparation section of lesson plan
- See Video

Assignments for Session 3:

- Read Chapter 2 in *Making Content Comprehensible*
- For 5 days, write sample content and language objectives for 5 lessons in a sequence. Write a reflection on this process.
- Bring in a sample lesson plan from your content area.

Session 3: What components make up Building Background Knowledge?

- Small-group sharing of assignments
- Activating Background Knowledge: Activator Activities & demonstration
- Activating Vocabulary: Sample vocabulary activities
- Vocabulary Knowledge: content words, process words, word parts that teach English language structure
- Novel Ideas activity
- Teaching Scenarios: Analyze according to SIOP protocol in pairs and then groups

Assignments for Session 4:

- Read Chapter 3 in *Making Content Comprehensible*.
- Try out a building background knowledge activity. Write a reflection according to the 5 question protocol. Bring in student work.

Session 4: What is Comprehensible Input?

- Small-group sharing of assignments
- Review background knowledge and related strategies.
- Review Krashen's Monitor Theory as it relates to comprehensible input
- Demonstrate a variety of activities that make input more comprehensible to ELLs: sentence strips, graphic organizers semantic star, mind mirror

Assignments for Session 5:

- Try Comprehensible Input activities in class. Choose one to write a reflection about using the 5 question protocol. Bring in student work.
- Read Chapter 4 in *Making Content Comprehensible*

Session 5: What are some strategies that enhance learning for ELLs?

- Small-group sharing of assignments
- Review of Comprehensible Input
- Importance of scaffolding lessons
- Demonstration of strategies related to metacognition and cognition
- Review Bloom's taxonomy (HOTS questions)
- Analyze teacher vignettes in groups: chart presentations

Assignments for Session 6:

- Read Chapter 5 in *Making Content Comprehensible*.
- Try one of the strategies demonstrated for metacognition or cognition. Write a reflection according to the 5 question protocol. Bring in student work.

Session 6: What are effective strategies that promote Interaction?

- Small-group sharing of assignments
- Review metacognition.
- Creating opportunities for interaction
- Grouping configurations that support language and content objectives
- Demonstration of Interaction activities such as Dining Room activity, Estimation line-up, Who Is? I am strategy, Virginia Reel
- Analysis of teacher vignettes

Assignments for Session 7:

- Read Chapter 6 in *Making Content Comprehensible*
- Try out an Interaction strategy, write a reflection, and bring in student work or video clip or photos

Session 7: How are new language and content knowledge presented in the classroom? (Practice & Application)

- Small-group sharing of assignments
- Review Interaction strategies
- Hands-on practice with new knowledge: demonstrate manipulative activities, group brainstorming activity
- Create application activities that extend the learning in new ways and relate to content and language objectives.
- Analyze teacher vignettes in pairs

Assignments for Session 8:

- Read Chapter 7 in *Making Content Comprehensible*. View Book CD.
- Try another Interaction or manipulative activity. Write a reflection and bring in student work.

Session 8: What is a plan for Lesson Delivery?

- Small group sharing of assignments
- Language objectives clearly supported by lesson delivery
- Content objectives clearly supported by lesson delivery
- Students engaged approximately 90% to 100% of the period
- Demonstration of a SIOP plan according to features; analysis of teacher vignettes
- Chunk & Chew activity, p.164 of *99 Ideas*
- Scaffolded conversations: accountable talk stems (Kate Kinsella hand-out))

Assignments for Session 9:

- Read Chapter 8 in *Making Content Comprehensible*. View Book CD, Chapter 8, Module 1, sample of a SIOP lesson delivery
- Try a structured conversation activity or another strategy discussed in class. Write a reflection and bring in student work or a video clip, photos.

Session 9: What is effective review and assessment for ELLs?

- Small-group sharing of assignments
- Comprehensive review of vocabulary: some vocabulary games to try
- Comprehensive review of key content concepts: summarizer packet activities
- Group assessments that include “thumbs up, thumbs down,” simultaneous round table
- Freeze Frames
- Analysis of teacher vignettes

Assignments for Session 10:

- Read Chapter 9 in *Making Content Comprehensible* on review and assessment, view CD, Chapter 9, Module 1 to see relationship between assessment and instruction
- Try out a review strategy as described in summarizer packet or in book chapters.
- Bring in ideas and project plan to work on in class with content area groups. Be ready to pass in draft of final project for feedback

Session 10: What are the issues of reading development and special education for ELLs?

- Small-group sharing of assignments
- Bilingual Special Education: How can you tell the difference between a language disability and language issues?
- Overview of laws affecting ELLs and bilingual education (review)
- Discuss language transfer issues

Assignments for Session 11:

- Work on completing your final project

Session 11: How is an effective SIOP plan implemented? What is effective assessment for ELLs?

- Group sharing of final project: process and products
- View CD on balancing learning standards with diverse learning needs
- Jigsaw of articles about assessment from Educational Leadership: November, 2009 : 1) Grading What Matters by Tony Winger; 2) Multiple Measures by Susan M. Brookhart; 3) Educational Leadership, November 2008: Learning in Depth by Kieran Egan
- Chart presentations of articles and debate about assessment

Assignments for Session 12:

- Complete final project
- Prepare your five minute presentation of final project

Session 12: Putting it All Together

- Exit Interviews by our outside evaluator
- Knowledge Post-test
- Presentation of Final Projects
- Graduation ceremony