



## About the English Language Development Series

The English Language Development segments from Agua Caliente Elementary School in Cathedral City, California, feature lessons aligned to a six-stage instructional model outlined below.

## About this Segment

In Ms. Betsy Gomez's 1st grade class, students learn to identify and describe weather conditions, increasing their content vocabulary through the "word link" strategy and visual reading guides. Learning is differentiated as students engage in the classroom's Equity Access Centers.

## Pre-viewing Discussion Prompt

How can you plan engaging lessons to reinforce content vocabulary while providing differentiated learning opportunities for students to master new content?

## Reflection Questions

1. How did Ms. Gomez engage her students with content vocabulary?
2. After the initial vocabulary activity, how did Ms. Gomez's lesson extend her students' learning about changes in the weather?
3. What instructional strategies did Ms. Gomez include in her lesson to make the concepts accessible to all of her students?

## Agua Caliente Six-Stage Lesson Sequence

- **Introduction:** the warm-up or anticipatory set. Teachers help activate students' prior knowledge and prepare them for new learning.
- **Input:** the teacher-led direct instruction.
- **Focus:** a quick check for understanding. Can be in the form of thumbs-up/down or fist-to-five questioning.
- **Transfer:** students apply their new learning by working on activities or answering questions independently or in groups.
- **Evaluation:** students report on their learning through teacher check for understanding, whole-class share-out, or presentations.
- **Extension:** students take part in engaging, often hands-on activities that provide additional reinforcement of new knowledge.



## English Language Instruction: Changes in the Weather

### Resources from School Improvement Network

Building literacy – writing and reading – Elementary. *Every Teacher – a Teacher of English Language Learners – Elementary*. Edviation. <https://pd360.com/-resources/videos/1071>

Every teacher – a teacher of English language learners. *Every Teacher – a Teacher of English Language Learners – Elementary*. Edviation. <https://www.pd360.com/index.html-resources/videos/962>

2nd Grade: Differentiated reading about deserts. *Standards in the Classroom*. Edviation. <https://www.pd360.com/index.html-resources/videos/6035>

### Relevant Academic Articles

Institute of Education Sciences (n.d.). English language learners. *What Works Clearinghouse*. Retrieved August 18, 2014, from <http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=6>

National Science Teachers Association (n.d.). NSTA position statement: Science for English language learners. Retrieved August 18, 2014, from <http://www.nsta.org/about/positions/ell.aspx>

Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator*, Summer 2013, 13 – 39. Retrieved August 18, 2014, from [https://www.aft.org/pdfs/americaneducator/summer2013/Saunders\\_Goldenberg\\_Marcelletti.pdf](https://www.aft.org/pdfs/americaneducator/summer2013/Saunders_Goldenberg_Marcelletti.pdf)

### Practical Resources

Scholastic (n.d.). Teach Now! Weather Watchers. Retrieved August 18, 2014, from [http://teacher.scholastic.com/lessonrepro/k\\_2theme/weather.htm](http://teacher.scholastic.com/lessonrepro/k_2theme/weather.htm)

Spillett, A. J. (n.d.). Strategies for teaching English language learners. Retrieved August 18, 2014, from <http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners>

US Department of Education (2014). Programs for English language learners. Retrieved August 18, 2014, from <http://www2.ed.gov/about/offices/list/ocr/ell/index.html>