

Strategies for English Language Learners (ELLs) using Gizmos

ELLs* are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. These strategies are not all inclusive but provide some ideas on how to support these students when using Gizmos in the classroom.

English Language Skills

Instructional Accommodations (varies based on proficiency level)

Gizmos Integration Ideas

Reading

- Organize reading in “chunks” (B)
- Use visual and linguistic supports (B) (I) (A); for unfamiliar topics (AH)
- Provide graphic organizers to facilitate understanding (I) (A); demonstrate comprehension (AH)
- Allow students to demonstrate understanding through drawing, use of native language, and peer collaboration (I)
- Preteach vocabulary, model and provide visual supports (I) (A)
- Provide opportunities for the student to read grade level text (A) (AH)

- Customize the lesson materials to include researched based strategies that will support ELL students.
 - Partner Reading
 - Interactive Notetaking
 - Pre-teaching terms prior to the activity
 - Summarization Frames (sentence stems – Marzano)
- Create one-page or less documents by customizing the lesson materials (See From our Community: Task Card: [Honey Bee Hive](#))
- After completing the Gizmo, provide students with sentence starters to discuss what they have learned.
- Use the vocabulary sheet to create an interactive word wall
- Use the arrows provided from the Tools menu in the Gizmo to point out information
- Provide students with the Gizmo - Vocabulary Sheet prior to instruction; add additional images if needed

Writing

- Allow drawing and use of native language (B)
- Provide graphic organizers to scaffold writing (B)
- Provide short, simple sentence stems (B) (I) and writing assignments (I)
- Allow students to demonstrate understanding through drawing, use of native language, and peer collaboration (I)
- Provide grade level writing tasks (A)
- Provide complex sentence stems to scaffold writing assignments (A) (AH)

- Customize the lesson materials to include researched based strategies that will support ELL students.
 - Clozed Sentences/Fill in the blank
 - Read, write, pair, share
 - Draw/write
 - Graphic organizers (T chart, venn diagram, concept web, etc...)
- Use screenshots from the Gizmo to create formative assessments; ask students to write about their learning
- Create one-page or less documents by customizing the lesson materials (See From our Community: Task Card: [Honey Bee Hive](#))
- Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: [Chemical Changes](#))

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Instructional Accommodations (varies based on proficiency level)	Gizmos Integration Ideas
Listening	
<ul style="list-style-type: none"> • Provide native language support (B) • Use gestures, movement, and other linguistic supports (B) • Provide visuals, slower speech, verbal cues and simplified language (I) • Preteach vocabulary before discussions and lecture (I) • Allow extra time for processing visuals, verbal cues, and gestures (A) (AH) • Clarify, repeat, and rephrase information when asked (A) (AH) 	<ul style="list-style-type: none"> • Provide Accountable Conversation Questions/Sentence Stems after the Gizmo for students to use as they talk about their learning • Expert/Novice (novice asks questions; expert answers) • Framed Summary (sentence stems) • Use the arrows provided from the Tools menu in the Gizmo to point out information
Speaking	
<ul style="list-style-type: none"> • Provide short sentence stems and single words for practice (B); simple sentence structures (I); sentence stems in past, present, and future tenses (A); complex sentence stems (AH) • Provide word banks/word walls of key terms (B) • Allow extra processing time (I) (A) (AH) • Provide opportunities for students to practice new academic vocabulary (A) • Provide opportunities for students to speak in varied contexts (AH) 	<ul style="list-style-type: none"> • Use Accountable Conversations Questions and Sentence Stems • Expert/Novice (novice asks questions; expert answers) • Framed Summary (sentence stems) • After completing the Gizmo, provide students with sentence starters to discuss what they have learned.

Beginner (B), Intermediate (I), Advanced (A), Advanced High (AH) - based on Texas proficiency levels

Carr, J., Sexton, U., & Lagunoff, R. (2007). *Making science accessible to English learners: A guidebook for teachers*. San Francisco, CA, CA: WestEd.

Li, G., & Edwards, P. A. (2010). *Best Practices in ELL Instruction*. New York, NY: Guilford Press.

Seidlitz, J. (2010). *ELPS flip book: A user friendly guide for academic language instruction*. San Clemente, CA, CA: Seidlitz Education/Canter Press.

Seidlitz, J., & Kenfield, K. (2011). *38 Great academic language builders: Activities for math, science, social studies, language arts... and just about everything*. San Clemente, CA: Seidlitz Education.

*ELL may also be referred as ESL (English as a Second Language), NNES (Non-native English Speaker), ESOL (English to Speakers of other Languages), ENL (English as a new language)