

English Language Development Handbook

Activities to support the ELL learner:

- Connect with New Vocabulary
- Strengthen Literacy Development
 - Think Critically
- Visualize Concepts and Ideas

We here at GBC recognize that supporting all students is essential to success. We know that teaching is about more than a one-size-fits-all approach which is why we have provided materials to support the ELL learner. Our videos and lesson plans can be paired with the enriching activities included here to help the ELL learner connect with the English language through reading, writing, speaking, listening, and observing.

ELLs will build confidence! They will be encouraged and supported to think, write, and talk about what they already know and are learning! These resources were compiled to build confidence and inspiration. Learners will feel encouraged and supported to think, write, and discuss what they already know and are learning. Our graphic organizers facilitate comprehension through visual illustrations of key terms, vocabulary, ideas, and relationships among them!

Backed by scholarly research, these activities support what researchers have proven to be some of the top resources ELLs need to be successful. Furthermore, they directly align with **WIDA ELD Standard 5**: English language learners communicate information, ideas, and concepts necessary for success in the content area of Social Studies.

Thank you for giving us the opportunity to support your learners as they learn and grow.

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Bilingual Glossary

How to use:

- 1. Use key words and phrases from the lesson plans to have learners create a glossary.**
- 2. Provide them with illustrations, sentence starters, and/or definitions to help them create their glossary.**

Bilingual Glossary

English	Word in Native Language	Picture

The 5W Chart

How to use:

- 1. Have learners watch a video and then use the graphic organizer to reflect on the video.**
- 2. While watching the video a second or even third time, have learners look at the contents critically considering the 5 Ws.**
- 3. Discuss the video with a shoulder partner to build comprehension, listening, and speaking skills.**

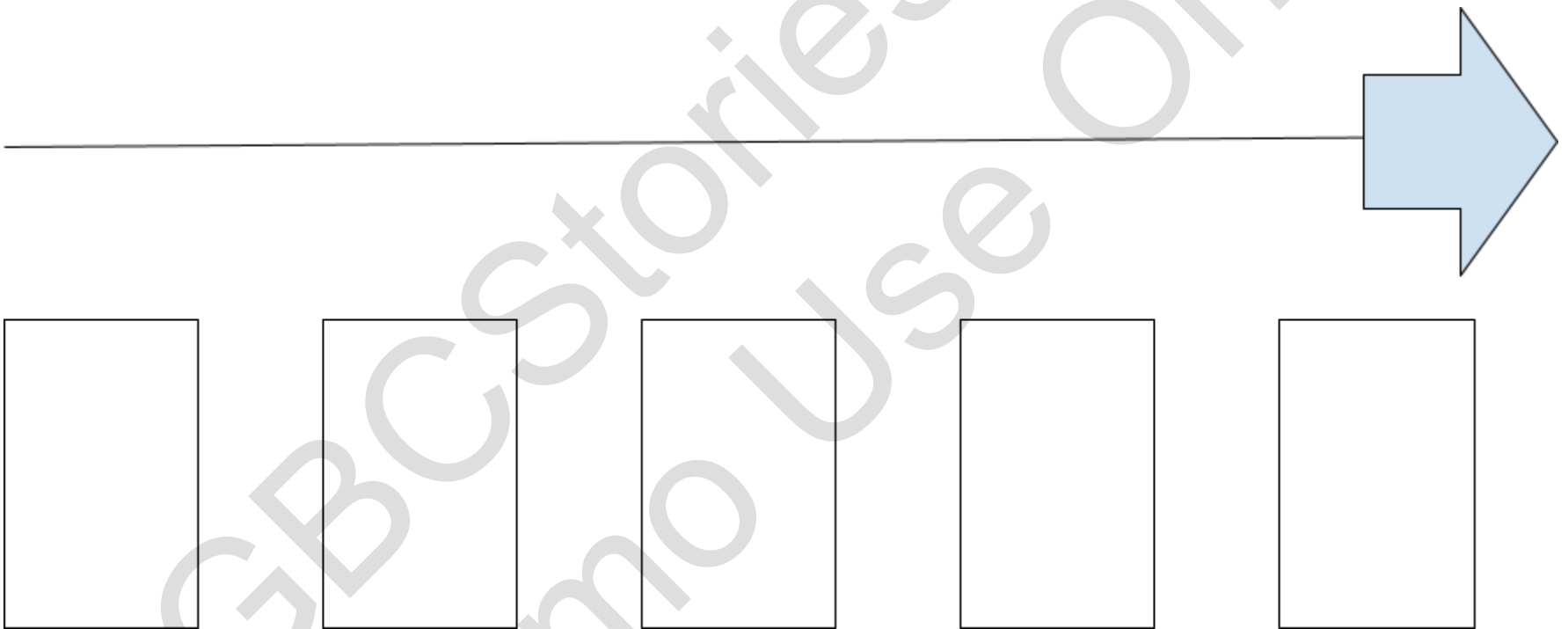
The 5W Chart	
Who?	
What?	
Where?	
When?	
Why?	

The Timeline

How to use:

- 1. Provide a topic (i. e. World War II; Martin Luther King, Jr.'s Civil Rights Movement; Transporting a President).**
- 2. Have learners use details from the video or their prior knowledge to complete the timeline. Words or drawings can be used to show sequencing skills.**

The Timeline

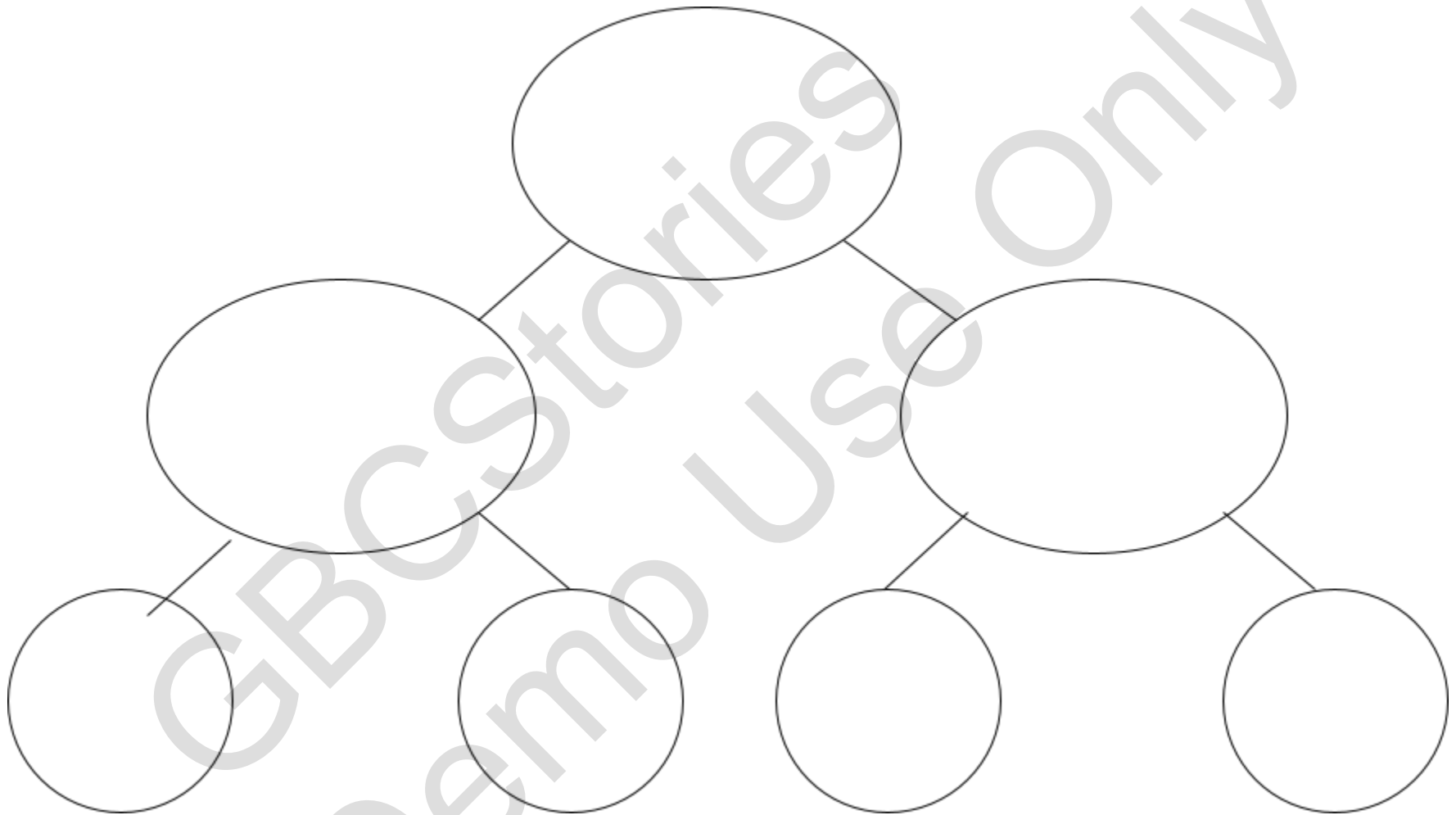


Goal/Reasons Web

How to use:

- 1. Have learners create a goal based on information provided in the video (i. e. be more respectful; assist family more, etc.)**
- 2. Have learners brainstorm reasons to support their goal.**
- 3. Have learners use the bottom circles to brainstorm examples of what their actions to reach that goal might look like.**

Goal Reasons Web

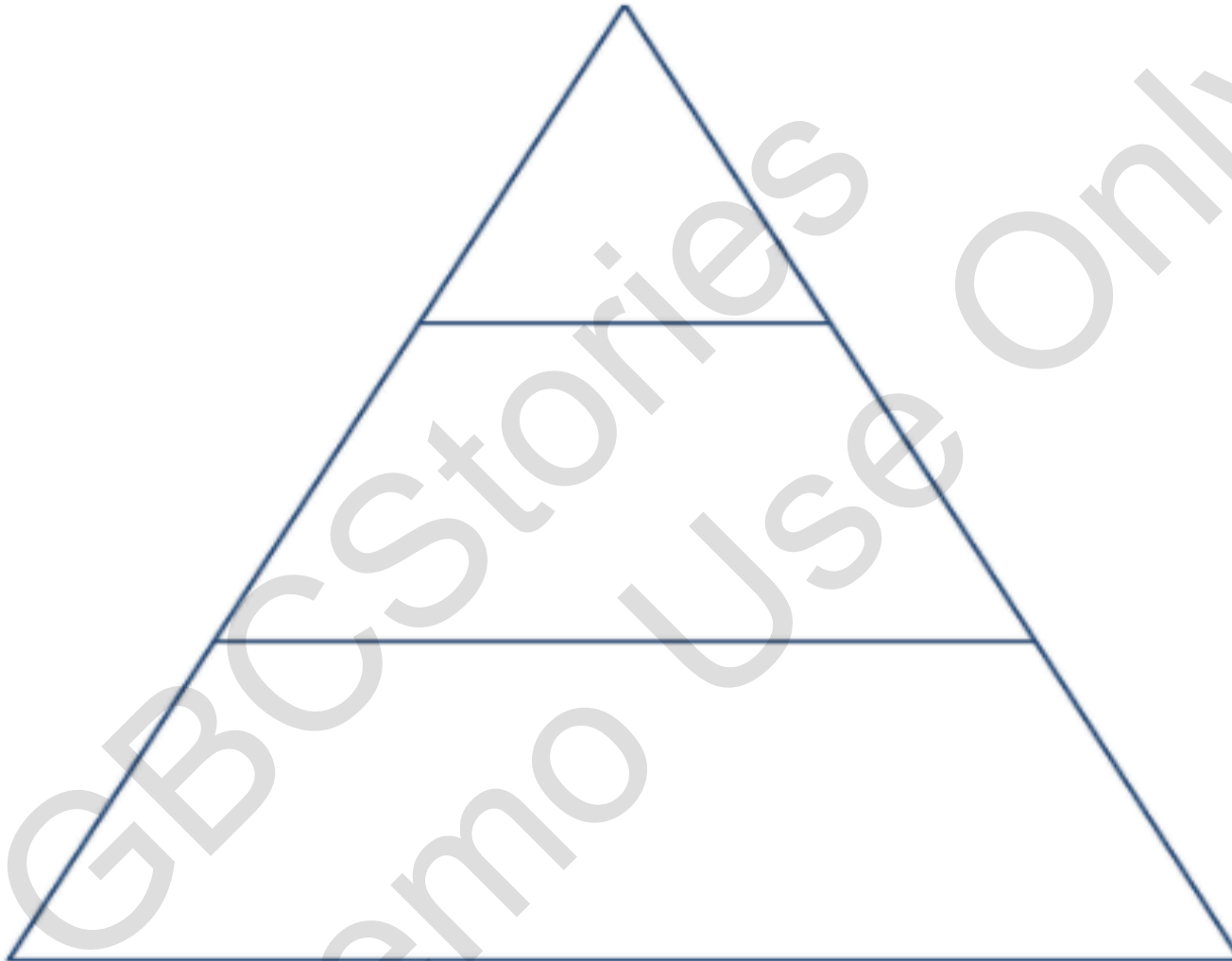


The Pyramid

How to use:

- 1. Provide a topic (i. e. American citizenship; starting a business, etc.)**
- 2. Have learners brainstorm details that and examples related to the topic that get more and more specific as the pyramid gets larger.**
- 3. Alternatively, have learners draw pictures to showcase their ideas.**

The Pyramid



The T Chart

How to use:

- 1. Identify an idea or concept that you want learners to think about critically (i. e. a person in the video; a success; a challenge, etc.)**
- 2. Have learners think about what that concept/idea, etc. looks like and sounds like.**
- 3. Help learners think about comparisons that can be made to build critical insights.**

The T Chart

Topic: _____

Looks Like:	Sounds Like:

Word Web

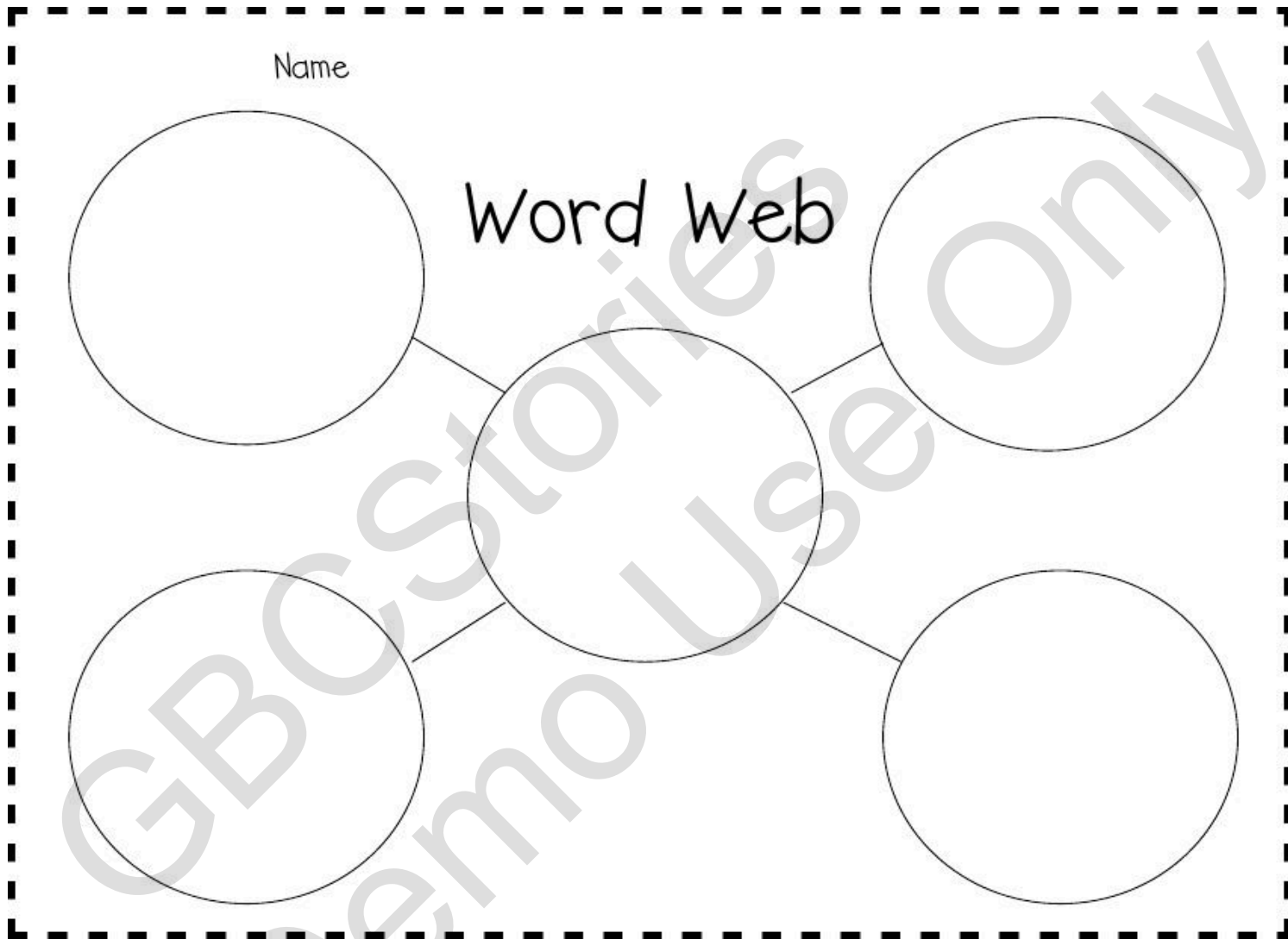
How to use:

- 1. Give learners a word to focus on. Or, assign learners a new word.**
- 2. Have learners fill in characteristics of/examples of that word.**

Word Web

Name _____

Word Web



The diagram consists of a central circle connected to four surrounding circles by lines. The entire structure is enclosed within a dashed rectangular border. The text 'Name' is positioned at the top left, and 'Word Web' is centered in the middle of the diagram.

The Four-Square

Fray Model

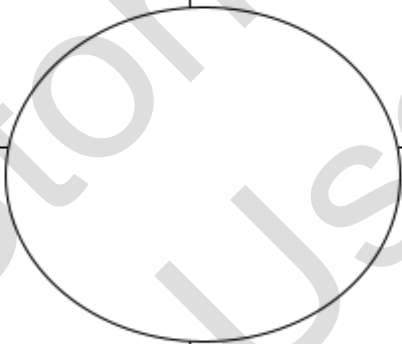
How to use:

1. Provide learners with a vocabulary word to target from the lesson plans/video.
2. Help learners come up with characteristics related to that word.
3. Add examples and non-examples in the space provided.

The Four-Square

Freyer Model

Definition	Characteristics
Examples	Non-examples



Informational Text

How to use:

- 1. Provide learners with one or more concepts for the first column (i. e. new inventions; a historic event, etc.)**
- 2. What are some big ideas or main points related to the concept? (Use the middle column)**
- 3. What are some supporting details or more specific info related to the big ideas/main ideas? (Use the right column).**

Informational Text		
Concept(s)	Main Idea	Supporting Details

Cause & Effect

How to use:

1. Provide learners with an effect(s) and have them identify the cause(s).

OR

2. Have learners identify a series of causes and effects related to the video.

Cause and Effect

Topic:	
Cause:	Effect:

Agreement Scales

How to use:

- 1. Pick a topic from the video.**
- 2. Provide learners with a statement to copy down (or you can fill it in for them.)**
- 3. Have learners weigh in on how they feel by choosing a rating.**
- 4. Have learners write down why they chose this rating.**

Agreement Scales

Statement: _____

Strongly Disagree						Strongly Agree
1	2	3	4	5		

I gave this rating because _____

Cartoon & Picture Strip

How to use:

- 1. Provide learners with a topic (i. e. World War II; the first movie store opening, getting a telephone installed, etc.)**
- 2. Have learners record three details in order related to the topic. Alternatively, they can draw pictures to show sequencing.**

Cartoon & Picture Strip

Cartoon & Picture Strip				

GBCStories
Demo Use Only

Do You Know Sentence Frame?

How to use:

- 1. Fill in the topic for today.**
- 2. Read the sentence frame aloud to students. Read it again/have students repeat.**
- 3. Give 60 seconds for learners to think about the topic.**
- 4. Give learners 60 more seconds to write about the topic.**
- 5. Take some time to talk about it.**

Do You Know?

Sentence Frame

Do you know anything about _____ ?
(topic)

I'm not sure, but I do know _____.

OR

I think it could be _____ because I learned _____.

Make Comparison Sentence Frame

How to use:

- 1. Have learners pick one person or item from the video that they are like.**
- 2. Have them finish the sentence with why they are like it.**
- 3. Have learners pick one person or item from the video that they are unlike.**
- 4. Have them finish the sentence with why they are unlike it.**

Make Comparisons

Sentence Frame

I am like _____ because I am _____?
(noun/topic) (adjective/describe)

I am unlike _____ because I am _____?
(noun/topic) (adjective/describe)

Translation Strategies

Strategy	Why use it?	How to use it?	Example of using it with the GBCStories curriculum.
Make notes, handouts, and directions available for students in their native language.	This helps learners access information in their native language while being immersed in the English language.	Print the resources we have supplied for you.	GBCStories has done this for you.
Use captioning.	This helps learners make a correlation between visual and word recognition.	Add captioning on presentations, slides, and subtitles on video presentations.	Our videos have subtitles, so this is built in within that aspect.
Make online glossaries and dictionaries available.	This helps learners access unfamiliar words.	Provide a way for them to access unfamiliar words.	Consider looking at the key vocabulary included in the <i>Student Background Knowledge</i> section of all lesson plans.
Use shorter sentences.	This helps the learners not get lost in hearing too much at once.	Break information down into smaller ideas.	Look at the different ideas broken down in the <i>Student Background Knowledge</i> section of all lesson plans.

Visual Strategies

Strategy	Why use it?	How to use it?	Example of using it with the GBCStories curriculum.
Use pictures.	This helps learners see the word(s) in a different way.	Print pictures in advance.	Access online pictures via our website.
Use graphs and charts.	This helps the learner see information and facts in a different method.	Organize dates or other info from videos.	Practice note taking related to a video's main idea.
Use graphic organizers.	This helps learners access knowledge and interact with it in different ways.	Use one of the provided resources in the handbook or the Reusable Resources folder.	Look at suggestions from the lesson plans to see the best way to interact with the video according to the Essential Question.

Other Strategies

Strategy	Why use it?	How to use it?	Example of using it with the GBCStories curriculum.
Singing	This helps learners access knowledge with a predictable rhythm.	Find or create songs that aid ELLs in learning new words. Provide learners with the lyrics.	Use lyrics that are relevant to the GBCStories video topic.
Modeling	This helps learners see the final product or goal.	Show learners what the outcome of a task is before they engage in it. Guide learners through each step.	Use one or more of the formative assessments built into our lesson plans.
Scaffolding	This helps learners assimilate existing knowledge with new knowledge.	Find a strategy or graphic organizer that works well (i. e. KWL, Venn diagram, etc.)	Consider looking at the suggested activities included in the lesson plans.
Connect to background knowledge	This can build interest	Help learners connect with what they already know about a topic	The <i>Bell Ringer</i> section of our lesson plans supports this strategy.

Comprehensible Input Strategies

Strategy	Why use it?	How to use it?	Example of using it with the GBCStories curriculum.
Use gestures.	Aids the learner in getting the essence of what the teacher is saying.	Find or create songs that aid ELLs in learning new words. Provide learners with the lyrics.	Use lyrics that are relevant to the GBCStories video topic.
Use objects and pictures.	While learners may not understand every word being said, they get the 'big ideas' associated with the content.	Show learners actual objects or pictures of the objects discussed throughout the lesson.	Pay attention to the specific ELL notes provided for discussion in the Lesson Plans.
Use a natural rhythm and intonation.		Vary your voice to mark changes when speaking.	Consider looking over the lesson plan in advance to prepare such a rhythm, etc.

Corrective Feedback Strategies

Strategy	Why use it?	How to use it?	Example of using it with the GBCStories curriculum.
Total Physical Response	Learners will link vocabulary and movements.	Use physical movements to react to verbal input	Have learners act out key actions that go with vocabulary.
Gestures and Mimicking	Gets multiple senses involved to have learners interact with the words.	Have students mimic gestures, facial expressions, body movements, etc.	Use one or more of the vocabulary words referenced in ELL notes through our lesson plans.
Writing the Words	This helps learners make a connection between the oral and written words.	Write the word or phrase where students can see it.	Consider looking at the suggested activities included in the lesson plans.
Repetition and Practice	Helps learners not forget old words and ensures learning new words.	Teach words and phrases by consistently using the same method	The <i>Bell Ringer</i> section of our lesson plans supports this strategy.

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