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Research

The number of English language learners has grown dramatically over the past 30 years, and the numbers continue to increase. In the United States alone, English language learners comprise 10.5 percent of the nation's K–12 enrollment (National Institute of Child Health and Human Development 2006). There are many English language learners around the world, too. According to the British Council, by 2010 there could be approximately 2 billion people learning English (Graddol 2006). By definition, **an English language learner is someone who is acquiring English and has a first language other than English** (National Council of Teachers of English 2008). Depending on where you teach, these students might be referred to as Limited English Proficient (LEP), English as a Second Language (ESL), English Learner (EL), Culturally and Linguistically Diverse (CLD), English as a Foreign Language (EFL), or Dual Language Learner (DLL). In this book, these students will be referred to as English language learners (ELL).

For many teachers, our classrooms look very different today from how they looked 10 years ago. They are filled with students from a variety of linguistic and culturally diverse backgrounds. We have the challenge of figuring out how to teach them effectively and providing an environment where all students can succeed.

Oral language proficiency is the first step in the language learning process. Oral language is defined as speaking and listening skills. English language learners are able to attain word-level skills (decoding, word recognition, and spelling) regardless of their oral-language proficiency. However, an English language learner's ability to comprehend text and to develop writing skills is dependent on his or her oral-language proficiency. Therefore, "vocabulary knowledge, listening comprehension, syntactic skills and the ability to handle meta-linguistic aspects of language, such as being able to provide the definitions of words, are linked to English reading and writing proficiency" (August and Shanahan 2006). First-language oral proficiency has a positive impact on developmental patterns in second-language speech discrimination and production, intra-word segmentation, and vocabulary. **This book provides teachers with a wide variety of activities needed to help students develop proficiency in English.**

Students move through stages of **language acquisition** as they develop their language proficiency. Different states call these levels of proficiency by different names, and some states may vary with their number of levels. However, all students move through the same stages of language acquisition as they become proficient in English. **Teachers should be aware of the distinctive characteristics that each stage has in order to effectively differentiate to meet students' needs.**

How to Use This Book

Ready to Use Ideas and Activities

The activities in this book will help teachers provide differentiated ideas necessary for students to improve their English while they learn. As you are reading through the activities, remember that all students learn at their own rates, so it is important to build student's self-esteem and self-confidence as they learn English.

The reproducible activity sheets will challenge and entertain your students. Many of the activities in this book integrate language arts with other subject areas. Making connections between the disciplines can help students learn and retain more.

The activities are varied to provide students with different learning settings. Besides whole-group instruction, opportunities for small-group instruction, partner projects, and independent learning are provided.

ABCs

Activity Length
 Approximately 30-45 minutes
Activity Format
 Whole group or small groups

Standards
 Grades K-2 (Reading Standard 5,6; ELD Standard 2.2)
 Grades 3-5 (Reading Standard 5,7; ELD Standard 2.2)

Language Objective
 Students will use English to participate in a classroom discussion about a reading theme.

Learning Objective
 Using the general skills and strategies of the reading process, students will have a better understanding of some vocabulary words pertaining to the topic they are currently learning.

Materials
 • copies of page 34, one per student

Procedure
 1. Discuss with students the reading theme they will be learning. Have a group discussion of what they know about the topic and what they would like to know.
 2. Distribute copies of page 34. Have students write the reading topic in the center box. For example, if they are reading stories about adventure, they would write *adventure* in the Reading Topic box. Have students fill out their charts according to the topic. For example, students could place the word *camping* under *C* and *rock climbing* under *R*.
 3. Discuss the answers that students wrote in their charts.

Teacher Tips
 • The first time this activity is done, provide students with a word or two as examples before they participate.
 • This activity can be used as a word wall. Enlarge the activity sheet so it can be placed in the classroom as a helpful tool for better comprehension.

To differentiate by proficiency level, see pp. 11-15 for Bloom's Taxonomy Questions and pp. 19-24 for detailed examples.

Differentiating by Proficiency Level
Beginning: Use the whole-group format to allow students to hear the discussion.
Intermediate: Ask students to say some words related to the topic.
Advanced: Ask students to defend and support their choices.

Assessment
 The following is a checklist of items to informally assess students after they complete this activity. Students should be able to:

- have a better understanding of the reading theme
- participate in a classroom discussion pertaining to the reading theme

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Name: _____
Date: _____

ABCs

Directions: Think about your reading topic. Write the reading topic in the center box. Fill in the other boxes with words that start with the letter shown in each box.

A	B	C
D	E	F
G	Reading Topic	H
I		J
K		L
M		N
O	P	Q
R	S	T
U	V	W
X	Y	Z

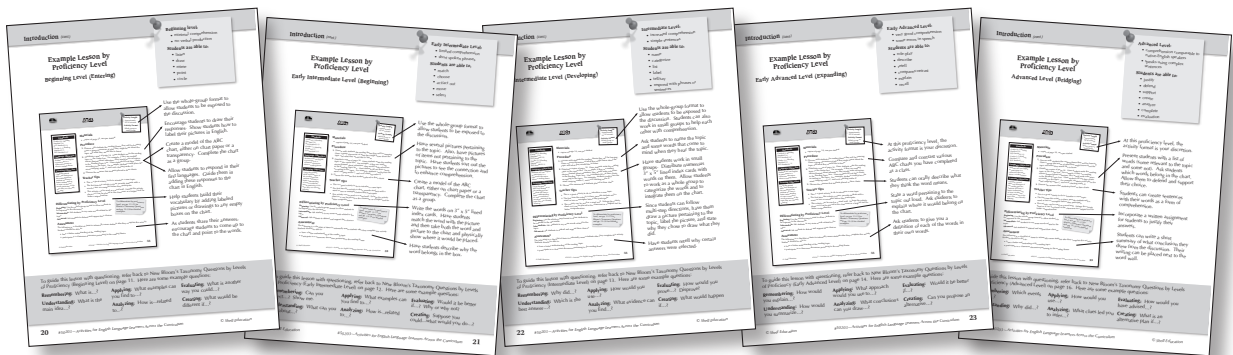
34
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How to Use This Book (cont.)

The following provides a more detailed overview of the various components of this book and how to use it most effectively.

Before using the activities in this book, the teacher should know the students' levels of proficiency. Schools or districts often assess English language learners to determine this information. Knowing the students' levels of proficiency, teachers can make the needed modifications (see pages 19–24).

Following this guide, there are five examples of the ABCs activity at different proficiency levels (pages 20–24) that will show you specifically how to incorporate the various levels into the lesson. The examples follow the exact format that is used throughout the book with all of the activities. This guide is a walk-through to show you the various components of an activity, as well as how to properly follow the format for incorporating Bloom's Taxonomy.



At the beginning of every subject area, there is an **Activities Log** page. This page is for teachers to keep a record of when they taught the activities and what adjustments or modifications were made. It is always a good idea to use this log as a reflection. By doing so, it will allow teachers to keep track of student progress, as well as to write any additional modifications that may need to be made in the future.

Activities Log	
<p> Reading</p> <p>This page is to keep a record of when the activities were taught and what adjustments or modifications were made. This log can be used to keep track of students' progress, to make modifications, and for future planning.</p>	
Activities	Notes
ABCs	
A Live Book Report	
Circle Spelling	
Fill in the Squares	
Bright Idea	
Dissect a Newspaper	
Performing Fairy Tales	
Sequenced Bookmarks	
Study an Author	
Three in a Row	
Tricky Word Flags	
What's the Title?	



Idiom Pictures

Activity Length

Approximately
30 minutes

Activity Format

Whole group and
independent

Standards

Grades K–2 (Writing
Standard 8.5;
ELD Standard 3.1)

Grades 3–5 (Writing
Standard 8.6;
ELD Standard 3.1)

Language Objective

Students will use English to discuss idioms and then draw pictures that represent the literal and figurative meaning of their idioms.

Learning Objective

Students will learn the meaning of idioms by comparing the literal and figurative meanings.

Materials

- copies of page 70, one per student
- crayons or markers for each student

Procedure

1. Discuss the meaning of *idiom* (a phrase that has a figurative meaning different from the literal meaning of the individual words in the phrase).
2. Give some examples, such as *tip of the iceberg*, *fork in the road*, *under the weather*, and *face the music*. Discuss both the literal and figurative meanings. Have students help create a list of idioms. Write their responses on the board.
3. Distribute copies of page 70. Have students draw pictures on their paper of idioms with the literal meaning in the left box and the figurative meaning in the right box. Ask students to write at the bottom of their paper what the idiom means. If students cannot think of an idiom to draw, have them select one from the examples.
4. When students have finished, ask them to trade drawings and guess each others' idioms.

Teacher Tip

- Ask students to create new idiom drawings from a list you have provided. Post students' drawings on the wall, for other students to guess.

Differentiating by Proficiency Level

Beginning: Allow students to act out their responses.

Intermediate: Give students multi-step directions to complete the activity.

Advanced: Ask students to draw conclusions about the drawings and idioms.

To differentiate by proficiency level, see pp. 11–15 for **Bloom's Taxonomy Questions** and pp. 19–24 for detailed examples.

Assessment

The following is a checklist of items to informally assess students after they complete this activity. Students should be able to:

- understand figurative language
- practice grammar skills by using idioms correctly
- participate in a classroom discussion pertaining to the definition of *idiom*



Name: _____

Date: _____

Idiom Pictures

Directions: Draw the picture of the literal meaning of your idiom in the left box. Draw a picture of the figurative meaning in the right box. At the bottom, explain what your idiom means.

Literal Meaning	Figurative Meaning
