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Transitioning a Lutheran Elementary School to Meet the Needs of English Language Learners and their Families: the First Two Years

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TRANSITIONING A LUTHERAN ELEMENTARY SCHOOL TO MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES: THE FIRST TWO YEARS

By

Sara L. Doyle

A Research Project Presented in Partial Fulfillment Of the Requirements for the Degree Master of Education

REGIS UNIVERSITY

May 2010

Academic Advisor: Kelli Woodrow
will discuss how this effort might be conducted by one particular school. Shepherd of the Valley Lutheran Elementary School is located in Westminster Colorado, a northwestern suburb of Denver, Colorado. The surrounding community of the school is served by three public school districts: Adams 12 Five Star Schools, Adams County School District 50 and Jefferson County Public Schools (Jeffco). Demographic research reveals 21.6% of homes in Adams County and 9.2% of the homes in Jefferson County speak a language other than English. Doyle and Foley (2009) report that Jeffco Schools saw an increase in ELL population of 25% from 2003-2008 and in 2007 “the ELL enrollment in Jeffco public elementary schools within a three-mile radius of Shepherd of the Valley Lutheran School was 708 students” (p. 3).

Statement of the Problem

Shepherd of the Valley Lutheran (SVL) Elementary School first opened its doors as a community faith-based school of choice for the communities of Westminster, Broomfield and Arvada, Colorado in 1980. Within the last five years, the demographics of the community surrounding SVL have begun to shift. The demographic statistics reported previously show an increasing number of families in the SVL community are English Language Learners (ELLs), this includes learners of all types of English proficiency.

Having reviewed these statistics on the changing role of the community around them, the Board of Education of Shepherd of the Valley Lutheran School requested a plan from the Cross Cultural Ministry Committee of SVL for mobilizing the school to include ELLs and their families in the larger mission of the school which is “to assist parents in providing a high-quality, Christ-centered education for each child” (SVL
School Brochure, 2009). Initial questions posed by the SVL Board of Education included: 1) What kind of training will our teachers need if English Language Learners are incorporated into the classroom? 2) How will we communicate with ELL families if we don’t speak their language? 3) How do we include ELL families into the school community and 4) Will there be special curriculum requirements and purchases for ELL students (M. Foley, personal communication, January 2009).

Purpose of the Project

The purpose of this project is to review and recommend research-based strategies that can be implemented by the faculty and staff of Shepherd of the Valley Lutheran Elementary School in the first two years of transitioning the school to effectively include and meet the needs of English language learners and their families. Based on the questions posed by the SVL Board of Education, this paper will focus on initial teacher training and making connections between home and school.

Chapter Summary

Restructuring a school to meet the needs of linguistically diverse students is a long and arduous developmental process that requires planning, flexibility and ongoing communication of purpose and training for administrators, staff, faculty and community members. This restructuring process begins with the mobilization of the entire school community. The intent of this paper is to look at the first two years of a school in transition and make recommendations based on research in the field of second language acquisition in elementary school settings. In Chapter 2, the literature currently available in this field of study will be reviewed to identify best practices to implement as Shepherd of the Valley Lutheran Elementary School mobilizes the faculty, staff, students and
families to include linguistically diverse students into the fabric of their school community.
Chapter 2

REVIEW OF LITERATURE

There are many aspects to consider when developing a school wide program for the inclusion of English language learners. As stated previously, this paper will focus on the first two years of transition from a monolingual school population to a linguistically diverse one. To that end, priorities in establishing program components must be made. In setting these priorities, consideration of the school’s particular set of circumstances will dictate which areas of implementation in the first two years will be feasible for Shepherd of the Valley (SVL). Circumstances particular to this small parochial school include lack of bilingual skills among faculty and community members; therefore SVL’s language of instruction is and will remain English for the foreseeable future. With that in mind, one focus of this literature review will be initial training of regular classroom teachers in supporting and scaffolding the English development and content specific academic development of English Language Learners (ELLs) as well as their social and emotional growth and well being.

The research clearly points to professional development as a key factor in ELL academic success. The review of literature will focus on the elements of teacher training which will be pivotal in preparing mainstream classroom teachers for students of linguistic diversity. First, a review of current research that provides a rationale for implementing teacher training will be considered followed by an overview of challenges faced by ELL students. A review of second language acquisition theory will be
discussed and will lead naturally into a review of proven research based teaching practices and models based on second language acquisition theory that can be implemented by mainstream classroom teachers.

Shepherd of the Valley Elementary School has a dynamic, community driven new family orientation and welcome process as well as strong home-school connection policies and procedures already in place. Building on this school strength, the second focus of this literature review will be home-school connections with ELLs and their families. Current literature focusing on the value of child’s home language in academic achievement is reviewed as well as practical applications for involving parents in their child’s education. Finally, personal stories, research based studies and practical accounts of caring learning environments and the role they play in ELL achievement are reviewed.

Teacher Training

Claude Goldenberg (2008) conveys well the challenges facing an ELL in a regular classroom. He describes a second grader expected to learn irregular spelling patterns, common prefixes, antonyms and synonyms, multiple meanings of words, use an expository text, understand cause and effect, read fluently, write narratives, use correct conventions, identify alliteration and rhyme and all of this is to be done before lunch! After lunch this same ELL student will be expected to comprehend a math lesson, motion, magnetism, interpret information on a graph, track her family history and label countries in the world. After this long list of activities Goldenberg reminds the reader that an ELL is doing all of this in a language she doesn’t speak very well. The need for teachers to be prepared to help ELL students is apparent.
Rationale for Teacher Training

Harper and de Jong (2009) report ELLs across the world are being placed in mainstream classrooms for the entire day at an ever-increasing rate. Despite an ever-growing ELL population among school-aged ELLs and more attention given to the necessity of qualified teachers, the professional expertise of English as Second Language (ESL) teachers is often overlooked. Harper and de Jong refer to this lack of professional training as the proverbial “elephant in the room” (p. 137). They assert that ELL placement in mainstream classrooms without teachers who are prepared to make instructional accommodations can lead to social isolation, lack of participation, lack of meaningful peer interactions and teacher feedback, and minimal opportunities for language development and academic achievement. Harper and de Jong contend that unintentionally, ESL specialists, in an effort to package and deliver teaching strategies to mainstream teachers have unintentionally undermined the discipline by simplifying and generalizing to assure their mainstream colleagues that ESL strategies would work for all students. This over simplification leads to mainstream teachers asserting special ESL training was not needed because common sense and good teaching would suffice for ELL students in mainstream classrooms. But are just good teaching practice enough to ensure the academic success of ELL students?

Goldenberg (2008) asserts that on average ELLs’ academic achievement tends to be below average, reporting the 2007 National Assessment of Education (NAEP) indicates fourth grade ELLs scoring 36 points below non-ELLs in reading and 25 points below non-ELLs in math. The gaps among eighth graders were even larger: 42 points in reading and 37 points in math. Colorado statistics reflect similar achievement gaps with
the largest discrepancy of achievement starting in sixth grade and continuing through twelfth grade (CDE, p. 33).

Samway and McKeon (2007) assert that many educators believe once an ELL is able to speak reasonably fluently, their problems are likely to be over in school but the reality is the speaking a language in a conversational setting does not guarantee that a student will be able to use the new language effectively in academic settings. The national and state gaps in achievement statistics referred to above reflect this reality. School language becomes more complex and less contextualized with grade progression and the ability to demonstrate what one has learned increasingly requires the use of more extensive uses of oral and written language.

Jim Cummins (1979) introduced the distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Language skills involved in BICS are related to conversational fluency within a social context. It is less cognitively demanding and is supported by rich contextual clues for meaning such as gestures, facial expressions, and intonation. Language skills called for in CALP by contrast are cognitively demanding, and are more reliant on linguistic cues independent of the context of communication. Consequently Cummins (2000) asserts BICS are picked up within two years of exposure to an additional language whereas five to seven years are required for English Language Learners (ELLs) to approach grade level in academic English.

This distinction is reflected in the academic achievement gap between ELL and non-ELL students in both national achievement scores and Colorado achievement scores. The statistics speak for themselves: ELL students have specific academic language needs
and mainstream teachers need training on how to address the needs of English language learners to insure their academic success.

Furthermore, it is clear that just good teaching practices are not enough to bridge the achievement gap experienced by ELLs. Understanding the strong and complex link between cultural identity and language use is important for teachers so they can respond to a range of student attitudes, and motivations as well as their own perceptions and attitudes of ELLs in the classroom (de Jong & Harper, 2005). Teacher perceptions of ELL students and an understanding of the cultural challenges they are faced with as well as ELL social and emotional needs, training in first and second language acquisition, and content specific academic language development are important topics for ESL professional development. Training for mainstream teachers in a traditionally monolingual classroom setting is a must.

The Challenges Facing an ELL

The most obvious challenge for an ELL, from a school’s point of view, is acquiring a new language while simultaneously learning academic content. But there are hidden challenges as well and teachers will need to be trained to recognize the hurdles facing ELL students. McKeon (2007) asserts that a student’s cultural background will influence not only the language learning process but also, and more importantly, how an ELL views school and school achievement. For those cultural and linguistic groups who are not a part of the mainstream middle class there may be a disconnection between home and school. This discontinuity may result in a linguistic and cultural barrier for these ELL students. There are two elements working within this disconnect. While there is of course variation from individual to individual within particular language and cultural
background, there appear to be some groups that do better while others fall behind. The second factor working here is rather peculiar. A given group may do well in a particular country of immigration and fare poorly in another country. McKeon (1994) reports the research suggests this variability in performance may be explained in part by taking a look at the relationship between education and other societal institutions, events and attitudes affecting minorities within a country.

Ogbu and Matute-Bianchi (1986) suggest that school outcomes of ELLs can be affected by the social perceptions and experiences of some language and cultural groups. They distinguish two types of immigrant groups: voluntary immigrants and castelike minorities. Castelike minority groups have been incorporated into the larger mainstream culture through conquest, slavery or other involuntary means and have often been relegated to menial status within the larger group setting. For example, Koreans were originally sent to Japan as subjects and forced laborers. Koreans have not fared well in Japanese schools whereas Koreans tend to do well in American school settings where immigration is voluntary.

McKeon (1994) describes the challenges facing the ELL from a castelike minority group as compared to an ELL from a voluntary immigrant minority group. Voluntary immigrants tend to compare themselves not with the mainstream culture but among themselves and with those from the homeland. Castelike immigrant groups tend to compare themselves with “mainstream” and seeing that they cannot advance, create a cultural framework distinct from the dominant group. The dilemma face by students in these groups is that they feel they must choose between the two competing cultural frames.
Another challenge facing ELLs is the difference in cultural settings and norms in the context of language learning social patterns between home and school. Heath (1986) explored this difference. She reported that in Chinese-American families, parents controlled conversations closely by asking factual questions, monitoring children’s responses and giving verbal correction. These family patterns mirror traditional patterns found in American classrooms. Among Mexican-American families, parents used modeling to show rather than to tell in exact steps what was expected of children. Seldom did they ask children to verbalize their work, to repeat or to rehearse sequence of events. Children are surrounded by many adults and usually not left alone with any one adult. Children live in a rich verbal environment but little talk is directed to them from the adults around them. Children’s language use is directed to children. They are taught to be respectful to adults and answer what is directed to them but not to initiate conversations with adults. A lack of understanding of this cultural difference may lead teachers to think that children do not understand if they do not verbally show their knowledge in the classroom. Teachers who are trained in cultural language expectations can provide opportunities for students to demonstrate their knowledge in other ways other than spoken language as well as offering direct teaching of language structures.

Pergoy and Boyle (2005) point out that the way language is used during instruction can vary considerably among cultures. Even students who have acquired basic English may find differing sociocultural rules about how to use language. For example students may be reluctant to answer aloud in class because their home cultures expect children to speak only when an adult addresses them. This type of student may be simply waiting to be called upon to respond. Other students may be
reluctant to respond because enthusiastic displays of knowledge are considered impolite to others around them.

Children whose cultural setting and expectations for learning language is mismatched with the school’s expectations face discontinuity between home and school practices. Children whose home language and cultural group is viewed as inferior face a special challenge as well. Even students who are able to communicate in English may experience a new set of language use expectations in their new culture. It will be the school’s obligation to learn as much about a child’s home language and cultural socialization as well as to investigate personal views of language and cultural groups adjusting them accordingly so as to offer the support to their ELL students who face these language and cultural barriers to academic success.

*Second Language Acquisition*

Virtually every human is capable of language. Only in the rarest of instances does a human fail to acquire language. Humans, it seems, are designed for communication. It is safe to say that humans are readily able to acquire the language into which they are born. “Children are not instructed informally in the multitude of languages that exist and yet human children seem to acquire mastery of their native language at about the same rate worldwide” (Clark, 2000, p.181). Acquiring native language is a natural process, just as nursing, crawling and walking are natural. Does it follow that the process for acquiring an additional language will be as natural?

Lightbrown and Spada (2004) explain theories behind first language acquisition and show how these theories have been applied to second language learning. Behaviorism, as a learning theory, was a dominant force in second and foreign language
teaching, especially in North America between the 1940s and the 1970s. This theory applied to language learning relied on imitation, practice, reinforcement and habit formation. Rejection of behaviorism in explaining first language acquisition came about in part because of Noam Chomsky’s critique. Chomsky (as cited in Lightbrown and Spada, 2004) argued that humans have innate knowledge of language, which he called Universal Grammar (UG). Universal Grammar, in Chomsky’s view, permits children to acquire their native language during a critical period of their development. According to Lightbrown and Spada (2004) many linguists have argued that UG offers the best perspective from which to understand second language acquisition.

It is important at this point to review Stephen Krashen’s (1983) second language acquisition theoretical model because it has contributed greatly to the development of second language acquisition theory in the last twenty years. Krashen’s model is described in five hypotheses built on the foundation: Additional languages are acquired in the same way and by the same mechanisms that native language is acquired. This natural approach is centered on innatist theories of Noam Chomsky and his assertions of universal grammar.

The first hypothesis of Krashen’s model is the Acquisition-Learning Hypothesis. This hypothesis claims there are two ways adults acquire second languages. One is by learning through explicit teaching and formal knowing, the other is similar to the way a child acquires language: implicit, subconscious language acquisition. The second hypothesis, the Natural Order Hypothesis, states that in general certain language structures tend to be acquired earlier and others tend to be acquired later.
The Monitor Hypothesis states that conscious learning can only be used as a monitor in second language performance. Speaking in a second language comes about first by acquisition and is monitored by conscious learning of grammar rules only later in the process. Formal knowledge of a language then is not responsible for fluency but only serves as an editor of the generated spoken or written language. Peregoy and Boyle (2005) explain it this way:

As the student produces sentences, the monitor ‘watches’ the output in order to ensure correct usage. In order for a student to use the monitor three conditions are necessary: sufficient time, focus on grammatical form, and explicit knowledge of the rules. (p.55)

The Input Hypothesis is in Krashen’s (1983) view of crucial importance because it attempts to answer the question: How do we acquire language? It is of special importance here because this hypothesis has been applied practically to children in schools acquiring English as a second language. The hypothesis simply stated is: We acquire language by understanding input that is a little beyond our comprehension or current level of competence. Therefore listening and reading are of primary importance in a language program. Speaking or writing fluently will come on its own time as the acquirer progresses to the next stages of language acquisition. Consequently input must be comprehensible. During this initial time of acquiring language through meaningful comprehensible input, second language learners, according to Krashen, experience a silent period. When students begin to speak, they are not beginning their process of language acquisition but showing what they have already acquired through meaningful interactions. Crawford (2004) contends that other subjects in school besides language can provide this rich comprehensible input. These teaching methodologies that apply the
input hypothesis will be visited again in reviewing the literature and research about
teaching language structure and vocabulary while teaching content in the classroom via
the second language.

The fifth and final hypothesis of Krashen’s second language acquisition model
states that certain attitudinal variables related to success in second language acquisition
relate generally to acquisition but not necessarily to learning. Lightbrown and Spada
(2004) explain the hypothesis clearly. “The affective filter is a metaphorical barrier that
prevents learners from acquiring language even when appropriate input is available. A
learner who is tense, anxious, or bored may filter out input, making it unavailable for
acquisition” (p.37). Crawford (2004) contends that children who speak a low-status
language experience anxiety or hostility toward learning English. These affective filters
can be addressed in part by the kind of connections teachers, administrators and
community members make between home and school.

According to Lightbrown and Spada (2004), both psychologists and linguists have
challenged Krashen’s model. Despite criticism and debate Krashen’s ideas have been
very influential when language teaching was in transition from rote learning to using
language with a focus on meaning. Since this transition, communicative language
teaching, including immersion and content-based instruction has been widely
implemented with success. Lightbrown and Spada further assert:

Classroom research has confirmed that students can make a great deal of
progress through exposure to comprehensible input without direct instruction.
Studies have shown, however, that students may reach a point from which
they fail to make further progress on some features of the second language
unless they also have access to guided instruction. (p.38)
Since this transition to communicative-based approaches, other learning theories have been presented and continue to be tested from both cognitive developmental perspectives and sociocultural perspectives. Lightbrown and Spada (2004) contend that complete agreement on any theory of second language learning is a long way off. They go on to assert that even if an agreement could be reached, questions about how to apply and interpret the theory abound. Nevertheless teachers must go on teaching, planning lessons and assessing student performance in the absence of a comprehensive theory of second language learning.

This review of literature regarding second language acquisition has focused on Krashen’s influential second language acquisition model, *The Natural Approach*, because it has widely influenced teaching ESL teaching methodologies in elementary school settings which will be the focus for teacher training for Shepherd of the Valley Lutheran School as they make the transition to include ELLs and their families into the school community.

*Language Development through Content Area Teaching*

Echevarria and Graves (2007) define *Sheltered Instruction* as “a means for making grade-level content, such as science, social studies, and math, more accessible for English Language Learners (ELLs) while also promoting English development” (p. 56). Stephen Krashen first introduced the idea in the early 1980s as a way to use second language acquisition strategies while teaching content-area instruction. The method makes use of Krashen’s (1983) Input Hypothesis by making content comprehensible in the second language. Echevarria and Graves acknowledge Krashen’s theories as a
foundation of many components of Sheltered Instruction. Lessons using the Sheltered Instruction method can serve as excellent language lessons.

Earlier reference was made to Jim Cummins (2000) and his work that distinguished social language from academic language. It is important now to return to his work because it provides a framework for Sheltered Instruction. Teachers and school administrators often refer to Basic Interpersonal Communication Skills (BICS) as “playground and cafeteria” language meaning that an ELL is adept at the social language required by peers and communication with teachers about needs, desires and everyday social information. They make this distinction because they realize that this same student who is proficient on the playground struggles in the classroom. Struggles in the classroom might manifest themselves in understanding directions, performance on formal assessments, comprehension of non-fiction texts and a much slower pace in acquiring written language. These challenges in the classroom reflect the slower pace of acquiring Cognitive Academic Language Proficiency (CALP). As stated earlier, Cummins (2000) asserts that five to seven years are required for ELLs to approach grade level in academic English.

Collier’s research supports Cummins analysis of the challenges in acquiring academic language for grade level success. Collier (1989) citing McLaughlin and de Villiers (1984, 1989), notes that it takes a minimum of twelve years to acquire a first language and vocabulary development in the first language continues over a lifetime. Given this understanding of first language acquisition and the time needed for full native language acquisition, the implications for the expectations and actual ELL academic
achievement of second language learners in American classroom are significant. Collier (1995) reports that in her studies in U.S. schools where all instruction is given in English, ESL students with no schooling in their first language take seven-10 years or more to reach age level equivalents with their native English-speaking peers. Students who have had some schooling in their native language take five to seven years to catch up with typical native speaker performance. Considering that immigrants learning a second language in a K-12 school context must develop proficiency in structures, semantics, phonetics, inflectional morphology, syntax, vocabulary, discourse, pragmatics and paralinguistics all while developing language skills and metalinguistic knowledge for use in all the content areas (CALP), it is astounding what these ELLs accomplish in seven years.

Cummins’ *Four Quadrant Model* provides a visual for understanding the relationship between cognitively demanding language and context embedded clues to achieve meaning.
According to Cummins (2000) the quadrants should be used as a framework for instruction for ELLs. Acquisition of both language and content is most successful when students are challenged cognitively but also given contextual and linguistic supports for specific task completion. Echevarria and Graves (2007) summarize the goal of Sheltered Instruction as taking academic content which is most often cognitively demanding and presented with few contextual clues and presenting the content without watering down its cognitive demands on the student while contextualizing the instruction with the use of artifacts, pictures, graphs and audio-visual aids. Returning to Krashen’s comprehensible input ideas, Echevarria and Graves assert, “Learning requires successful exchanges with contextual clues to make the message understandable (2007, p. 48).

Specifically Designed Academic Instruction in English

Peregoy and Boyle (2005) refer to Sheltered Instruction as *Specially Designed Academic Instruction in English* or SDAIE. Like Sheltered Instruction, SDAIE provides access to the core curriculum, English development and opportunities for social integration for all learners in the classroom. The idea is to provide comprehensible input with social interaction so that ELLs can process information verbally and non-verbally. Cooperative learning opportunities provide Krashen’s natural setting for second language learning and provide rich exchanges through both listening and speaking for ELLs. Freeman and Freeman (2004) note that rich cooperative learning not only provides comprehensible input but also allows ELLs the opportunities for “comprehensible output” (Swain, 1985 as cited in Freeman & Freeman), which is meaningful language use.
Lightbrown and Spada (2004) support content-based instruction citing several advantages. When the material that is used for language teaching has an inherent value to the student, student motivation is increased. It creates an immediate need to learn the new language. Sheltered instruction allows more time for ELLs to spend in contact with the target language without losing time on academic instruction. The range of vocabulary and language structure encountered through a sheltered content lesson is generally more varied than what is available in a foreign language class. Lightbrown and Spada assert the research confirms, “that students in content-based and immersion classes develop comprehension skills, vocabulary, and general communicative competence in the new language” (p. 193). Another side advantage to using SDAIE is noted in Hite and Evans (2006) research with mainstream first grade teachers accommodating ELLS in their classrooms with SDAIE strategies. “An interesting point made by a number of the teachers was that any modifications they made to lessons for the ELLs also benefited their English proficient students (Hite & Evans, 2006, p. 8).

Sheltered Instruction Observation Protocol Model

The groundwork has been laid for language teaching through content. What is needed now is a practical model for teachers to be trained in and to follow in their classrooms. The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria & Short, 2007) was developed for just that purpose. “The intent of the model is to facilitate high quality instruction for English Learners in content area teaching” (SIOP Institute, 2010, p.1). The SIOP Model can be viewed as an umbrella under which programs can be developed to improve instruction for ELLs in mainstream classrooms. It is not another program but a framework to bring a school’s instructional program
together to ensure effective instruction for ELLs is taking place. According to Echevarria and Graves (2007) the model guides teachers systematically to implementing effective ELL practices and provides a tool for reflection and improvement in their instructional practices. There are eight components to the model: 1) preparation, 2) building background, 3) comprehensible input, 4) strategies, 5) interaction, 6) practice/application, 7) lesson delivery and 8) review/assessment. These eight components include thirty features for inclusion and review. Teachers use the model as a lesson-planning guide, for reflection and self-assessment.

This “umbrella” perspective of the SIOP Model was used by Honingsfeld and Cohan (2006) in their study with teachers of the Intensive Teacher Institute on Long Island, NY. The researchers brought together the Lesson Study Model and the SIOP Models of professional development and linked them together to engage in-service teachers in collaborative inquiry. The SIOP Model allowed teachers to work and reflect individually while providing the framework necessary for teaching lessons and to assess themselves on their teaching practices as it related to ELL student achievement. The Lesson Study Model brought teachers together to work collaboratively to build and document professional knowledge based on practical teaching experience.

Echevarria and Graves (2007) assert that the SIOP model has been effective in improving practice for teachers of ELLs. It is used in all 50 states and several countries. In 2001, Guarino, Echevarria, Short, Schick, Forbes and Rueda published research validating the effectiveness of the SIOP and determined that it was a highly reliable and valid measure of Sheltered Instruction. Because SIOP serves as a framework for curriculum rather than curriculum itself, it allows a local school like Shepherd of the
Valley Lutheran Elementary School to use its curriculum already in place and places no restrictions on future purchases. Its research-proven effectiveness imbues confidence and access to SIOP literature both in print and via the Internet make it accessible to schools with small budgets that need teacher training in Sheltered Instruction strategies.

**The Home-School Connection**

*Introduction*

The mission of Shepherd of the Valley Lutheran School (SVL) as stated in the school handbook for parents is to “assist parents in providing a high quality, Christ-centered education for each child (SVL Parent Handbook, 2009, p. 1).” In fulfilling this mission, SVL has developed and enjoys strong home-school relationships. In reaching further into its diverse community, that mission will remain the same. At the same time, forging and maintaining strong home-school relationships may prove harder to accomplish. Brandt and Granberg (2005) point to Philippians 2:5-7 as the guiding principal for Lutheran elementary schools to use when reaching out into the neighborhood around a particular school. That verse quoted here summarizes the expectation for attitude in community outreach. “Your attitude should be the same as that of Christ Jesus who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking on the very nature of a servant (Philippians 2:5-7 New International Version). With traditional enrollment, home school-connection practices are built in and many times unspoken. Are there other home school connections and practices that will need to be implemented to meet the special needs of English Language Learners and their families in order that the school may better serve them? Because incorporating ELLs into the community will be a new experience
for Shepherd of the Valley, it will be necessary to review the literature available about creating and implementing home-school connections to ELLs and their families. Issues primary to implementing these connections include identification of the home language, involving parents and the development of caring communities.

*The Home Language*

Language and culture are wrapped up together. It is impossible to learn a language of a people without learning about their culture. When a child acquires her home language she is also acquiring concepts, ideas and attitudes about the world around him and how it works. This language and learning about the world are her own. English Language Learners (ELL) and their families will bring a wealth of knowledge and a culture of their own to the school setting. A small, private Christian school community will have to look at their own attitudes and expectations when considering the implications of ELL outreach into the community.

Brandt and Branberg (2005) anticipate possible negative attitudes when reaching out to others different from the established school community and pose these kinds of self-questions to them: Are there fears associated with outreach? What are the fears of the members, school parents and faculty? Is there a general excitement about the work? How willing are members to step out of their comfort zones to accommodate others? These questions are the first steps in establishing a servant-like attitude in accommodating ELLs and their families into the school community. Stepping out of the comfort zone will require an understanding of the importance of the ELLs home language and culture to their academic success.
Akiba (2007) reviews and summarizes evidence found across several studies showing that ethnic retention among immigrant groups is a predictor of academic success and dispels the long held notion by many Americans that if one holds onto their ethnic culture, one cannot understand, appreciate or succeed in another culture. The studies in contrast show that retention of ethnic values, bilingualism, and strong involvement in ethnic communities are positively related to school performance.

Akiba (2007) exhorts educators and policymakers to keep these findings in mind and be wary of policy and practices that promote academic excellence exclusively through assimilation of children from immigrant cultures to the dominant American culture. Akiba asserts that assimilation is not the answer to academic and psychological well being for immigrant students in public school classrooms. Supporting family and ethnic retention by building on these strengths that children possess are academic predictors of student success.

Goldenberg (2008) reports the research suggests that literacy and other skills and knowledge transfer across languages. In other words, if you learn something in one language, you either already know it in another language or it is more easily learned in another language. However, teachers cannot assume that transfer will be automatic. It will be the teacher’s task to know what students can do in their home language so they can help them apply it to their new language. Miramontes, Nadeau and Commins (1997) assert that the more comprehensive the use of the primary language, the greater the potential for ELLs to be academically successful. Miramontes et al. contend that there are always ways to nurture the home language regardless of school resources. This is good news for small private school budgets with limited resources.
It has been established that Shepherd of the Valley Lutheran School has been and will remain for the foreseeable future an all-English school. It is a school that provides Christian education via the English language in an American culture. Because language and culture are so closely connected it will be necessary for the administration, faculty and school community to appropriately differentiate between Christian education and American culture so that they can effectively utilize an ELLs home language and culture to the advantage and promotion of ELL academic success. The teachers must seek ways to “tap into the conceptual knowledge base in the primary language and validate students’ home language in the school environment” (Miramontes, Nadeau & Commins, 1997, p.115). One way to accomplish this is to seek out community members who are literate and knowledgeable in the home language. These community volunteers should be instructed in the goal and purpose of the school in promoting the home language. The most important thing faculty and staff can do, according to Miramontes is to validate students’ home language by encouraging child-parent learning at home via that language. This will require a focused effort to involve ELL parents in their children’s education through consistent communication using translators as needed, regular conferencing, and fostering relationships between ELL families and school community members through social activities and volunteering at the school.

Involving Parents

To initiate practices for ELL parent involvement, it will be necessary to review the current perspective of the parents’ role in education. Shepherd of the Valley’s parent handbook asserts that parents have the primary responsibility for a child’s education and that parents and teachers must work together in their common goal of Christian
education. It is an established view at Shepherd of the Valley Lutheran Elementary School that the school serves as an assistant to Christian parents in the rearing of children. It will be valuable then in the new context of ELL parents, to view the current literature about involving parents of ELL students in their children’s education so that the highest level of assistance may be given.

Menacker, Hurwitz and Weldon (1988) identified four levels of cooperation between home and school:

1. Parents as clients: Parents are informed of good news about their students through newsletters, phone calls, and notes.
2. Parents as producers: Parents do tasks that are valuable and appreciated by teachers and other staff members
3. Parents as consumers: A school community commitment to offer weekend and evening programs for parents
4. Parents as governors: Parents are involved with shared decision making.

Samway and McKeon (2007) add a fifth level of cooperation: parents as experts or collaborators. They also assert that even when these levels of cooperation are in place, ELLs and their families can be marginalized if no attention is paid to the need for translators and translations of printed materials. However the framework for viewing parent involvement in this way is a good starting place for establishing a robust program for parent involvement.

Miramontes et al. (1994) reminds the program developer that working towards full family cooperation and involvement requires a conscious accommodation of their comfort level and skills. It will take time and patience for some families to be ready to
participate fully. Things such as making home visits, teacher and parent interviews and a broad range of opportunities for involvement at a comfortable level will need to be offered.

Ecchevarria and Graves (2007) encourage teachers to establish relationships with family members and to invite them to serve in the classroom. Parent volunteers can read or tell stories in their home language, work with small groups or children who speak the same home language, aid with science projects by clarifying concepts in their home language for their own children or other children of their language group, or help children learn math facts. Established ELL families can be used as mentor families for new ELL students as well as serving as a mediator for teachers in understanding their student’s home culture and language.

Haneda (2006) asserts the importance for teachers to understand the home literacy practices of their ELL students and build on these practices within the classroom to promote literacy competence in school. “That is, when the home-school boundaries are deliberately blurred or crossed, students’ investment in school learning appears to increase (p. 343). Haneda further asserts that the research shows that some ELLs who are struggling readers and writers at school use literacy competently for their own personal ends. “Given that some students regard reading and writing for self and for school as completely unrelated activities, a question remains as to how teachers might tap into students’ literacy competencies that are not publicly visible in school (p.340).

Connecting with families and students to understand how students are using literacy outside school and bringing those practices into the classroom make Swain’s (1985) comprehensible output (ELL oral language production) available to students in school.
Miramontes et al. (1997) maintain that the challenge to find community leaders, resources and translators will be greatest for all-English schools. Efforts will have to focus on welcoming strategies and mentoring programs for ELL families. Providing English classes on-site for adult learners is a way to bring families members into the school in a non-threatening way. “Due to the language barriers that are common in these programs, [all-English programs] it will be extremely important to identify individuals who can act either formally or informally as liaisons with each language group represented (p. 225).”

Despite the challenges facing an all-English program in involving non-English speaking parents in their child’s education documented success in all-English programs can be found. These practical stories and experiences serve as incentive to continue with the process of transitioning Shepherd of the Valley Lutheran Elementary School to meet the needs of English language learners and their families.

*Caring Closes the Learning Gap*

Mary Borba (2009) describes an exchange she witnessed as a teacher on registration day. A secretary was helping an immigrant family register her two children for school. The secretary was harried and showed little patience for the task at hand, which was pronouncing and spelling the first name of one of the children. She asked that it be spelled as she wrote the child’s name on the registration card. Once the name was down, the secretary then asked the mother if she could call her a shortened version of the name because the teachers would have trouble remembering how to say the name correctly. Borba reports the look on the parents’ faces has remained with her to this day.
It was evident to her that the parents were appalled that anyone should consider the thought of changing their child’s name.

Borba was a new teacher then but that first experience taught her how important the first contact the school makes with a family is in fostering a positive, accepting environment to ELL families. This lesson, Borba contends, continues to be important today. Borba’s experience underscores the necessity for the entire school community to be a part of making home-school connections with ELLs and their families. Borba goes on to report that later in her career as principal she had secretaries and other school personnel make a special effort at smiling and extending help with patience when greeting and talking with immigrant parents. Translators were on-site during parent teacher conferences, and other school events. Communications were sent home to parents in the home language. As principal she made it a priority to greet families at the beginning and at the close of each school day. She took time to talk with immigrant families and share in their personal struggles and triumphs. Borba contends that educators must take the first steps toward entering the world of the immigrant family in a caring and respectful manner. “When children and their families are proud of who they are, children are more likely to do well in school (Borba, 2009, p 685).”

Washburn (2008) gives very practical suggestions for addressing the needs of ELLs in school settings. He notes that when we belong to a place we know our way around, we know what is coming next, we know who to ask for help and more importantly we know how to ask for help. It will be important then to help ELLs feel they belong by knowing their name and pronouncing it correctly, assigning them a partner who will help them find their way in the school and in addition, the teacher will
need to take time to help them know how to ask for help so that when the time comes they feel comfortable requesting help. Washburn also suggests that teachers spend some time learning a foreign language so to experience the frustration and confused state that ELLs find themselves in. Such an experience will develop true empathy and a willingness to try strategies to help ELLs in the classroom. It will encourage the teacher to be more patient, and wait a minute longer for a response while a student comprehends and formulates an answer in his new language. He reminds the reader that in schools, language is the most basic tool for teaching. “It is imperative that all teachers think carefully about how they support and supplement second language development” (Washburn, 2008, p. 250).

Unger (2003) describes a private school’s efforts to bring their ELL population into relationships with their American peers. Ten percent of this private boarding/day school’s enrollment was ELL students. Most of the students had background in their home countries in English grammar but possessed limited oral social conversational skills. This lack of proficiency in the social realm kept them isolated as a group from their American peers. Unger’s study is unique in the literature because the students here had academic language but were low in social language which kept them isolated, just the opposite problem that most ELLs face in school. Added to this, the ELL students were living in a foreign country away from their parents and security of home.

Unger and his staff instituted a four-pronged program designed to encouraged relationships between ELLs and their American peers and teach international students about American culture. First, each ELL was given a conversation partner. These American students were to talk with their international partner each week for 20 minutes
for the eight months duration of the project. Topics were assigned by the author, varied from week to week and both Americans and international students kept journals. The second component was a film discussion group that was attended by an equal number of American and international students from conversation partners and other students in the school. Using a home setting with no more than eight students at a time, the discussion groups were held twice a month in the home of the author.

The third element recruited American parents to invite ESL students into their homes for an overnight stay, ideally once a month but at least once per trimester and kept a journal, making an entry for each visit. Unger noted that this element involved parents, albeit only American parents in the cultural exchange. The expectation of this element of the program was not met. The target number of total number of overnight stays was 34 and the actual number of stays was only seven. Nevertheless, results from questionnaires given to both student and host family for the overnight stay, showed a mix of positive and negative responses to the overnight event but also revealed a positive number of both students and parents willing to try the overnight visit again with some changes in the expectations and procedures. There were positive comments from the students themselves about having learned more about American culture through the event.

The final expectation of the program was that students would be involved in activities outside what was required of them in school. The number of ELLs participating in this approach was not high enough to warrant considering this expectation as having been met. Unger recommended at the conclusion of the article to drop this part of the program. In his opinion, secondary students need down time on the
weekends and so are not as willing to participate in these kinds of extra planned activities.

Unger further recommended providing an opening ceremony to orient international students and American students to the program to its goals and to answer questions. He also recommends changing conversation partners through the length of the program to increase the number of students ELLs are exposed to. Although not all expectations were met, Unger reports that common experiences and regular communication enabled students from different cultures to become close. He also reports that ELL students who participated fully in the experiences maintained their high academic standing and demonstrated new confidence on campus. Unger asserts that continuation of the program with some modifications will attract more participation in following years of program implementation.

A most interesting case study in initial language acquisition and parents’ roles in the success of acquisition was researched and authored by Wei and Zhou (2003). In this case, the researchers were also the parents of the participant in the study. The child was an eight-year-old native Chinese speaker whose second language was Thai. English was to be her third language as she entered school in America. Although the researchers were proficient English speakers, they refrained from speaking English to her prior to her entrance into English school so as not to influence her pronunciation. After her enrollment they allowed for a “silent period” (Krashen, 1983) and clarified English word meaning in their home language. At home the researchers provided English television, trips to the library, read books sent home by the classroom teacher and continued to clarify concepts in their home language. During a period of 14 months this ELL moved
from a zero level of English to independent English Speaker of Other Languages (ESOL) levels. The researchers were active participants and supporters of the participant’s English language development.

With the active involvement of the parents, Tina had made big achievement in her English listening, speaking and writing. In every critical step, the parents acted at home as supporter, helpers, friends, stimulators, readers and supervisors. The parent’s active involvement in their child’s English education largely promoted the child’s English achievement. (Wei & Zhou, 2003, p. 27)

Clearly these parents had an advantage that many ELL parents do not have: 1) They possessed a rich understanding of second language acquisition. 2) they were highly educated and 3) they spoke, read and understood American English very well. Because of these advantages, were able to help their child realize English language acquisition at an accelerated pace. However the researchers make a case for how to involve immigrant parents in the education of their children using their home language, making trips to the library and staying aware of classroom assignments.

Wilmore (1995) recounts her experiences as a principal of a new school whose newly redrawn attendance zones brought a rich mixture of ELL students into her school. The strategies developed by her faculty and staff have allowed this school in change to “overcome naysayers and to continue to propagate our image of academic excellence in a positive learning environment” (Wilmore, p. 3).

Wilmore attributes teacher attitude as the shining star of this transition time for the school. There were no bilingual programs, no ESL teacher on staff, and few teachers had any experiences with Spanish, the home language of the ELLs that would be new to their school. The first order of business was for the teachers to learn basic Spanish words
to help newcomers find their way and ask survival questions about bathrooms, water and recess. Welcome events for the first week of school were planned using the Student Council as tour guides and meetings with the principal were held as well as Safety Patrol demonstrations. An Orientation Open House was advertised in the local paper and held the second week of school. After school programs were soon developed to ensure that all parents would find a comfortable spot to fit themselves in.

Even with all these wonderful beginnings, communication continued to be a problem. The school enlisted the help of parents to serve as language translators and cultural translators as well. They also sought out community volunteers of various cultures and races to help in classroom and around on campus. Wilmore reports the school actively sought our minority parents to serve on school committees to they could take part in decision-making. Most of all, Wilmore says, “We listened.” It was the aim of the faculty and staff to address the needs of the whole child and not just the academic part. Wilmore concludes her article with these words about a school in transition:

We have done many things to create this change. Some of them have been easy…it is easy to love a child. Some of them have been much more difficult such as changing instructional methods that have been successful for us in the past and learning to be at least quasi-conversant in a new and different language. But the key factor has not been instructionally related. It has been attitude. We made up our minds before the new children ever came that we were doing to do whatever was necessary to create successful, happy, productive young children. It hasn’t been easy. Change never is (1995, p. 18).

Chapter Summary

A school making the transition from monolingual enrollment to linguistically diverse enrollment faces extraordinary challenges. This review of literature has focused on two areas for Shepherd of the Valley Lutheran School to implement during the first
two years of transitioning their school to meet the needs of English language learners and their families, teacher training and the home-school connection.

For a school with limited resources that include no federal money, no bilingual staff, limited funds for professional development and an all-English format the task seems daunting to say the least, if not impossible. However from this review of literature, one can find methods that realize the impossible. Through methods such as Specifically Designed Academic Instruction in English (SDAIE) or Sheltered Instruction, teachers can use content area lessons as a vehicle for teaching language. The Sheltered Instruction Observation Protocol (SIOP) Model can be used as a lesson planning guide, as well as reflection and self-assessment tool for teachers to ensure that language and academic content is taught simultaneously and without watering down grade level expectations in the content areas. The SIOP Model should be used as a framework to bring the school’s current instructional program together to ensure effective instruction for ELLs is taking place.

Regarding the creation of effective home-school connections with ELLs and their families, the review of literature supports the current stance of Shepherd of the Valley’s view on parent-teacher roles in their school and the wider view of school outreach into the community as held by the parish school system itself. The local school and the parish school system’s view held Lutheran elementary schools as assistants to parents in providing Christian education to children and teachers and administrators as servants. To best serve ELL families, the current literature on making ELL home-school connections was reviewed to reveal best practices and strategies for serving the needs of ELLs and their families thereby facilitating their success in the classroom. These practices included
understanding and using the home language to facilitate academic and language achievement, viewing parents as producers, consumers, clients and collaborators in learning, providing translators, initiating targeted programs to mentor families and students, training parents on how to support their children at home and facilitating a caring, welcoming environment for ELLs and their families.

Based on the above review, Chapter 4 will offer recommendations regarding teaching strategies using Sheltered Content Instruction, specific examples of lesson plans and a plan of action for making home-school connections to guide Shepherd of the Valley Lutheran Elementary School in effectively make the transition from a monolingual school to a school of linguistic diversity.

Chapter 3
METHOD

This project created resources for Shepherd of the Valley Lutheran School to use as a guide to incorporating English Language Learners into the school community. These resources included training workshop materials and home and school resources to be used during the first two years of transition. It was written with the resources, strengths and school community that presently exist at Shepherd of the Valley Lutheran School taken into consideration.
Target Audience

The paper was written specifically for the faculty, staff and administration of Shepherd of the Valley. However a larger audience was anticipated. There are four other Lutheran Schools in the Denver and Colorado Springs metro area that are a part of the Wisconsin Evangelical Lutheran Synod (WELS) Parish School System. These schools are similar in enrollment and staffing, therefore this paper will also be available for their use. And finally, this paper will be available to other WELS parish schools across the country that find themselves in changing neighborhoods and desire to include ELLs within their enrollment.

Organization of Project

The project was submitted as a resource for the first two years of transition for Shepherd of the Valley Lutheran School. In Chapter 4, initial training courses for teachers were presented. These professional development workshops focused on second language acquisition, understanding the ELL and his special needs and an introduction to the SIOP Model including sample lesson plans and initial program implementation suggestions. Policies and procedures were suggested with examples provided for making effective home-school connections with ELL families.

Peer Assessment Plan

After completion of the project it was submitted for peer review to the principal of Shepherd of Valley Lutheran School and to a faculty member who also serves as administrative assistant to the principal. It was also reviewed by the Associate Administrator for the WELS Commission on Parish Schools and a faculty member of Regis University who teaches courses in Linguistically Diverse Education. These four
people reviewed the training elements; strategies and recommendations presented and provided informal assessment of the work. The feedback was used to add, change and/or delete material that was not relevant to the mission and work of Shepherd of the Valley Lutheran School.

Chapter Summary

This project was undertaken to enable Shepherd of the Valley Lutheran School to move beyond its current monolingual enrollment to effectively include English Language Learners from the surrounding community by reflecting the best practices identified in current research regarding the education of English Language Learners. The project functioned as a guide for teachers, administration and school community on how best to serve ELLS and their families in a mainstream all-English school format fulfilling their stated mission to assist parents in providing a high-quality Christ-centered education for their children.
Chapter 4

Introduction

Shepherd of the Valley Lutheran Elementary School was established in 1980 to provide Christian education for the children of its congregation and for parents of the surrounding community who seek Christian education for their children. Since that time, the demographics of the community have begun to change. There are an increasing number of families who live within the neighborhood of the school whose home language is not English. These families are English Language Learners (ELLs), and large numbers of their children are enrolled in the public schools surrounding Shepherd of the Valley Lutheran School (SVL). Having reviewed the statistics concerning their changing community, The Board of Education of SVL requested help from the Cross Cultural Ministry Committee of SVL in preparing the faculty and staff to include ELLs and their families in the school’s larger mission of “assisting parents in providing a high quality Christian education for each child” (SVL School Brochure, 2009).

In answering this request for help, Chapter 4 offers training materials that the faculty and staff can use during the first two years of transitioning SVL from a monolingual school to a linguistically diverse school that is specifically trained in current research based strategies for accommodating the needs of English Language Learners in an all-English school setting. The attached CD ROM contains:

- ELL teacher training presentations in a PPT format
- Handouts
• A sheltered instruction unit plan example using the current science curriculum in use at SVL
• Community resources
• Translator use brochure
• Bibliography
SVL ELL TEACHER TRAINING MATERIALS

Please find on the disk all that you need to begin your ELL training with the faculty and staff of Shepherd of the Valley Lutheran Elementary School:

- A Home-School Connections
- B SIOP Model
- The recorded script for each PPT presentation
- Handouts and resources referenced in PPT presentation
- Bibliography
- The original research and review of literature for the training materials. (Optional)

**TIMELINE – 1\textsuperscript{st} Year**

**Prior to the beginning of the school year:**
View: A Home-School Connection

**September:**
Begin viewing: B SIOP Model

*These training presentations were designed to be used in 15-minute segments during regularly scheduled faculty meetings during the academic school year. Each presentation has a practical component for teachers to implement in their individual classrooms. Teachers should complete a given assignment before moving to the next training presentation. Time should be taken to discuss what worked and what didn’t work in the practical component.*

**January:**
Review: A Home-School Connection

**March:**
Completion of B The SIOP Model, Presentations # 1-7

*Teachers should continue implementing more SIOP lessons into their everyday teaching throughout the rest of the year. Faculty should schedule and commit to observations until the school year is completed.*

**2\textsuperscript{nd} Year**

Follow the timeline of year 1. The practical components of the presentations will move along quickly in year 2. Commit to following through with observations and follow up conversations throughout the year.
Welcome to SVL ELL Teacher Training. These presentations should be viewed prior to the start of the school year and again in the middle of the year for clarification and review. The theme for the training sessions is FORGING PATHWAYS. Including ELLs in Shepherd of the Valley’s school community and teaching in such a way as to accommodate their academic, emotional and social needs is a huge undertaking. It requires patience, reflection, flexibility and a willingness to venture into uncharted territory. These presentations will guide you in forging new pathways to reaching English Language Learners in your neighborhood.
In fulfilling this mission the faculty and staff at SVL has developed, maintained and now enjoys strong home-school relationships. As you step further into your diverse community forging and maintaining strong relationships with students and their parents may prove harder to accomplish. And yet, the SVL school mission remains the same. This training will offer practical suggestions for promoting academic achievement among your ELL students and for initiating and growing lasting relationships with your ELL families. But first let us review the most important example of growing strong relationships with our neighbors.
In Jim Brandt and Steve Granberg’s publication, *Positioning Lutheran Schools for Outreach* (2005) this verse is the guiding principal for schools to use when reaching out to their neighborhoods. Let's take a look at the definition of servant.

“We are servants.

“Your attitude should be the same as that of Christ Jesus who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking on the very nature of a servant.” - Philippians 2:5-7, New International Version
In order to serve the unique needs of ELL students and their families we will look at three areas for growth: making use of the home language, involving parents and developing caring communities.

**SERVANT**

- a person devoted to another
- a person who labors or exerts himself for the benefit of another
Language and culture are wrapped up together.

- It is impossible to learn a language of a people without learning about their culture.
- An ELL student and his family have a language and culture of their own. They will bring this wealth of knowledge and experience to their English school setting.
- Briefly discuss how this will benefit the school community and what challenges the faculty might face because of differences in culture.
One of the comfort zones we will have to leave is that of our own language and culture. It will be your job to tap into a student’s acquired knowledge through his home language and build upon it using English.
SVL provides Christian education via the 
English language and American culture.

For Discussion:
How does your American culture influence your expectations for students’ prior experience or knowledge? (vocabulary, common experiences, behavior, view of authority, view of community)

How do you separate Christian education from American culture? (values, opinions, motivation, goals, manners)

Tell about a specific time when a students’ home experiences clashed with your expectations for learning in the classroom. Were you able to resolve the issue? What did you learn from the conflict?
Use a child’s home language as resource to teach him in his new language.

- The research suggests that literacy and other skills transfer across languages (Goldenberg, 2008).
- The more comprehensive use of the home language, the greater potential for ELLS to succeed academically (Miramontes, et al. 1997).
- Teachers cannot assume that transfer will be automatic.
- Your job is to know what a student can do in her own language and help her apply it to English.

Are you thinking at this point:  How am I going to do that?  I don’t speak the ELL’s home language.  Good question!  How are you going to do that?  And that is the topic for our next presentation:  Involving Parents.
END OF PRESENTATION # 1
FORGING PATHWAYS:
Presentation # 2
Involving Parents
It is an established view at SVL that the school serves as an assistant to Christian parents in the rearing of children. It will be valuable then in your new context of ELL parents to look at ways to involve them in their child’s education so that the faculty may offer the highest level of assistance to parents.
Thinking of ELL parents in these ways may help you to think of creative ways to involve them in their child’s education. Let’s talk more about thinking of parents as experts.
In an all-English small school setting like SVL, parents will be your very best source of home language for your ELL students. When ELL parents are aware of what is being taught at school, they can clarify those concepts at home with their children in their own language. You will have to make a special effort at communicating what concepts and skills are being taught at school. Without regular use of translators for home communication you will have to be creative in how you get across information. Remember a picture is worth a thousand words! You may have to do lots more showing than telling. Be sure to have parents visit the classroom often so they can see what their children are learning.
Use your ELL Coordinator to schedule translator requests. She will find the right translator for you and guide you in how to use him or her effectively during Parent-Teacher conferences.
Make Use of your ELL Coordinator

She will...
- Have translations of common school documents available.
- As your ELL population grows, she will coordinate ELL parents of the same language to mentor new ELL families.
- Research the church community at large to find members that have speaking experience with home languages of your ELLs and use them as liaisons.
- Help you find information about the language and culture of your ELL students.
For discussion...

- Go back to slide 3 and discuss ways to use parents as “producers” and “governors.”
- Think of 1 way to communicate a science or social studies unit to an ELL parent without the use of a translator.
END OF PRESENTATION # 2
FORGING PATHWAYS:
Presentation # 3
Caring Closes the Learning Gap
You can see from the statistics shown here that ELLs are consistently behind their native English-speaking peers. In the next teacher training you will learn teaching strategies to bring the academic achievement gap between ELLs and their peers closer together. For now we will consider how caring for ELL students and their families closes the learning gap.
Mary Borba (2009) describes an exchange she witnessed as a teacher on registration day. A secretary was helping an immigrant family register her two children for school. The secretary was harried and showed little patience for the task at hand, which was pronouncing and spelling the first name of one of the children. She asked that it be spelled as she wrote the child’s name on the registration card. Once the name was down, the secretary then asked the mother if she could call her a shortened version of the name because the teachers would have trouble remembering how to say the name correctly. Borba reports the look on the parents’ faces has remained with her to this day. It was evident to her that the parents were appalled that anyone should consider the thought of changing their child’s name.
First Impressions Are Important

Your first contact with an ELL family is important in fostering a positive accepting environment.
Take time to show your care and concern for ELL families.

- Train all school personnel and other school parents to make the effort to smile, greet and converse with ELL parents.
- Extend help with patience and humor. Sometimes the language barrier is frustrating and comical! A shared laugh goes a long way in helping newcomers feel more comfortable.
- Translators should be onsite for Parent Teacher conferences.
- Faculty members should make it a priority to greet parents at the close of the day.

Caring for the ELL at school

- Give them a private tour before school starts. Knowing where to go and who to ask for help can help a student feel more comfortable.
- Give them language for asking for different kinds of help. If they have little to no English yet, show them how to use signs to say they need help or the bathroom or “I don’t understand.”
- Assign each ELL a partner who will help them find their way and understand what is coming up next. Train the partner in how to help.

Put yourself in their shoes.

- Spend some time learning a foreign language and experience the frustration and confusion that ELLs and their families find themselves in.
Go out of your way to include ELLs and their families into the fabric of your school community.

- Provide mentor families for ELL families who will invite them into their homes, check on them regularly and introduce them to other families.
- Make sure ELL parents receive personal invitations to social gatherings at school. (Back to School Night, Parent-Kid Soccer games, pot luck meals, etc.)
Community Resources

- Your ELL coordinator will help you find community resources to meet needs of your families that your school and church members are not prepared for.
- Each teacher should have a copy of the Community Resource List found on this disk so they can refer their ELL families should a need arise.
For Discussion…

- Brainstorm other ways to show care and concern for ELLs and their families.
- What concerns you the most about ELLs being a part of the school community? How can you address this concern?

You are now ready to begin the second set of Teacher Training Presentations marked B- SIOP Model found on the training disk. Have a great school year!
END OF PRESENTATION # 3
Review the Home-School connection Presentations
again in January for review and reflection
Community Resources for ELL Families

Community Assistance
1. Jeffco Action Center
   http://www.jeffcoac.org
   303.227.7704
   Jeffco Action Center's mission is to provide an immediate response to basic human needs and to promote pathways to self-sufficiency.

   **Basic Services**
   - Food Bank
   - Senior Food Commodities
   - Clothing Bank
   - Household and Personal Care Items
   - Bus Tokens
   - **Health Navigators**
   - **Homeless Shelter**
   - **Financial Assistance**
     - Rent and Homeless Prevention
     - Utility Assistance
     - Colorado Photo Identification and Birth Certificates
     - Prescription Assistance
   - **Tenant/Landlord Counseling**
   - **Special Services**
     - School Supply Distribution
     - Thanksgiving Food Distribution
     - Santa Shop

   *Some Spanish translators available.*

2. Mi Casa
   http://www.mucasadenver.org
   303.573.1302
   Our mission is to advance the economic success of Latino families through our three program areas - business, career, and youth and family development.

   Free Legal advice, English Classes, Adult Basic Education, Adult Recreation Leagues, GED Classes and Kid’s Club

**Domestic Violence**
Family Tree/Women in Crisis
   www.thefamilytree.org
   303.422.2133
Assistance for women and children in family crisis.

**Interpreter available**

**Employment**
Jefferson County Workforce Center (Adults, youth and Senior Adults)
http://www.jeffcoworkforce.org/
303.271.4700
Jefferson County Workforce Center is a strategic, deliberate and inclusive organization invested in performance excellence. We are committed to preparing individuals for successful career transitions, promoting self-reliance and ensuring a quality workforce for our business and future industry needs.

**ESL support available**

**English Classes for Adults**
Jefferson County Public Schools
http://www.jeffcopublicschools.org/programs/adult_ed.html

**Program Description:**

Day and evening ESL (English as a Second Language) classes are available to adults ages 17 and over at no cost or a minimal fee.

Classes meet four (4) sessions. Each session is (8) weeks.

Adult learners have the opportunity to take beginning through advanced level classes. Pre and post-test assessments are used to measure student progress and guide instruction at all levels.

**Contact Information:** For information and to schedule ESL classes call Nancy Lambott, Adult ESL/ABE Coordinator
English 303-982-7484 Spanish 303-982-5221

**Medical Services**
Jefferson County Health Care Access Program
www.co.jefferson.co.us/health/health_T111_R95.htm
303.232.6301
Resource Nurse : 303.239.7029
Adult Health Clinic 303.239.7078
The Health Care Access Program assists people with access to health care.

**Lakewood Clinic**
260 South Kipling Street (Map) Lakewood, CO 80226 303-239-7078

**Clinic Services**
Adult Health, Cancer Screening, Family Planning & Reproductive Health, Birth Control, HIV Counseling & Testing, Sexually Transmitted Disease Testing & Treatment

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Immunization Clinic  Please call 303-232-6301to schedule an appointment at the Arvada or Lakewood clinics.

Arvada Clinic

6303 Wadsworth Bypass (Map)  Arvada, CO 80003  303-275-7500

Clinic Services  Adult Health, Cancer Screening, Family Planning & Reproductive Health, Birth Control, HIV Counseling & Testing, Sexually Transmitted Disease Testing & Treatment

Immunization Clinic  Please call 303-232-6301 to schedule an appointment in Arvada or Lakewood.

There is no mention of translator services in any language.

Parks and Recreation

Parks and Recreation Districts
Contact your local district for recreation facility location and hours:

Columbine Knolls Grove 303-979-5120
Evergreen 303-674-6441
Foothills 303-409-2100
Ken-Caryl 303-979-1876
Leawood Metro 303-480-6759
Normandy Estates Metro 303-979-2327
North Jeffco 303-424-7733
Pleasant View Metro 303-277-9547
Prospect 303-424-2346

No translator or special services available for ESL families
Serving families in our community through parent-teacher partnerships

Our community is made up of families from many language backgrounds other than English. We consider it a privilege that parents from our community have chosen SVL as educational partners.

At SVL, we consider parents a child’s first and most important teachers. For this reason, it is most important that parents and teachers communicate effectively about a child’s education.

Therefore, parents and teachers alike may request translator services for parent-teacher meetings throughout the year to ensure the best possible communication about student progress and school community life.

When you need a translator...

The most important thing to remember about using a translator is to plan ahead! Because we do not have interpreters readily available among our school community, it is important to allow plenty of time for the ELL Coordinator to employ a translator.

- Parents should contact the classroom teacher to let them know they would like to have a translator at least 2 weeks before the planned meeting date.
- Classroom Teachers are responsible for informing the ELL Coordinator immediately that a translator is required. The classroom teacher must provide dates, times, location and length of time required for meeting.
- The ELL Coordinator is responsible for employing the translator within 3 days of the request and communicating to both parents and classroom teacher about dates, times and name of translator.
- Teachers will initiate the translator request with the ELL Coordinator for regularly scheduled Parent-Teacher Conferences in October of each school year and as the need arises to meet with parents to talk about student academic concerns.

SVL: Parents and Teachers as educational partners.

8997 W. 88th Ave.
Westminster, Colorado 80021
USA
Phone: 303-424.1306
Email: info@shepherdofthevalley.org

Shepherd of the Valley Lutheran School
Mission: “To assist parents in providing a high-quality, Christ-centered education for...”

Translator Use and Etiquette

Tel: 303.424.1306
Why do I need to use a translator?

Research has shown that when parents get involved in the classroom they send a valuable message to their child. A 2000 study by Adunyarittigun found that “parental involvement influenced students’ self-perceptions as a reader and also increased the students desire to read” (Machen, et al 2005). The Simmons-Morton 2003 study of student school behavior found that parental involvement was a better predictor of school adjustment and engagement than other measures of parenting behavior including monitoring and expectations (Machen, et al).

Language barriers can keep parents and teachers separated from one another’s goals of academic success for students. Using interpreters can help parents and teachers build relationships with one another and allow them to work together for students, building a common language of success for students. (Furger, 2002).

Before the meeting

- The ELL Coordinator will describe to the interpreter the type of meeting and length of time allotted for the meeting.
- The ELL Coordinator will provide specific vocabulary and/or terminology to the interpreter in advance.
- Parents and Teachers should inform the ELL Coordinator of any necessary background information that would be of special help to the interpreter in translating accurately, such as: special dialects, regional culture, etc. The ELL Coordinator will communicate this information to the interpreter.

During and after the meeting

- The classroom teacher will introduce all those present at the meeting. The interpreter will explain his/her role as interpreter and the role of participants when working with an interpreter.
- The classroom teacher should be present for the entire meeting.
- All speakers should speak to parents, students and the teacher, not to the interpreter.
- The teacher should use full names of acronyms (i.e. ITBS-Iowa Test of Basic Skills)
- As the meeting is coming to a close, the teacher should ask parents if there are any lingering questions or comments they would like to ask or share.
- After the meeting, parents, teachers and students should thank the interpreter for their help and participation. (Jefferson County Public Schools, 2009)
References


Welcome to the ELL teacher training for Shepherd of the Valley Lutheran Elementary School. These PPT presentations are to be used in 15-minute segments during regularly scheduled faculty meetings held during the academic school year.

The theme for the training sessions is FORGING PATHWAYS. Including ELLs in the Shepherd of the Valley school community and teaching in such a way as to accommodate their academic, emotional and social needs is a huge undertaking. It requires patience, reflection, flexibility and a willingness to venture into uncharted territory.

These presentations will guide you in forging new pathways to reaching English Language Learners in your neighborhood.
You can see from the statistics shown here that SVL’s surrounding community has many English Language Learners.
Are you beginning to see the academic challenges facing an ELL?
These statistics speak for themselves. English Language Learners are consistently behind their native English-speaking peers in academic growth.
A child's ability to speak fluently in social settings sometimes leads teachers to assume fluency in academic settings. This is not usually the case. As the grades progress, school language becomes more complex. This complex language is increasingly spoken in the classroom without the aid of contextual and visual clues one would find in an early childhood classroom. Teachers however can prepare themselves to accommodate the needs of ELLs. In fact says Harper and de Jong (2009) if not prepared, teachers can actually contribute to a child's academic failure.
Don’t be the elephant in the classroom. Instead be the expert! Let’s start by understanding more about social and academic language.

Canadian researcher Jim Cummins first coined the terms BICS and CALP in 1979 as a way to differentiate between social and academic language. As you can see, the language base needed for academic success takes longer to acquire than does social language. Your work as mainstream classroom teachers is to support the development of CALP in your ELL students. You will learn research-proven teaching methods for doing this, but first let’s take a look at language and cultural difference that present special challenges for both ELL and classroom teacher.
Heath (1986)

A child's cultural background of language usage and expectations do not always mirror typical American classrooms. For example, Heath discovered in his research that Mexican-American parents use modeling rather than verbal explanations to set child expectations. Seldom do they ask for children to explain their work verbally but expect a demonstration of their understanding. Mexican-American children's language use is directed mainly to other children. While they live in a rich verbal environment, little talk to directed to them or expected from them to an
Take a few minutes to discuss these questions before you continue with the next slide.

- How might this difference work against a Mexican-American ELL in the classroom?

- How might your knowledge of the difference in language usage and social norms among Mexican-American families help you in the classroom?
Examples of Cultural Social Norms

- A child is reluctant to answer aloud because in their culture children wait to be spoken to directly by an adult. This child is waiting to be called on.
- Enthusiastic displays of knowledge are frowned upon in some cultures. This child might respond better one on one, through written means or by showing what they know through the products they produce.
- When a child’s home language is looked down on by the mainstream culture, they face special challenges in the classroom.

In order to give full support to the ELLs in your classroom, it will be your obligation as teacher to learn as much as you can about a child’s home language and culture. They face an extraordinary challenge of learning a new language, new skills and new concepts every school day.
END OF PRESENTATION #1
Ever tried to learn another language? Perhaps you have memories of repeating rote phrases or conjugating verbs, and taking written tests. Can you communicate in that language now? Most of us would answer no. In this presentation we will look at theories of second language acquisition. We start with theories about native or first language acquisition.
Linguist Noam Chomsky challenged the behavioral methods used for language learning in North America for many decades by arguing that humans have innate capacity for language. He called this knowing, UNIVERSAL GRAMMAR. Chomsky's theory of Universal Grammar changed the way linguistic theorists view second language acquisition. First let's take a brief look at Universal Grammar
Consider the example shown on the next slide of how the brain figures out how a language functions.
Universal Grammar pre-wiring enables the brain to know that the language it will hear will have a word to show position. The brain's job is to figure out where that word is. In English this position word is before the noun: “on the table”. In other languages this word comes after: “The book is the table on”. In English “on” is a pre-position and a post-position in other languages.
Of course Chomsky’s theory is much more complex than this brief description here. Chomsky's theory is important because Krashen’s Second Language Acquisition Theory asserts that additional languages are acquired in the same way as first language. The teaching model that you will be trained in applies Krashen's theory of Second Language Acquisition in a practical way in a setting like Shepherd of the Valley Lutheran School: a setting of English language immersion.
Krashen & Terrel (1983)

Although not without criticism, Krashen's theory has been very influential in language teaching making the transition from behavioral approaches (like the ones you most likely experienced) to approaches centered on meaning. The teaching model that is at the core of this training for SVL is centered on providing meaningful language input for the ELLs in your classrooms. For this reason we will now direct our attention to Krashen's Input Hypothesis.
The ELL in your classroom is depending on your ability to provide comprehensible language input. The goal of your classroom instruction is to construct your lesson presentation in such a way as to convey rich meaningful concepts. Through this meaningful interaction, the ELL also acquires language structure in addition to the concepts you have presented in the lesson. In other words, the ELL’s brain is mapping out the grammar that is heard and acquiring language through your comprehensible input. The key here is “lesson construction in such a way.” In Presentation #3 we will explore further what “in such a way” actually means.
END OF PRESENTATION # 2
In the last presentation, we talked about lessons given in such a way as to promote English language acquisition for the ELLs in your classrooms. This way is called Sheltered Instruction or Specifically Designed Academic Instruction in English.
Sheltered Instruction or Specifically Designed Academic Instruction in English (SDAIE)

- A way to make grade level content accessible to ELLs while promoting English language development
- Krashen’s Input Hypothesis is the foundation of many components of Sheltered Instruction.
- Jim Cummins’ work provides the framework for Sheltered Instruction/SDAIE.

Remember Jim Cummins’ BICS and CALP from presentation #1? BICS was the playground and cafeteria language skills that students acquire in the first 2 years of exposure to a new language. CALP referred to the language skills students need to be successful in the classroom.
Cummins' four-quadrant model gives us a visual to understand the relationship between cognitively demanding language and context embedded clues that help students make meaning from what they hear. Look at the quadrant with the smiley face in it. Acquisition of language and content is most successful when students are challenged.
Some contextual clues that you might use as support are artifacts, pictures, graphs, audio-visual aids and role-playing. Linguistic supports might come in the form of posting new vocabulary along with visual aids or pointing out specific language structure goals for the lesson. As you discuss these scenarios you will find that you already provide some of these kinds of supports in your lessons. What this training will do is help you to become aware of the essential role these cues play in an ELLs comprehension of academic concepts and English language development.
OK, we discussed this and it sounds like "just good teaching methods" to me.
So what's the big difference with Sheltered Instruction?
Ecchevaria and Graves (2007) p. 57

As you can see, all students benefit from the features of Sheltered Instruction. Specific teaching for ELLs through Sheltered Instruction differs more in degree than in kind. For example, you as an effective teacher at Shepherd of the Valley highlight key vocabulary in your lessons now. When teaching from a Sheltered Instruction perspective, it becomes critical to highlight vocabulary in specific ways in every lesson that you teach. Language development becomes an objective of every lesson as well as content area objectives.
That is a good question. Where do we start? We need a model to follow. And the good news is we have one! It is called the Sheltered Instruction Observation Protocol or SIOP model.
SHELTERED INSTRUCTION OBSERVATION PROTOCOL

SIOP MODEL
Think of SIOP as an umbrella under which SVL can develop and improve instruction for ELLs in the classrooms. SIOP is not another program or curriculum but a framework to ensure that effective instruction for ELLs is taking place. The SIOP model will allow Shepherd of the Valley to use the curriculum already in place and does not require future purchases because of curriculum changes.
These eight components comprise 30 features for inclusion in lesson planning. Yes that is what I said – 30 features! It sounds like a lot – but hang in there – we will take each component one at a time and you will begin to see how to implement the SIOP model into your everyday teaching.
END OF PRESENTATION #3
We are now ready to begin working with the SIOP Model. We will start by looking at the book that will serve as our guide through our training: *Sheltered Content Instruction Teaching English Language Learners with Diverse Abilities*. Each teacher should have his or her own copy of the book.
Sheltered Content Instruction

Ecchevarria, J & Graves, A. (2007)
Sheltered Content Instruction Boston, Pearson Education
We will take a look at each component beginning with Preparation. Before we move on, take a moment to jot down a recent lesson that you presented in your classroom. Make some notes about features of your lesson. After you have finished, click to the next slide.
SIOP Component: Preparation

- Content objectives clearly defined
- Language objectives clearly defined
- Content concepts appropriate for age and background of students
- Supplementary materials used extensively
- Adaptation of content for all levels of student English proficiency
- Meaningful activities that integrate content concepts and provide opportunities for language practice through speaking, listening, reading and writing
Take plenty of time to read through the features and the example of how to prepare for a lesson given here. When you are ready, take another look at the lesson notes you jotted down a few minutes ago. Think about how you might change your current lesson to provide these preparation features in your new SIOP lesson plan model. Write down your changes and share them with your colleagues.
You are experienced teachers and teach many lessons during the school week. Let’s get started working with the SIOP model by using the Preparation Component features reviewed here and incorporate them into lessons you will be teaching in the coming week. Use handout #1 and Chapter 6 in your books as a guide in your lesson preparation.
Remember to...

- Post your content objective
- Post your language objective
Continue with Presentation #4 after teachers have had a chance to plan and give their lesson.
I hope it went well. If it didn’t go as you had hoped – don’t worry - we have plenty of time to get used to using this new way of thinking about and planning for lessons. Let’s move on to the next SIOP component: Building Background.
It is imperative that you provide opportunities for students to tap into their background knowledge of a concept. They can use this prior knowledge as a foundation for understanding new concepts or new vocabulary.
You may find that your ELL student has no prior background for a particular concept. When you do, it will be your job to provide opportunities for building background knowledge such as read aloud picture books, videos, pictures, models and hands on experiences.

For example...

- An ELL in your classroom has experience with electrical currents. He thinks about it in his home language.
- A quick demonstration at the beginning of a lesson will tap into his conceptual background knowledge of electrical currents. He will then be ready to hear the lesson in English.
You will find as you incorporate more components of the SIOP Model that the components compliment and build on one another. At first you will have to think about each component separately as you are learning to incorporate them into your daily lessons. But planning your lessons with the SIOP components will become second nature. This is our goal at the end of the first two years of transitioning Shepherd of the Valley from a monolingual school to a linguistically diverse school. With that goal in mind let's take a look at another SIOP component: Comprehensible Input.
Remember Stephen Krashen’s Input Hypothesis? Here it is – serving as one of the eight components in the SIOP Model. Let’s take a closer look.
Academic tasks need to be demonstrated rather than simply explained. Once again, visual aids and modeling are used to convey meaning. Simple gestures like pointing to a chart or acting out an idea such as writing or showing that groups are going to be formed by making a circling motion with your hand help convey to the ELL what is expected of him during an academic task. You may be surprised to learn that clear, enunciated speech is not always found in classrooms. This will be one focus of our practice with the SIOP model in the coming week.
Believe me watching yourself teach is not always a pleasant experience but it is worthwhile. And remember you don’t have to show it to anybody! You can burn it afterwards if you want to. Take good notes on your lesson implementation and be prepared to share with your colleagues. Have fun with your videotape!
END OF PRESENTATION # 4
How did the video taping turn out? Take some time now before you move on to presentation #5 to talk about what you saw in the video tape and what goals you set for yourself for providing comprehensible input for the ELLs in your classroom.
A learning strategy is a series of steps a student can repeat to solve problems or complete a task. They are not a curriculum but used as part of the curriculum to give access to content or academic proficiency. Chapter 5 in your textbook, *Sheltered Content Instruction*, is an excellent source for understanding how to teach specific learning strategies to students who are struggling. Remember: Teach learning strategies to all struggling students in your classroom, not just the ELLs. They will all benefit!
Here is one example of a comprehension strategy that you probably already teach to your students. Let’s look at two more examples of learning strategies and then we will talk about when and how to teach them to your students.
Example: Good Listener Strategy

- Look at the person
- Keep your hands and body still
- Keep a pleasant face.
By now you have probably thought of learning strategies that you teach regularly in the classroom. With the addition of ELLs, you will find that they will need more or different strategies to support them as they are acquiring academic English proficiency. It will be your job to identify when an ELL is in need of a learning strategy support and explicitly teach the strategy. One way to teach a learning strategy is through a mini lesson. Let's look at how a mini lesson is built.
I can hear your thoughts – But I don’t have 15 extra minutes to teach a learning strategy! A few minutes taken to give students the tools they need to work independently may give you back a multitude of minutes to teach something else.
Examples of Scaffolding Techniques

- Build background knowledge
- Break up a complex task into its simpler parts
- Model problem solving through teacher think-a-louds
- Graphic organizers for information
- Pre-teach vocabulary
Higher Order Questioning

- Application: How could you illustrate these steps in action?
- Analytical: How are these characters alike and different?
- Synthesis: Based upon these facts, what do you predict will happen?
- Interpretive Questions: What does the author mean when he says...?
- Evaluative: How would you rank these choices?
Learning strategies, scaffolding techniques, and higher order questions are essential tools that the ELLs in your classroom need to access the standard curriculum in English at SVL. A SIOP classroom is not complete without them. Use Chapter 5 and handout 3 to help you incorporate these SIOP features into your lessons this week.
END OF PRESENTATION # 5
Take some time before you begin Presentation #6 and share with your colleagues about the learning strategy mini-lesson that you taught and the higher order questions you asked this past week.
A more descriptive title for the SIOP component would be “Strategic Interaction.”
Let’s look at an example.
Example:
Grouping for Language and Content

Following your lesson on electrical currents:
- Post vocabulary from the lesson
- Make groups of 3-4 students (pair proficient native speakers with less proficient ELLs).
- Have each student take a turn explaining an electrical current using the vocabulary posted. (speaking and listening)
- Have the group draw and label a diagram. (writing)
- Have each child write sentences describing the process. (reading and writing)
Using groups mirrors the way we acquire our native language: through meaningful interactions. The goal of any group work that you have is to encourage elaborated responses from ELLs about lesson concepts. You need to think out your groups ahead of time so that language is supported as well as content. For example, pair less proficient ELLs with the most proficient native speakers in the classroom. Not all native speakers are proficient so you must choose your groups wisely.
The SIOP model requires opportunities for clarification in a child’s home language. This will be a challenge for your setting here at SVL, but remember most schools in the community have no home language translator available at school either. You will have to work closely with ELL parents to provide the help you need. We cover this topic more in our home-school connection training presentations.

For now, you must train yourself to give your ELL student sufficient wait time to respond to a question. Remember her brain is doing more than just pondering your thought provoking, higher order question, she is thinking in her new language.
END OF PRESENTATION # 6
Before we begin, share with your colleagues about your lesson plans using strategic grouping. Be sure to include the language objectives and activities that went along with your plan.
Remember that the SIOP components compliment and build on one another. The SIOP Component: Practice and Application is building on Component 1: Preparation through supplementary materials and meaningful activities that provide hands on experience and opportunities to practice speaking, listening, reading and writing. You have been incorporating these components already. You are a language teacher.
You already provide group work with supplementary materials in your classroom. What your SIOP training does for you is make sure that you also explicitly provide opportunities for students to practice their new vocabulary and language structures in meaningful ways. Using the SIOP model in your daily teaching enables you to be a Language teacher in addition to all of the other hats you wear!
The SIOP component: Lesson Delivery is used during the observation of your lesson by a colleague. The observer will be looking for these features during the lesson. You will want to think about these features when planning for your lesson and adapt your future lessons giving consideration to the comments and advice given by your observer. You will also serve as an observer for one of your colleagues. In fact that will be your next assignment. But first let’s review the final SIOP component: Review
SVL’s regular curriculum provides many opportunities for formal written assessment of content and skills. Think about the review and assessments here as ongoing monitoring rather than formal assessments. This monitoring will be in the form of spot checking, informal retelling, one on one interviews with a student, group responses and product production. For example, was the student able to draw and label a diagram correctly? Was the student able to retell the steps involved in a process using the key vocabulary? Here again providing meaningful activities with hands on supplementary materials help you to assess student comprehension of language and content informally yet consistently.
Collaboration and peer feedback is essential to implementing the SIOP Model at SVL. It will take lots of practice for you to become comfortable teaching lessons and observing your colleagues. Regularly scheduled observations and follow up conversations will help you in this process. Make observation a priority. It will sharpen teaching skills for all the teachers at SVL.
We’ve just gotten our feet wet!

- For the remainder of the school year, gradually add SIOP lessons to your repertoire.
- The more you use the model as a guide to lesson planning and execution, the more natural you will become at implementing the 30 features regularly.
- Use the Sheltered Instruction Unit Plan Example, included on this disk, as a planning resource.
Schedule for Success with the SIOP Model

- Plan regularly scheduled observations.
- Everyone should have a chance to observe each other.
- After the first observation, start using the observation form on page 58 and 59 of Chapter 3.
- This will give a thorough evaluation of the lesson.
For next school year...

- Early in the school year start reviewing the SIOP Model presentations.
- Begin with Presentation #4. You should be able to move quickly through the assignments in the 2nd school year.
- Schedule observations throughout the year and commit yourselves to following through with conferencing together.
Congratulations! You have completed your first year of training with the SIOP Model. Your follow through with lesson planning, observation and self evaluation will be key in determining your success with the model as well as your success in integrating English Language Learners into the fabric of your school community through Sheltered Content Instruction.
END OF PRESENTATION # 7
**SIOP**  
Sheltered Instruction Observation Protocol Model  
Components and Features

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<th><strong>PREPARATION</strong></th>
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<tbody>
<tr>
<td>1. Content Objectives – clearly defined for students</td>
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<td>2. Language Objectives – clearly defined for students</td>
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<tr>
<td>3. Content Concepts – concepts are age appropriate and consider the background of the students</td>
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<tr>
<td>4. Supplementary Materials – used extensively to make the lesson clear and meaningful: videos, pictures, graphs, role playing, models, etc.</td>
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<tr>
<td>5. Adaptation of Content – adapt content to level of student proficiency</td>
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<tr>
<td>6. Meaningful Activities – activities provide language opportunities through reading, writing, listening and speaking</td>
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Chapter Summary

This chapter presented training materials for Shepherd of the Valley’s ELL teacher training that answered the original four questions of the Board of Education (M. Foley, personal communication, January 2009):

1. What kind of training will our teachers need if English language learners are incorporated into the classroom?

2. How will we communicate with ELL families if we don’t speak their language?

3. How do we include ELL families into the school community?

4. Will there be special curriculum requirements and purchases for ELL students?

These questions were answered through PowerPoint presentations that faculty and staff members can view throughout the academic school year. I assumed that during the second year, the faculty would review the training sessions again, although at a much quicker pace, and continue to hone their teaching practice using the SIOP model.

Included in the training materials were handouts, community resources and a sheltered instruction unit plan that served as a model for teachers learning to prepare lessons that teach language structure and content simultaneously.

These training materials were designed with the mission, current school setting, strengths and limitations of Shepherd of the Valley Lutheran Elementary School in mind. The SIOP Model requires no new curriculum purchases. This makes it perfect for a small private school budget. The SIOP Model is designed for lessons to be presented in an all-English setting, which reflects the context of SVL’s school community. Making home-school connections with ELL families is crucial to the academic success of English Language Learners. Shepherd of the Valley enjoys a robust family centered school
community, strong relationships between parents and teachers, as well as a new family-mentoring program already in place. Used as presented in Chapter 4, these training materials offer a strong start for Shepherd of the Valley to begin making the transition from a monolingual school to a school of linguistic diversity.
# SIOP
Sheltered Instruction Observation Protocol Model
Components and Features

## BUILDING BACKGROUND

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<td>Concepts explicitly linked to student background experiences</td>
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<td>8.</td>
<td>Links explicitly made between past learning and new concepts</td>
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<tr>
<td>9.</td>
<td>Key vocabulary is emphasized repeatedly (introduced, written, highlighted)</td>
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## COMPREHENSIBLE INPUT

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<tbody>
<tr>
<td>10.</td>
<td>Speech – appropriate for proficiency level, enunciation, rate, sentence structure</td>
</tr>
<tr>
<td>11.</td>
<td>Clear Explanation for academic tasks</td>
</tr>
<tr>
<td>12.</td>
<td>Variety of techniques to make content concepts clear (visual aids, hands on materials, gestures, body language)</td>
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### STRATEGIES

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<tr>
<td>13.</td>
<td>Ample opportunities for students to use learning strategies</td>
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<tr>
<td>14.</td>
<td>Scaffolding techniques used to assist and support student understanding</td>
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<td>15.</td>
<td>A variety of questions or tasks that promote higher level thinking</td>
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## HANDOUT # 4

### SIOP

Sheltered Instruction Observation Protocol Model
Components and Features

### INTERACTION

16. Frequent opportunities for interaction with teachers and peers

17. Strategic grouping that supports language and content

18. Sufficient wait time

19. Opportunities to clarify concepts in home language

### PRACTICE/APPLICATION

20. Hands on materials/manipulatives provided for students to practice new content

21. Activities provided that allow student to apply content and language

22. Activities integrate all language skills: speaking, listening, reading and writing
# SIOP
Sheltered Instruction Observation Protocol Model
Components and Features

<table>
<thead>
<tr>
<th>LESSON DELIVERY</th>
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<td>23. Content Objectives clearly supported by lesson delivery</td>
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<tr>
<td>24. Language objectives clearly supported by lesson delivery</td>
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<tr>
<td>25. Students engaged 90-100% of the lesson period</td>
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<tr>
<td>26. Pacing of the lesson appropriate to student’s ability level</td>
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<th>REVIEW/ASSESSMENT</th>
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<tr>
<td>27. Comprehensive review of key vocabulary</td>
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<td>28. Comprehensive review of content objectives</td>
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<tr>
<td>29. Regular feedback provided to students on their output</td>
</tr>
<tr>
<td>30. Student comprehension monitored throughout the lesson</td>
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Sheltered Instruction
Unit Plan Example
Using the Science Curriculum
In use at SVL

By

Sara Doyle

Sheltered Unit Plan Outline

This 2 1/2 week unit plan will encompass 8 lessons. The sheltered unit plan follows a 2-week unit titled “Living and Nonliving Things” in the Kindergarten level of Scott Foresman Science.

**Title:** Animals

**Key Concepts:**
1. There are many different kinds of animals.
2. Animal habitats vary from one another.
3. Animals have life cycles.

**Content Objectives:**
1. Animal identification
2. Animals have many different characteristics.
3. Animals share basic needs.
4. Pets are animals.

**Language Objectives:**

**Speaking:**
1. Nouns: Identify animals by name. Identify baby animals by name.
2. Adjectives and Verbs: use word to describe animal coverings and name types of animal movement
3. Speak in complete sentences when describing animals, their needs and/or habitats.
4. Be able to describe pet and how they care for it at home.

**Listening:**
1. Use picture books and oral readings by teacher to comprehend key concepts.
2. Use songs, poems and chants to learn concepts.

**Reading:**
1. Use initial and ending sounds to read the name of an animal.
2. Begin to read original sentences about animals that are teacher written.

**Writing:**
1. Use phonic skills previously learned to write original sentences about animals.

Learning Strategies:

1. Graphic organizers and charts
2. Realia – photo safari at the zoo
3. Experiment with bird feathers
4. Songs, poems and chants
5. Art project: drawing animals step by step
6. Craft project: making bird feeders
7. Picture books
8. Cooperative learning groups
9. Language experience stories and sentences

Assessment:

1. Observation
2. Individual conferencing for oral language
3. “Written” assessment (ex: Teacher reads: Circle the animal that is a pet.)
4. Original writing
Unit: Animals  Lesson 1 – 30 minutes

Key Concept:
There are many kinds of animals.

Content Objective:
Animals have names. Animals move in different ways.

Language Objective:
Speaking: Name five animals and tell how they move.
Writing: Use beginning sounds to write animal names and movements.

Language Structure:
This animal is a frog.
Fish like to swim.

Groupings: Whole, Think-Pair-Share

Key vocabulary:
animal
hop bunny, rabbit
jump frog
walk duck
run dog
swim fish
sit child

Materials:
Hard to See Animals, Alan Fowler
ISBN:0-516-26259-9
Do Pigs Have Stripes?, Melanie Wash
ISBN 0-395-73976-4

Chart picture of woodland animals
Pictures of rabbit, frog, duck, dog, fish

Per child: picture of animal with sentences to Complete: This animal is a _______.
This animal likes to _______.
Rabbit, frog, duck, fish and dog caps.

Letter for home (home language) See attached.
Chart paper, markers, crayons
Description of Lesson:
1. Generate Interest through Read-a-Loud: Do Pigs Have Stripes? 1 minute
2. Activate Prior Knowledge:
   - Review living and non-living things from previous unit (Picture Chart) 2 minutes
   - Class Discussion through word web: What animals can you name? Tell something you know about that animal. 5 minutes
3. Introduce content objective and language objective.
4. Language Development Chant: (Do each motion as you say the chant and show the picture.)
5. Find the animals in the woodland chart picture. Model Language structure: This animal is a fish. Fish like to swim. 5 minutes
6. Guess my animal. Teacher makes motion. Child chooses the cap that matches, puts it on the teacher’s head. Model language structure: This animal is a frog. Frogs like to jump. Children take turns being the animal and guesser. Use Think Pair Share Groups. 8 minutes
7. Write sentences about your animal. Teacher demonstrates how to fill in the blanks in the sentences using beginning sound and copying. This animal is a ________. ________ like to ________. Children work at tables. 5 minutes
8. Closing: Read-A-Loud: Hard to See Animals 1 minute

Differentiation: Teacher writes in words for children not hearing beginning sounds yet or those who appear very frustrated with the task.

Review and Assessment:
Before the school day is over revisit the lesson and use informal observation to check progress: Have children close their eyes while you put a cap on their head. Open eyes and turn to a friend at the table and say the animal and the movement.

Home-School Connection:
Read letter to parents introducing the new unit on animals. Have children draw their favorite animal in the space provided. Encourage them to talk with their parents about the animal they drew.
Unit: Animals

Lesson 2 – 54 minutes

Key Concept:
There are many kinds of animals.

Content Objective:
Animals have different kinds of coverings.

Language Objective:
Speaking: Name 5 different kinds of animal coverings.
Writing: Use beginning sounds to write animal names and coverings.
Reading: Read sentences written in lesson 1.

Language Structure:
A __________ is covered with __________.

Groupings: Whole, small groups, Think Pair Share

Key Vocabulary:
Vocabulary from lesson 1
- feathers, wings
- fur, shell
- scales, turtle
- smooth skin, snake
- polar bear, crab
- racoon, monkey
- bird, snail

Materials:
Animal caps from lesson 1
Student pictures and sentences from lesson 1 (File after using for future lesson.)

1,2,3 To the Zoo, Eric Carle ISBN 978-0399230134
Contour feathers (enough for each child to take home)

Several eyedroppers
Water

Animal Pictures: Pictures from lesson 1, Raccoon, polar bear, rattle snake, tree snake, snail, crab, monkey, turtle
Large chart for sorting animal pictures. (See attached)

Per child: picture of animal (used in lesson) with sentence to complete: A __________ is covered with ______.
Description of Lesson:
1. Activate prior knowledge: From lesson 1: language chant together and animal cap game (3 minutes)
2. "Writing Show and Tell": children show and read sentences written in lesson one. (2 minutes)
3. Introduce content and language objective.
4. Generate Interest: **1,2,3, To the Zoo**, Eric Carle
   Short class discussion about trips made to the zoo. (6 minutes)
5. Working in mixed language ability groups of 3 or 4, students are given pictures of 2 animals with different types of coverings. (ex: polar bear and fish) Children discuss what is the same and what is different about the animal. Whole group comes together for "Same and Different Show and Tell" Teacher writes the words used by children to describe animal coverings. (10 minutes)
6. Feather Focus: observe how contour feathers repel water. Ask: **What do you think will happen when water is dropped onto this feather?** Children predict. Accept all responses. Model dropping water from eyedropper onto feather. **"What happened?"** The water rolled off of the feather. **"How do feathers protect birds?"** They keep them dry in the rain, keep them warm, and colors may protect them from other animals. Allow children time to do the experiment individually. Children will each take a feather home. (12 minutes)
7. Whole Group: Sort animals according to coverings: fur, scales, smooth skin, feathers, or shell. Children take turns attaching picture to correct covering. As they attach the picture they should say: "A ________ is covered with________." Teacher models procedure and language structure before activity begins. 10 minutes
8. Write a sentence describing your animal. Demonstrate how to fill in blanks using beginning sounds. Children work at tables. (10 minutes)

**Differentiation:**
Students ready to write more can add more sentences to their animal pictures describing the animal in more detail. Teacher will write down words for students who appear frustrated with the task.

**Review and Assessment:**
At a later time during the day have children work in think, pair share groups to quiz one another. One child holds up the picture, the other says A__________ is covered with _________. Listen and assess. Note those children who need further practice.

**Home-School Connection:** Have the children take their feather home and tell about their experiment in their home language.
Unit: Animals  Lesson 3  35 minutes

Key Concept:
There are many kinds of animals.

Content objective:
Animals have different body parts to move in different ways.

Language Objective:
Speaking: Name animals from lessons one and two. Identify animal movements and body parts that make those movements.
Reading: Read sentences written in lesson 1 and 2.
Listening: Listen for animal movement words in a song.
Comprehension of oral direction words.

Language Structure:
A dog can walk. A dog has 4 legs.

Groupings: Whole, Pair and Share, small groups

Key Vocabulary:
Vocabulary from lesson 1 and 2
fly  fin
crawl  two
slither  four
draw  legs
color  belly

Materials:
Student pictures and sentences from lessons 1 and 2

Per child: drawing paper, crayons

Feather chart (see attached)
Feather, eyedropper

Sentence strips with drawing steps to use for snake, duck, dog, frog, lady bug and fish posted where students can
Description of Lesson:
1. Activate Prior Knowledge: Show feather and eyedropper
   Ask: “What happened yesterday when we dropped the water on this feather?” The water balled up and fell off. “How do feathers protect a bird?” They keep them from getting wet when they are flying in the rain. They keep them warm. Use the chart to draw the water balling up and rolling off the feather. “Birds are covered with feathers.” (3 minutes)
2. “Let’s review how different animals have different coverings. Think, Pair share groups: “Writing Show and Tell” Children read sentences from lessons one and two. (4 minutes)
3. Introduce content and language objective.
4. Generate Interest: Listen and sing “If Only I Could Leave My Shell” Do the motions mentioned in the song. Introduce new movement words: fly crawl slither. Name animals that move this way. Model language structure. (ex: A ladybug can crawl. A ladybug has 6 legs.) (5 minutes)
5. Drawing animals: snake, duck, dog, frog, ladybug, and fish. Select one animal, model drawing by following the steps from sentence strips on drawing paper using crayons. Children do the same after example is given. Students may draw as many animals as they choose. Children work at tables. (16 minutes)
6. Animal Drawing Show and Tell: Model language structure using the picture you drew for students. A frog can jump. A frog has 4 legs. Working in mixed language ability groups of 3-4, children show and tell pictures using correct language structure. (7 minutes)

Differentiation:
   Point to steps in order and say orally what to do for children who struggle with left to right orientation and tracking.

Review and Assessment:
   Use handout as a written assessment. Teacher reads directions orally. See attached.

Home School Connection:
   Note home in home language: “Today we drew pictures of animals. Please ask your child to tell you the name of the animal he or she drew and how this animal moves around.”
Unit: Animals  Lesson 4  30 minutes

Key Concept:
Animal habitats vary.

Content Objective:
Animals share basic needs.

Language Objective:
Speaking: Label basic needs of animals. Use “need” and “want” correctly in a sentence.
Listening: Listen to and act out a poem.

Language Structure:
I need food. I want a toy.

Groupings: Whole, Think-Pair-Share

Key Vocabulary:
need
want
air
food
water

Materials:
Animal pictures from lesson three
Toilet paper rolls with a hole at the top
Yarn
Peanut butter
Bird seed

Magazine pictures of needs and wants. (ex: vegetables and desserts, school clothes and prom dresses, glass of water and can of soda, etc)

Picture of animals having basic needs met (ex: deer drinking from stream, fish swimming, Lion eating, horses with hay, dog out for a walk)

Importance of Water, The. 100%
Description of Lesson:
1. Activate prior knowledge: Show pictures from lesson 3.
   Do a quick language structure review. Select children that need the most review. *A dog can walk. A dog has 4 legs.* (2 minutes)
2. Generate Interest: Show video (3 minutes)
   “You remember that every living thing needs water. Every person needs water.” Conduct a short discussion on the difference of needs and wants. (3 minutes)
3. Introduce content and language objective.
4. Show picture of water and soda. Model language as you point to the picture. “I need water. I want a soda.” Children work in Think-pair-share groups with 2 pictures each practicing the language structure. (3 minutes)
5. “All animals have the same needs to keep them alive. You already know they need water. What else do all animals need?” Take all responses. “All animals need air, food and water to live.”
6. Action Poem:
   Call the puppy (beckon with hand or finger)
   And give her a drink (pretend to pour water into a bowl)
   Then wash her coat (pretend to shampoo dog)
   In the bathroom sink.
   Call the dog (beckoning motion)
   And give him a bone (look as if holding a bone)
   Take him for a walk (pretend to hold leash)
   And bring him home.
   “How did you care for the dog in the poem?” Do the action from the poem to help elicit vocabulary and language structure. (5 minutes)
7. Make a word web. “You know that all animals need food. Do all animals eat the same kinds of foods? Name some foods that animals eat.” “What do birds eat?” (2 minutes)
8. Make a bird feeder. Model spreading the peanut butter on to the toilet paper roll and rolling it in the birdseed. Attach yarn. Children work at tables. When finished take the model feeder out to a tree and hang it for observation. (10 minutes)
8. Closing: Read-a-loud *A Bird for You* (4 minutes)

Differentiation:
Use the same motions from the action poem to help children struggling to recall the vocabulary. (air, food, water)

Review and Assessment:
Before the school day is over, do informal oral assessments through individual conferencing: Show basic needs pictures again. Note if children can correctly label the need: air, food or water.

**Home-school Connection:**
Each child takes home their bird feeder to show and tell with parents.

**Unit:** Animals  
**Lesson 5 – 45 minutes**

**Key Concept:**
Animal habitats vary.

**Content Objective:**
Animals share basic needs.

**Language Objective:**
- **Listening:** Listening to descriptions of various animal habitats described on a video. Enjoying read-a-louds.
- **Speaking:** Label and describe one habitat of choice.
- **Writing:** Write a sentence and label things found in a habitat.

**Language Structure:**
Fish live in an ocean habitat.

**Groupings:**
Whole, Think-Pair-Share Small mixed language ability groups of 3-4

**Key Vocabulary:**
- Vocabulary from lessons 1-4
- habitat
- home
- forest  ocean
- pond  dessert

**Materials:**
- http://streaming.discoveryeducation.com/
- butcher paper
- individual drawing paper
- crayons

In the Tall, Tall Grass, Denise Fleming  

The Underwater Alphabet Book, Jerry Palloka  

Habitat Pictures: (For display in the room)  
http://streaming.discoveryeducation.com/  
http://streaming.discoveryeducation.com/  
http://streaming.discoveryeducation.com/  
http://streaming.discoveryeducation.com/  

Description of Lesson:  
1. Activate prior knowledge: Go outside to look at the bird feeder hanging on the tree. “What things do animals need?” air, food and water. Do the birds go to the grocery store to find their food?” No! “They find their food right here don’t they? This is their home. Look around at their home, what do you see?” children respond: trees, grass, flowers, weeds, tall plants, bushes, etc. “We have a special word for animal homes. It is habitat.” Have children repeat the word. Could a fish live here in the playground with these birds?” Children respond. “No a fish needs another kind of home.” A habitat is a home. Let’s go inside now and look at different kinds of habitats: kinds of homes for animals. (7 minutes)  
2. Introduce content and language objective  
3. Video Segment: Ocean Habitat, Children get into pair-share groups and draw pictures of things they saw in the ocean habitat. (5 minutes)  
4. Video Segment: Forest Habitat, Pair-share groups to draw things seen in the forest habitat. (5 minutes)  
5. Video Segment: Desert Habitat Repeat drawing activity (5 minutes)  
6. Video Segment: Pond Habitat Repeat activity (5 min.)  
7. Whole Group: Habitat Show and Tell. Model language structure: “A habitat is a home. Fish live in an ocean habitat.” Each child tells about one of the habitats using the modeled language structure. (5 minutes) Write
in sentence using target language structure at a later time. Be sure to collect the pictures at the end of the lesson.

9. Small Groups: Put children in groups according to habitat they chose for previous activity. Using the pictures they previously drew for examples, they work together to make a large banner of a habitat. There should be 4 habitats represented: pond, forest, desert and ocean. After drawing, children label items they drew using beginning and ending sounds. Children work together deciding on spelling. (13 minutes)

10. Closing: Read-a-loud, The Salamander Room

Differentiation:
Children not ready for writing are placed in groups with children that can scaffold for them during the writing piece.

Review and Assessment:
Later in the day, use the habitat pictures on display. Use individual conferencing to check for language structure and vocabulary. “What kind of habitat is this?” What animal lives in this habitat?

Home-School Connection:
Children take turns taking the habitat banner home to share with their parents.
Unit: Animals  Lesson 6  4 hours  
(completed in 2 days)

Key Concept:  
There are many kinds of animals.

Content Objective:  
Animals have different names. Animals have many different characteristics.

Language Objective:  
Speaking: Identify many kinds of animals. Identify animals by type of movement and coverings.  
Writing: Write original sentences about favorite animal  
Seen at the zoo.  
Reading: Read original sentences.

Language Structure:
I saw a bear.  
It is covered with fur.  
Bears like to walk.  
Bears have 4 legs.

Groupings:
Whole group  
small groups of mixed language ability, child and parent partners (preferably parent and child, or adult and child)

Key Vocabulary:  
Vocabulary from lessons 1-5.

Materials:  
1 disposable camera for each small group  
1 photo safari list per group (see attached)  
At least 1 parent leader for each small group (willing to give 2 days to the project.) All parents invited to attend.

Children’s habitat pictures from lesson 5 with teacher prepared sentences written on the paper

Construction paper  
Crayons  
Pencils  
1 photograph per child  
Parent Helper Small group instruction sheet - Day 2  
(See attached)
Description of Lesson:

DAY 1

1. Activate prior knowledge: Pass out habitat pictures from lesson 5. Model language structure: “A deer lives in a forest habitat.” Have each child show and tell. Allow those who are comfortable to tell more about their habitat, label things they have drawn. (5 minutes)

2. Introduce content and language objective. “Today we are going on a photo safari at the zoo. We will take pictures of many kinds of animals, look at how they are covered and see what their habitats looks like”

3. Photo Safari Zoo Trip: Each group shares 1 camera and takes pictures of each item listed on the handout. (3.0 hours) Mark each camera with group name.

4. Take cameras to 1 hour finishing after school. Mark each envelope with group name. Don’t forget to pick them up before school the next day!

DAY 2

5. Preparation for individual writing Whole group:
Write a language experience story together. Ask leading questions to illicit names, coverings and movements of animals. Model language structures within the text of the class story. 15 minutes

6. Separate into same Photo Safari Groups with parent leader. Each leader will need an instruction sheet. Each group should get their own pictures back. Groups work with parent helper. (30 minutes)

Differentiation:
Write sentences out for children who are lower level. Have them fill in the blanks only. For those at a higher level, allow them to write their own sentences about how their animal is covered and how it moves. Allow all children to add original sentences. Those

Review and Assessment:
Photo Safari Show and Tell: Allow time for all children to show their photographs and read their sentences.

Home-School Connection – All parents are encouraged in a letter written in their home language to participate in both the Photo Safari and the writing activity day that follows.
Group Name____________________

Zoo Photo Safari

Please lead your group in finding and taking pictures of the following. Make a note of the animals you photograph for each heading.

3 animals covered with fur
2 animals with scales
An animal with fins
An animal that jumps
An animal that slithers
An animal that hops
An animal that runs
2 animals with wings
An animal with smooth skin
2 animals with a shell
2 animals that fly
An animal that crawls
A desert habitat
2 kinds of animal food
A picture of your safari group
Photograph Writing Activity
Leader’s Instructions
The activity will take about 30 minutes.

1. Display pictures for children to see
2. Allow time for a short discussion about the Zoo trip.
3. Let each child pick an animal picture that he would like to write about. Mount in the top center of the construction paper, leaving room for children to write.
4. Talk about the name of the animal, how it is covered and how it moves. Model language structure:

   I saw a bear.
   It is covered with fur.
   Bears like to walk.
   Bears have 4 legs.

5. Write sentences for reluctant children. Some children will feel comfortable filling in the blanks. Others will want to write their own sentences. Let the children lead the way on how much help they need.
6. When finished, let the children take turns reading their sentences to each other. Reluctant speakers may want you to speak for them.
Unit: Animals  
Lesson 7  30 minutes

Key concept:
*Animals have life cycles.*

Content Objective:
*Identify adult and baby animals. Correctly match baby to adult animal.*

Language Objective:
*Speaking:* Label adult and baby animal. Use a complete sentence to describe baby animals and their parents.
*Listening:* Listen to read-a-louds, and songs to learn animal names.

Language Structure:
A kitten is a baby cat.

Groupings: Whole, partners

Key Vocabulary:
- Adult
- Baby
- Grow
- Pig piglet
- cow calf
- Duck duckling
- horse foal
- Sheep lamb
- goat kid

Materials:
- Song: “Babies” to the tune of Camptown Races
- Watch Us Play, Miela Ford ISBN: 0688-15606-1
- Animal Babies,1,2,3 Eve Spencer ISBN: 0811467384
- A Nest Full of Eggs, Priscilla Jenkins ISBN: 0064451275

Individual pictures of adult and baby animals (be sure to have vocabulary words represented)
Chart Table “Adult and Baby Animals” (see attached)

http://streaming.discoveryeducation.com/
digital camera
**Description of Lesson:**

1. **Generate Interest:** Read-a-loud, Watch Us Play
   - Talk about differences in mother, father, and baby lion cubs.
   - Talk about the games that the cubs play and how they are similar or different to the games children play.
   - (5 minutes)

2. **Activate Prior Knowledge:** Show pictures of adult animals. Have children tell what the baby animal is called.
   - Make a word web of as many bay animal names that they know.
   - (2 minutes)

3. **Introduce Content and language objective.**

4. **Sing “Babies”** Hold up the picture when the animal is named. (3 minutes)

5. **Watch video segment one from full video, A Trip to The Farm.** (3.5 minutes)

6. **Whole Group:** Pass out animal pictures. Have children take turns placing their animal on the adult or baby side. When finished, have children take turns drawing lines to match the adults with the babies. (4 minutes)

7. **Partner Game:** Use the animal pictures of adults and babies again. Have the class stand in a line with their backs facing you. Tape a picture to each child’s back. Have the children talk to each other about the pictures on the other person’s back and partner up with the adult and baby animals that go together. When they have found their partner, have them sit together at the tables for the next activity. (2 minutes)

8. **Model language structure.** Glue an adult and baby animal match to construction paper. Write A ___________is a baby____________. Have children work with partners to write the sentence using phonics to write in the name of the adult and baby animal. Practice reading the sentence with partner. Come together as a whole group to Show and Tell with the class. (8 minutes)

9. **Closing:** Read-a-loud, Animal Babies, 1,2,3 A Nest Full of Eggs (3 minutes)

**Differentiation:**

Scaffold for lower language level students during partner game who might have trouble explaining their animal to their partner.

**Review and Assessment:**
Later in the day, sing “Babies” again but this time don’t sing the name of the animal. Point to a child who will fill in the name during the silent part of the song. Be sure to hold up the pictures while you are singing.

**Home-School Connection:**
Take a digital picture of each student to use for the next lesson. Send note home in home language asking parents to send in a baby picture of their child and a picture of the family pet for next lesson.

**Babies**
(to the tune of Camptown Races)

What do you call a baby pig
A piglet
A piglet
What do you call a baby horse?
It is called a foal
What do you call a baby duck?
A duckling
A duckling
And what do you call a baby sheep?
It is called a lamb
A baby cows a calf
A baby goats a kid
Baby Animals are so cute
What animals can you name?
Key Concept:
There are many kinds of animals. Animal habitats vary.

Content Objective:
Pets are animals. Pets have basic needs.

Language Objective:
Speaking: Label different kinds of pets.
Reading: Read original work from the unit portfolio.
Writing: Write original sentences about family pet.
Listening: Listening to songs that identify pets by name and sound.

Language Structure:
My pet is a _______________
My pet needs air, food, water, and love.

Groupings:
Whole, Mixed language groups of 3, Think-Pair-Share

Materials:
Digital photos of children taken in lesson 7
Baby pictures from home
Student’s pet pictures
Teacher pictures: baby, school day, teens, adult
Chart paper
Drawing paper, crayons

Pictures of different kinds of pets:
Dog, cat, rabbit, mouse, bird, fish,

Song: “Old MacDonald Had a Home”


Description of Lesson:

1. Activate prior knowledge: Show your personal growing up pictures. “How is my baby picture different from my school picture? How is my teenage picture different from the way I look right now.” Divide into mixed language groups of three. Groups share their personal baby and present-day pictures. (4 minutes)
2. Sing “Babies” from Lesson 7. Use animal pictures as each animal is named. (2 minutes)

3. Generate Interest: Show cow picture. “Could you have a cow as a pet in your house?” “What kinds of animals are pets?” As children respond with pet names, show the pet pictures. (2 minutes)

4. Introduce content and language objective.

5. Sing, “Old Macdonald Had a Home” (see attached) Show picture of pet that you are singing about. (3 minutes)

6. Read-a-loud: Arthur’s New Puppy (3 minutes)

7. Word Web and picture chart: “What do pets need?” Children draw picture underneath word. Read the chart together after completion. Model language structure as you name the words: My pet needs food, (hugs, water, love, etc.). (5 min)

8. Think-Pair-Share groups. Children share their pet pictures telling about their pets and how they care for them. Children draw pictures of families and pets. Encourage them to write original sentences about their pets. Model language structure. My pet is a_______________. My pet needs _______________. (18 minutes)

9. Closing: Read-a-loud, Pet Show (3 minutes)

Differentiation:
Write out sentences for lower level students. Show pictures when singing animal names. Point to things pets need as you say them.

Review and Assessment:
Put portfolio together of 6 writing activities in the unit. Have students read their original work individually.

Home-School Connection:
Children take completed portfolios home to read to their parents.

Old Macdonald Had a Home
(common tune)

Old Macdonald had a home E-I-E-I-O
And in this home he had a cat E-I-E-I-O
With a meow, meow here and a
Meow, meow there, etc
Add: dog (bow-wow) mouse, (squeak) bird, (peep) fish (glub)
Rabbit (wiggle nose)
Chapter 5

Contribution of This Project

This project was undertaken to answer questions posed by the Board of Education at Shepherd of the Valley Lutheran School. These questions grew out of a desire to make Christian education in an elementary setting available to all families in the surrounding neighborhoods of SVL. The training materials presented in Chapter 4 will play an essential role in answering the school board’s initial questions as well as facilitating the transition of the school to include linguistically diverse students. In addition to contributing to SVL’s professional development in linguistically diverse education, the author anticipates the training materials to be used in other Denver metro area Lutheran elementary schools as well as elementary schools across the South Dakota-Nebraska districts of the Wisconsin Evangelical Lutheran Synod.

Limitations

The most significant limitation on the project was the complete lack of literature found in the research of small elementary Christian schools that incorporate and target the needs of English Language Learners in their school settings. While best practice and teaching pedagogy are addressed thoroughly in the project and will no doubt contribute to the professional development of the SVL faculty, similar school models are not presented in the project.
Peer Assessment Results

The peer review survey included six Likert scale questions and three open response questions. As an introduction to the survey the four original questions proposed by the SVL Board of Education were given to provide context and purpose for the project. Two of the questions were cosmetic or practical in focus: The materials were user friendly and the overall look of the presentations was appealing. All of the reviewers agreed the materials were easy to use as well as appealing.

The remaining four Likert scale questions focused on project content. The reviewers were asked if the original school board questions were answered within the project. All reviewers agreed that the questions were answered within the content of the project. One reviewer commented that she would like to see more practical solutions about communicating with parents who do not speak English. Reviewers were asked if the information was presented in a logical sequence and built upon previously learned material. All reviewers agreed that the presentation sequence was logical. The Regis faculty member also commended the training materials for including discussion time between colleagues as well as the practical assignments given as adding an element of accountability to the training.

The reviewers were asked if the theoretical foundations of the SIOP model were clearly presented. All the reviewers agreed upon this point with one reviewer noting that the theories added merit to the training but did not labor on the theories themselves leaving the most time for practical application of the theories. Finally, reviewers were asked to rate if the information presented would be applicable in a practical way to their school setting. All the reviewers agreed that the training materials provided practical
solutions that would be easily applied to their school setting. One reviewer commented that the 15 minute time segments for each presentation was very practical in the scope of the work of an academic year but would make a great impact on the education of ELLs in the classroom.

The open-ended response questions asked reviewers for their first impressions, and what they would like to see added or deleted from the presentations. The faculty members of SVL both commented on the user-friendly language, the logical order and the manageability of using the presentations for professional development in the coming school year. The Regis faculty member said the materials were “highly professional and engaging”. Three suggestions regarding additions to the presentation materials were made: Add a checklist for teachers to mark off what trainings have been completed with an explanation of what was expected for the particular training presentation; the January review of the Home-School presentations might have more impact if key points were given on summary slides rather that reviewing the same slides again; add in depth lesson planning training time in the summer months.

The SVL faculty members were asked if the training materials could be used to effectively incorporate ELLs into their school. They responded positively saying they were designed with the specific setting of SVL multi-grade level small school setting in mind. The Regis faculty member was asked if the project accurately reflected the current body of Linguistically Diverse Education (LDE) research to which she responded positively saying that the information was provided both accurately and succinctly.
Recommendations for Further Development

Because of the limitations encountered in the research concerning small Christian schools’ inclusion of ELLs in the school community, one area to be further developed will be the documentation of SVL’s progress in restructuring the school for linguistic diversity. This documentation is essential for reflection and growth but can be further developed and added to the existing LDE literature in order to help similar schools in their quest to include ELLs into the fabric of their communities.

A checklist will be added so that teachers will be able to keep track of the training elements they have completed as well as the classroom goals reached during a particular training segment. Following the SVL faculty member’s suggestion, presentation slides for the January home-school connection review will be designed with a summary focus in mind. In addition, a summer workshop will be developed and implemented in the summer following the first year of staff training that will focus on in-depth SIOP lesson planning and preparation.

Project Summary

This project presented training materials for the professional development of SVL’s faculty in the area of linguistically diverse education. The presentations were presented logically and in short segments that reflected the current body of LDE research and properly presented the theoretical foundations of second language acquisition upon which the Sheltered Instruction Observation Protocol (SIOP) model is designed. Also included in the presentations were questions for discussion and assignments for practical implementation of the SIOP model.
Several suggestions were offered by the reviewers to improve the training materials. Included in the suggestions was a teacher checklist of training modules completed, a revision of the home-school connection review piece and an additional summer in-depth SIOP lesson training segment. These practical suggestions will be developed and implemented before the teacher training takes place in the fall of the coming school year.

The most significant limitation of the project was the lack of literature in the research that mirrored the school setting model of SVL. This limitation will be used as an impetus for further development in ELL instructional practice. By documenting the progress of the actual first two years of SVL’s transition process, accurate reflection of the training will refine the practice of ELL instruction in the classrooms of SVL and strengthen the bonds between ELL parents and teachers. This documentation will be considered as action research and will be shared among other small Christian school settings that desire, as Shepherd of the Valley Lutheran School did, to open their schools to the ELL communities within their school vicinity and transition themselves from a monolingual school to a school of linguistic diversity.
REFERENCES


Doyle, S., & Foley, M. (2009). *I was a stranger and you invited me in.* Presentation to Church Council of Shepherd of the Valley Lutheran Church and School, Westminster, CO.


