

Lesson Plan: Additional ELD Strategies

This set of activities is designed to introduce teachers to additional strategies to support the English language development (ELD) of Multilingual Learners (MLs). It could be integrated into courses on elementary, early literacy methods, or teaching MLs, or used for professional development.

In this two-hour sequence of activities, teachers:

- Reflect on what it is like to not be able to express oneself fully with access to all linguistic resources.
 - Evaluate additional ELD strategies that they want to use more or try out.
 - Observe an episode of teaching for evidence of additional ELD strategies.

In an optional extension activity, teachers participate in a gallery walk of resources related to using additional ELD strategies on the [Multilingual Learning Toolkit](#), and share learnings with colleagues.

<p>Learning Goals</p>	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • Explain examples of additional ELD strategies gathered from resources from the Multilingual Learning Toolkit. • Identify strategies that teachers implement so they can be used and tried out in one's own practice.
<p>Pre-Work</p>	<p>Before the session, teachers should review the resource, Tip Sheet: Supporting English Language Development When Children Have Little Experience with English. Even though this tip sheet is designed with preschool-aged children in mind, the strategies are appropriate for elementary-aged children as well.</p>
<p>Materials</p>	<ul style="list-style-type: none"> • Copies of Note Catcher • Copies of My Personal ELD Strategies Checklist • Access to the "strategies in action" for Additional ELD Strategies on the Multilingual Learning Toolkit

Suggested Activities

Time & Activity	Notes
<p>Introduction to Additional ELD Strategies</p> <p>(10 mins)</p>	<p>Tell teachers: Today’s session will focus on learning additional strategies to support Multilingual Learners’ (MLs) ELD.</p> <p>To activate teachers’ prior knowledge about the topic, distribute the attached Note Catcher, and invite teachers to work in pairs to generate responses to the prompts. (Teachers can reference their pre-work, Tip Sheet: Supporting English Language Development When Children Have Little Experience with English.) Let teachers know that we’ll be using the Note Catcher to capture learnings throughout today’s session (so they should leave room for notes).</p> <p>Then, give teachers a brief introduction to additional ELD strategies, highlighting key points from the Starter Guide and inviting teachers to add to their Note Catcher as they go. (If helpful, teachers can follow along the paragraph following “Are there additional strategies I can use to support my MLs’ ELD?” on the Multilingual Learning Toolkit.)</p> <p>Suggested points to highlight:</p> <ul style="list-style-type: none"> • MLs often need additional supports to develop their English language skills while learning in school. • MLs know many things in their home language(s), but have difficulty expressing themselves in English. Teachers use both verbal and non-verbal strategies to help them stay engaged. • Both linguistic and socio-emotional supports help MLs develop English language skills and “bridge” what they know in a home language to what they are experiencing and learning in school.
<p>Activity: No “Common Language”</p> <p>(25 mins)</p>	<p>Tell teachers: As an ice-breaker we are going to share with one another about our day. On a sticky note quickly jot down 5 things you did today that you are willing to share with a partner. This can be as easy as brushing your teeth! Do not overthink—this activity is simply about connecting and sharing in our group.</p> <p>Give teachers 3–4 minutes to jot down their ideas.</p> <p>Tell teachers: Now you are going to turn and talk to one partner and have a conversation about your day. Here is the catch: you may not communicate using any language which you have in common. (This means that in most cases no English will be allowed. If teaching in a bilingual context, or if teachers share a different common language (such as Spanish) they may not use that language either.)</p> <p>In the partnerships, allow each teacher 5 minutes to tell their partner about their day. You may want to signal at the halfway mark so speakers can switch roles. Tell teachers that they can use other forms of communication: visuals, gestures, or they can speak other languages in which they are familiar (but which their partner is not).</p>

You may need to remind teachers throughout the interaction that they may not use any languages in common!

After partners have had sufficient time to try and build communication and explain their day, you can pause the interaction in preparation for the debrief. Allow English (or any other common language) to “switch back on.” Give partners a chance to check in with one another in case they want to explain something they could not communicate.

Debrief: Bring the whole group back together to debrief the “no common language” experience.

Say: I saw a lot of strategies being used to communicate with one another! I want to hear what worked and how this interaction felt.

- What did you learn about your partner’s day? How were they able to communicate that information to you with no language in common?
- Can we name the strategies that you and your partner used to communicate?
- Let’s think about how this interaction felt. What emotions came up for you as you tried to communicate with your partner?

If the following points do not come up in the debrief, be sure to stress the connection that this experience has to teaching Multilingual Learners (MLs) in the classroom. Example: strategies that involve drawing or gesturing, repetition, body language, using native language to give directions, and the feelings associated with having knowledge and experience with a topic, but not being able to express it.)

You may choose to say: Obviously this interaction connects to how beginning MLs can feel when they come to school. We spent 10 minutes feeling “cut off” from all of our linguistic abilities and skills. Children are in our schools for 7-8 hours a day! I heard feelings like frustration come up in our debrief. This activity is clearly aimed at helping us develop perspective. I know many of you in this room likely have lived this experience yourself. What excites me about this activity is that we were able to name a lot of strategies to build communication and express ourselves despite having no language in common. We are going to continue that conversation now. There are many additional strategies that teachers use to build ELD throughout instruction and engagement in the classroom.

My Personal Checklist: What are additional strategies that I can use for English Language Development (ELD)?

(45 mins)

Transition: For the next activity you will be creating a personal checklist of additional ELD strategies that you want to use more of or try out. You will then observe for those strategies in an ELD video lesson.

For the pre-work, you already read the [Tip Sheet: Supporting English Language Development When Children Have Little Experience with English](#).

Tell teachers: Begin a small group discussion about ELD strategies that you use (more or less often) based on the content and cartoon presented on that resource. As a reminder, some of the categories of strategies on that resource involve: how to model language, how to speak, and how to respond to Multilingual Learners (MLs).

Now, play for teachers the 5 minute video, [Tips for Teaching Newcomers](#), from Aurora Public Schools. Prompt them to try and catch all 8 tips that are shared in the video. (The full list and time stops can be found in the notes section of the YouTube link.) When the video is done, tell teachers to continue the small group discussions about ELD strategies that they use (more or less often) and offer their own examples with students in their grade level band.

Tell teachers: You have now had the chance to discuss numerous additional ELD strategies that help teachers communicate with MLs and develop their English language skills through interactions and instruction. Stop and think about 1–3 strategies that you would like to use more or try out.

Pass out [My Personal ELD Strategies Checklist](#) to teachers. Use Part 1 to begin your checklist. Do not fill in the entire checklist, as we will revisit it in a moment and you may want to add more.

Now, invite teachers to jigsaw review the “strategies in action” on the Multilingual Learning Toolkit for additional ELD strategies. Small groups divide into smaller groups to review either the PreK–TK, K–1, or 2–3 vignettes. Many of the ELD strategies described in these vignettes are valuable for instruction with MLs across the grade bands.

Tell teachers: As you read through these episodes of teaching, highlight or note the specific ELD strategies that the teachers use. When you are done you will share the specific strategies to your small group. This will give you an opportunity to consider even more strategies and complete the My Personal ELD Strategies Checklist using a wealth of ideas. If you are reading a vignette from a different grade-band from which you teach, that is okay. Many of the ELD strategies described in these vignettes are valuable for instruction with MLs across the grade bands. When you discuss with your small group you can talk about how strategies might get modified for children of different ages.

After teachers have shared across the small groups about what they observed in the “strategies in action” vignettes, allow time for them to go back and complete the My Personal ELD Strategies Checklist.

Transition: At this point you should have **5 additional strategies** for ELD that you want to use more or try out. In our last activity you will focus on this personal checklist while watching a video of ELD instruction.

<p>Video: Observing for Evidence and Description of Strategies in a Lesson</p> <p>(25 mins)</p>	<p>Tell teachers: To help focus in on the additional strategies that you have chosen, we will now watch a video of an ELD-focused lesson. As you watch, use Part 1 to check off if you see evidence of your chosen strategies. When the video is done you will use Part 2 to describe this evidence, and discuss what you observed with your small group members.</p> <p>(Facilitator’s or teacher educator’s choice: Depending on the grade-band of the teachers with whom you are working, you may choose one of the following ELD-focused videos.)</p> <ul style="list-style-type: none"> • Video for PreK–TK: Soyul & Teacher Yvette—Beginning a New Language (from Teaching at the Beginning) • Video for K–1: Integrated and Designated ELD- Kindergarten (from SEAL) • Video for 2–3: Integrated and Designated ELD- 2nd grade (from SEAL) <p>Start the video and remind teachers to watch for the strategies on their checklist. When the video is complete, allow time for teachers to fill in Part 2 of My Personal ELD Strategies Checklist. Invite small group discussion using some of the following prompts:</p> <ul style="list-style-type: none"> • What additional strategy for ELD were you able to observe? Describe what the teacher did. • What strategies were you not able to observe? What could the teacher have done to incorporate that strategy into instruction. • What else stands out to you from this ELD focused lesson? What ways did this lesson mirror your own practice? • What strategies did the teacher you read about use to intentionally support multilingual children’s home language development? <p>If time allows, you can invite small groups to share out across the whole group.</p>
<p>Optional Extension: Resource Gallery Walk</p> <p>(60 mins)</p>	<p>If you have additional time, engage teachers in a Resource Walk to give them a chance to explore resources on the Multilingual Learning Toolkit focused on additional ELD strategies.</p>

<p>Conclusion (15 mins)</p>	<p>Invite teachers to reflect on and consolidate their learning by engaging in a 10 minute quick write in response to the following prompt, using their Note Catcher as reference:</p> <ul style="list-style-type: none">• What are some ways in which I can support my students' English language development? <p>Then summarize key learnings about ELD and close the session. Key learnings to highlight might include:</p> <ul style="list-style-type: none">• Multilingual Learners (MLs) often need additional supports to develop their English language skills while learning in school.• MLs know many things in their home language(s), but have difficulty expressing themselves in English. Teachers use both verbal and non-verbal strategies to help them stay engaged.• Both linguistic and socio-emotional supports help MLs develop English language skills and "bridge" what they know in a home language, to what they are experiencing and learning in school.
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Note Catcher

What additional strategies or linguistic supports do teachers use to support Multilingual Learners' English language development (ELD)?

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What can teachers do to learn what children know or care about if they share no common language?

What socio-emotional supports can teachers use to support Multilingual Learners' English language development (ELD)?

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My Personal ELD Strategies Checklist:

Checklist

Part One: Create a checklist and jot down strategies for ELD that you want to try out or use more of in your instruction and engagement with children:

Evidence and Description

Part Two: Test out your checklist! As you watch the video check off the box if you see evidence of this strategy in use. Use the box below to describe how the strategy was implemented. At the end of the video, if you have NOT seen the strategy employed, use the box to note what the teacher could have done to use the strategy.

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