

## **Improved access to content and process to promote achievement for all students (based on thinking for ELL):**

**Anticipate vocabulary they won't know and prepare simple explanations** – you could give them a handout, post the list on the wall, or make it available in a PowerPoint form they can access. If possible, you could work with your ELL specialist to identify these words and create the simple definitions.

**Prey** – an animal eaten by another animal. When a snake eats a mouse, the mouse is the prey.

**Predator** – an animal which eats another animal. When a snake eats a mouse, the snake is the predator.

**Survivors** – a person or animal who keeps living, a person or animal who lives when other people or animals die.

**Offspring** – children

**Habitat** – the place where an animal lives. The habitat is the place and includes the plants and animals in that place.

**Population** – all the animals in a group, all the members in a group

**Camouflage** – when the color of an animal is the same as the place where an animal lives. For example, when a frog which lives on green leaves and the frog is green, we say it is camouflaged.

**Increase** – get bigger

**Decrease** – get smaller

**Predict** – tell what you think will happen in the future.

**Look like** – What does something **look like**? = How would you describe something?.  
Example: What does your father **look like**? He is tall and thin, and he has black hair.

**Mice** – plural of “mouse”, more than one mouse

**Dot** – demonstrate what a “dot” is

**Background** – the cloth behind the dots

**Pattern** – all the shapes and colors on the cloth

Alternative posing of questions to accompany slide: (simpler language)

**Explain the numbers of each color of the mice on the different islands. (dark brown, light brown)**

**Explain what the colors of the mice will be in the future on each island.**

**Will there be different numbers of mice of each color in the future? How could the numbers change? What could maybe cause (make) the numbers to change?**

**Instructional strategies to increase inclusion of ELL students:**

Grouping ELL students with **language buddies** and encourage their discussion in their common language as long as it appears that they are discussing the lesson. Use more advanced language buddies to translate responses from low speakers for you..

**Peer teaching** – do you have access to upperclassmen who speak their language who could help them with their understanding? Orientation needed to be given to peer tutors not to simply tell the answer.

Use of **on-line translators** for teacher generated text and student responses. Allow student to access computer resources for journal writes if it helps them express themselves. Let them print out answers and tape into their journals. Have your questions in a digital form they can cut and paste into the online translator.  
<http://babelfish.altavista.com/>

Use of **non-verbal student response methods** – images, graphs – for prediction. **Can you draw me a picture to show me what this will look like in the future?**

**One or two word answers:** Pose questions which can be answered yes or no, or by pointing or other low-verbal (one or two word) responses. Example: **Do you see dark-brown mice on this island? How many? In the future, will there be more dark-brown mice on this island?**

**Ask questions within their ability to respond.** “Why” questions will be much more complex to articulate. You may want to let them approve or disapprove of other complex answers given by students, rather than generate these answers. They may understand, but not be able to articulate their thoughts. **“Do you agree with what Andy said?”**

For group activities, **make eye-contact** to make sure ELL students know when to begin. Tell them what your stop command will be. **“When I say “stop”, then everyone has to stop.”** They may not hear the word “stop” if they are focused on the activity.

Use **on-line dictionaries** to aid comprehension of text or generation of text:

Punjabi <http://www.punjabonline.com/servlet/library.dictionary?Action=English>

Spanish <http://www.spanishdict.com/>

Russian <http://www.freedict.com/onldict/onldict.php>

Vietnamese <http://www.informatik.uni-leipzig.de/~duc/Dict/>

Korean [http://www.sigmainstitute.com/cgi-](http://www.sigmainstitute.com/cgi-bin/dictionary/english_korean_dictionary.pl)

[bin/dictionary/english\\_korean\\_dictionary.pl](http://www.sigmainstitute.com/cgi-bin/dictionary/english_korean_dictionary.pl) You need to download the ability to display the Korean alphabet. A network technician can do this for you on request.

Chinese <http://www.tigernt.com/cgi-bin/ecdict.cgi> You need to download the ability to display the Chinese characters. A network technician can do this for you on request.

Arabic <http://www.yourdictionary.com/languages/afroasia.html> scroll down to find input for Arabic.

For any language, go to Google and search “ ‘Language-English’ online dictionary”.

Students may also already be aware of on-line dictionary sources in their first language.

Be sure that ELL students have their **data table filled out**, even if they have to copy, so that they have numbers to work with later on. Don't let them drop out of the process at the point of recording data, because it eliminates them from the second half of the lesson.

**Decide how to grade** students who may only be able to complete a portion of the activities – for example, they may not be able to handle the WASL type question, even if they can do the rest of the activities.

**You are teaching language and content simultaneously.** Be aware of the speed of your speech, (slow down!) and speaking with clear diction. Make eye contact to communicate that you consider them participants in the classroom process. Interact even if your questions seem too easy. For example, “How many yellow dots do you have there?” Being brought into any interaction with the teacher will combat any feeling of being marginalized and unimportant in the classroom. Elaborate your speech with gestures, mime and facial expressions. Write words and instructions on the board as you speak, or have overheads prepared to enhance the spoken word with visual input of same words as well. Using an overhead instead of the board is useful, for the overhead can be handed to the ELL student for their slower processing, copying and reading. Make sure your writing is legible, as this may be the main route of comprehension for some ELL students.

**Allow extra time** for ELL students to read and write, for their processing is slower, and this is a reasonable accommodation. If native-speaking tutors are available, build a relationship with them for continuity in after-school tutoring sessions if they are available. For example, this might be a place where the WASL-like question could be completed.

**Write homework assignments** on the board. ELL students may not catch verbal information.

