

Differentiating Instruction in Adult ESOL Classrooms

Webinar Activity Book



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Institute for the Professional Development of Adult Educators

WEBINAR ACTIVITY BOOK

Differentiating Instruction in Adult ESOL Classrooms

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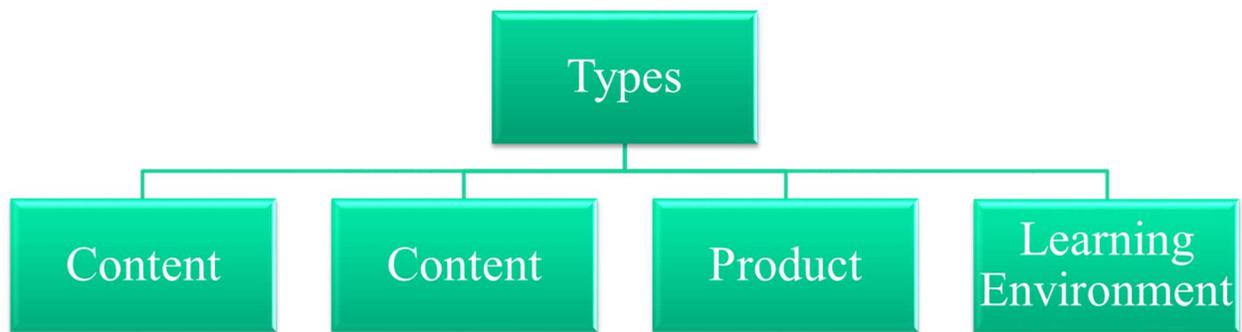
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Different Methods to Differentiate Instruction



Two Sides to Differentiated Instruction

+	▲
<ul style="list-style-type: none"> • Benefits high achieving students and students with disabilities • Increases student responsibility towards learning • Increases student engagement 	<ul style="list-style-type: none"> • Takes a bit more effort in planning • Some techniques may require special resources for classroom implementation

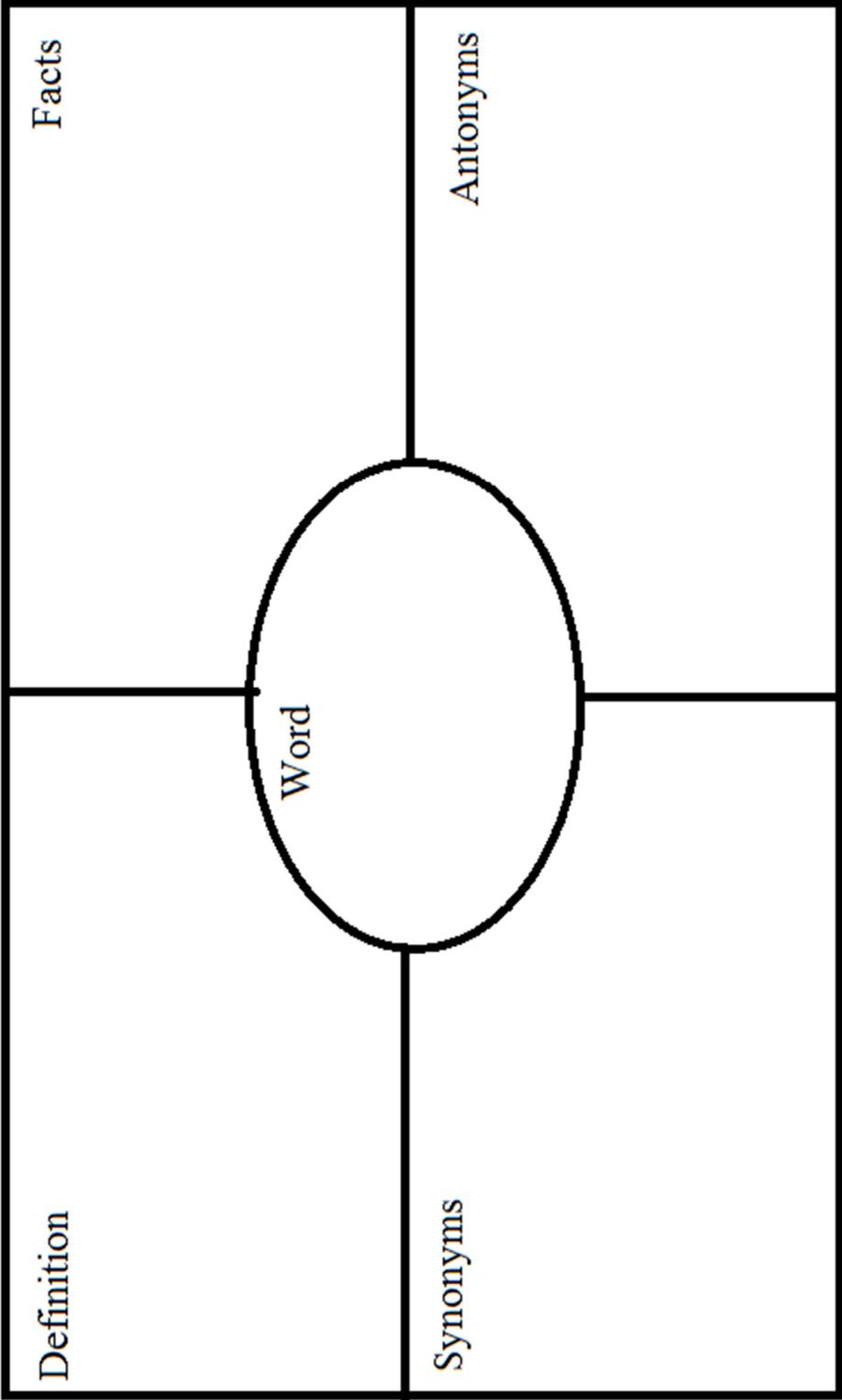
Differentiating the Product

Low	Mid	High
<ul style="list-style-type: none"> • Picture cards • Answer questions orally <ul style="list-style-type: none"> • Yes/No – Thumbs up/down • 1 or 2 WH - pointing • Written vocabulary words • Dictation notes • Completed sentence frames 	<ul style="list-style-type: none"> • Note cards • Answer questions orally <ul style="list-style-type: none"> • 4 or 5 WH • Written vocabulary words • Dictation notes • Completed Frayer Model 	<ul style="list-style-type: none"> • Glossary • Answer questions orally and/or in writing <ul style="list-style-type: none"> • 5 WH + How • 1 or 2 Critical Thinking Questions • Completed Sentence Frames • Completed Graphic Organizers

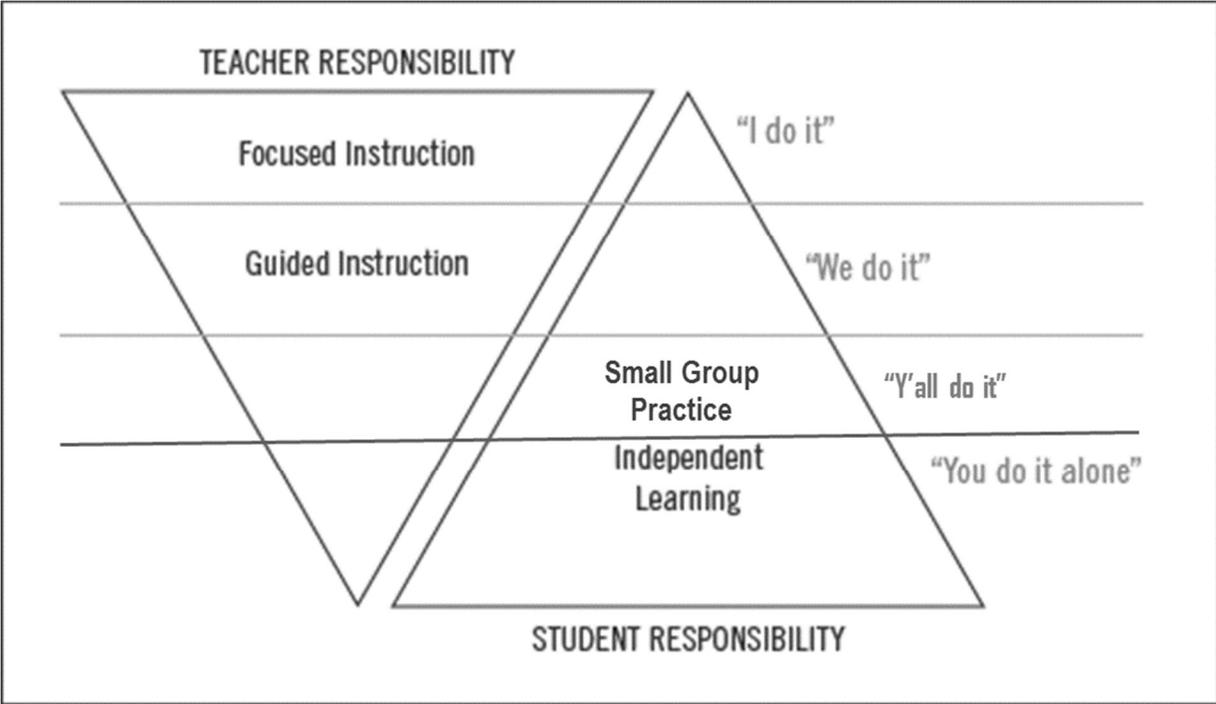
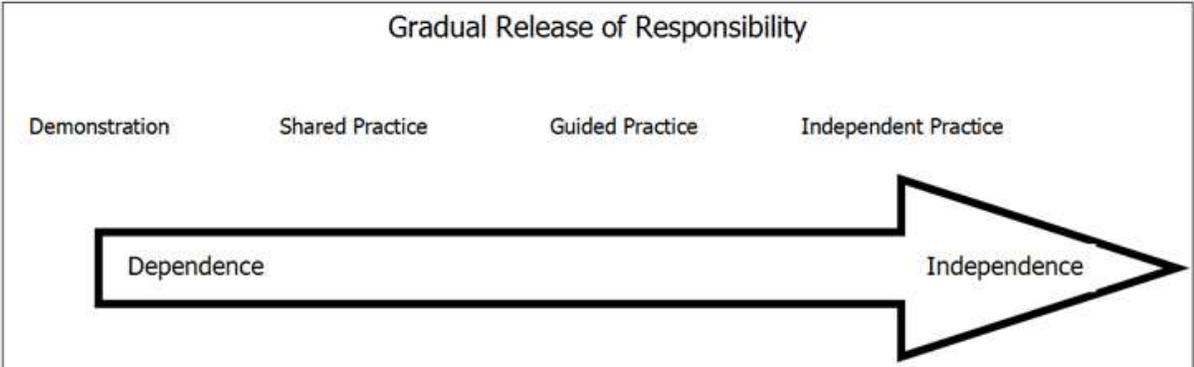
Differentiating the Process

Low	Mid	High
<ul style="list-style-type: none">• Teach vocabulary• Read article together• Ask and answer questions orally<ul style="list-style-type: none">• Yes/No• 1 or 2 WH• Practice writing 5 vocabulary words• Dictation – 5 words• Sentence frames	<ul style="list-style-type: none">• Teach vocabulary• Read article together• Ask and answer questions orally<ul style="list-style-type: none">• 4 or 5 WH• Practice writing 10 vocabulary words• Dictation – 10 words• Frayer Model	<ul style="list-style-type: none">• Teach vocabulary• Read article together• Ask and answer questions orally<ul style="list-style-type: none">• 5 WH + How• 1 or 2 Critical Thinking Questions• Sentence Frames• Graphic Organizers• Independent Sentences

The Frayer Model



Scaffolding



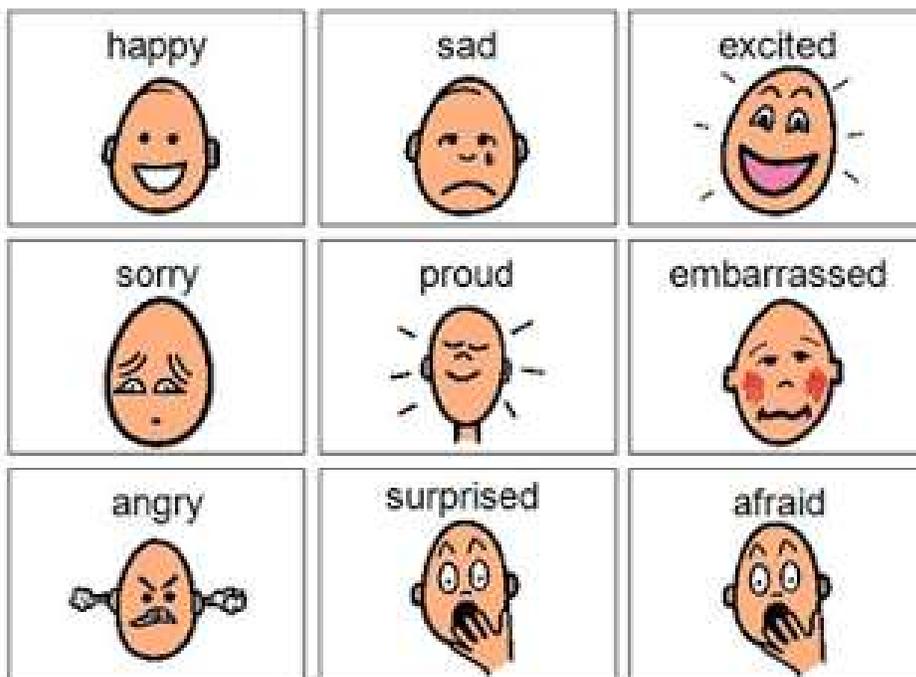
ELPS Scaffolding and Supports

Table C-1. Supports and Scaffolding Recommendations by Level¹³

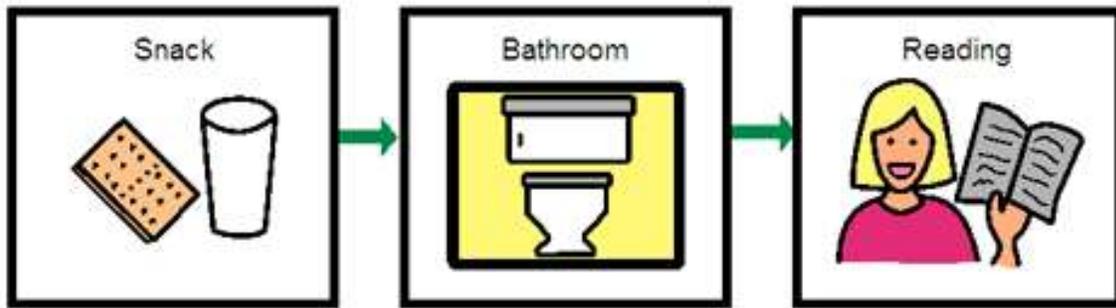
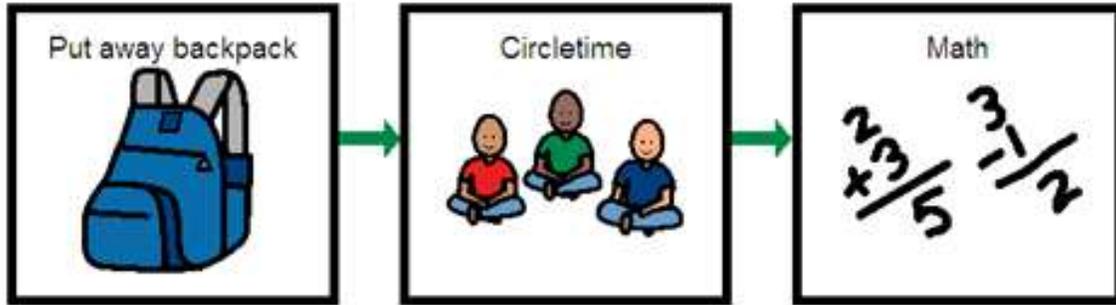
	ELP Levels 1-2	ELP Levels 3-4	ELP Level 5
Teacher Language and Teacher-Student Exchanges	<ul style="list-style-type: none"> • Give wait time • Use contextualized language about concrete topics • Repeat, paraphrase, model, and gesture • Use think alouds to model processes and language • Give one-step directions • Use native language as appropriate • Have students demonstrate understanding by pointing or gesturing • Concentrate on meaning rather than correctness 	<ul style="list-style-type: none"> • Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness 	<ul style="list-style-type: none"> • Model complex grammatical language about both concrete and abstract topics
Materials and Activities	<ul style="list-style-type: none"> • Build background • Use visuals • Use total physical response (TPR) • Use graphic organizers • Use illustrations and photos to show student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide sentence starters and frames • Draw and label or write words/short sentences • Complete vocabulary log with images 	<ul style="list-style-type: none"> • Build background • Use visuals • Use TPR • Use graphic organizers • Use acting or role plays to demonstrate student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames 	<ul style="list-style-type: none"> • Build background • Use visuals • Use graphic organizers • Purposefully teach vocabulary • Provide bilingual glossaries • Provide audio books (in English) to support content learning • Analyze complex grammatical language about both concrete and abstract topics
Student Groupings	<ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds) 	<ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with additional scaffolds) 	<ul style="list-style-type: none"> • Partner work • Small groups

¹³ Adapted from WIDA Consortium. (n.d.). *WIDA support examples across levels*. Retrieved from <https://imc.welch.edu/file/view/WiDA+Support+-+Examples+Across+Levels.pdf>

How do you feel today?



Morning Schedule



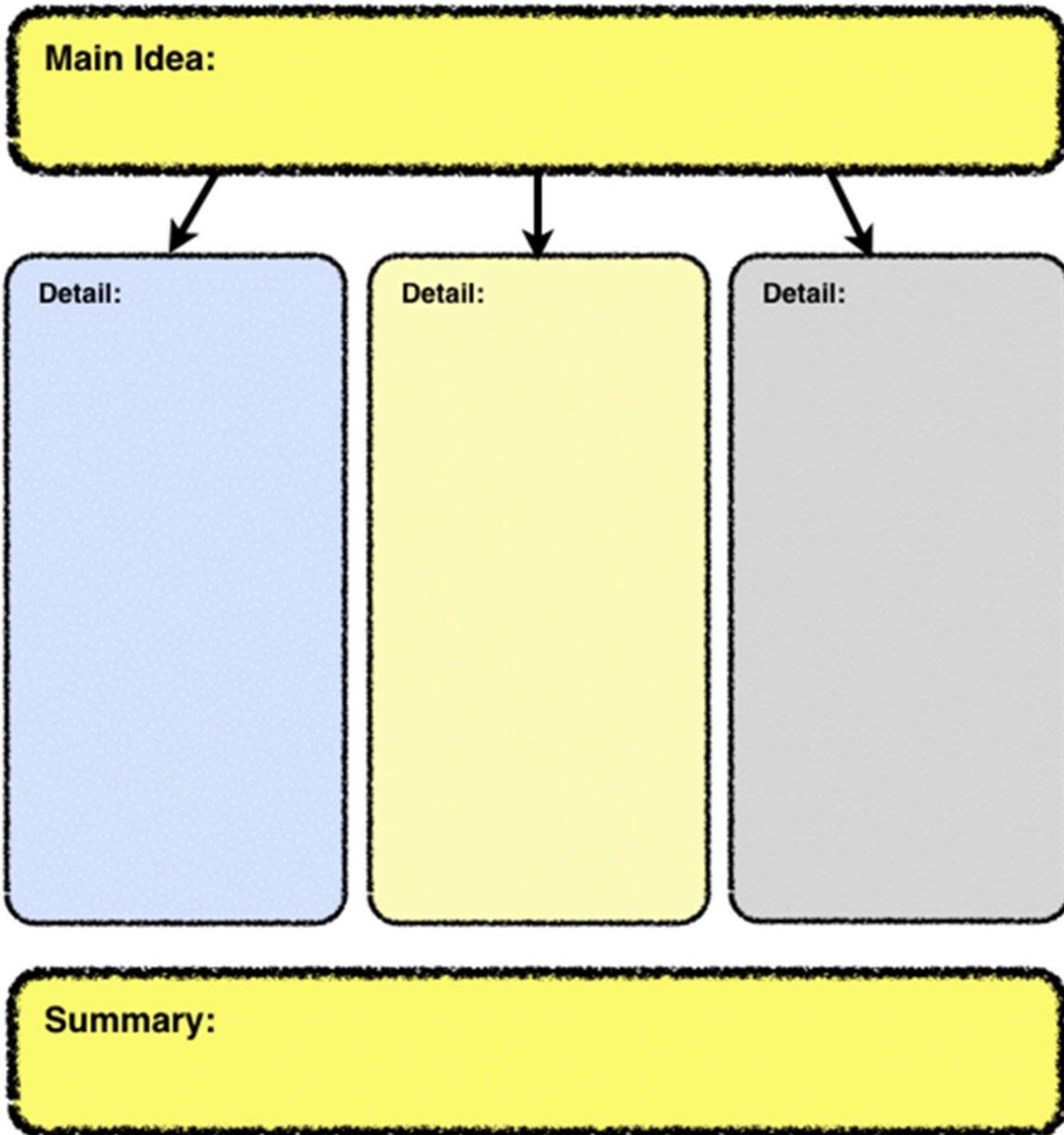
Class Jobs Visuals

vacuum carpet 	<ul style="list-style-type: none"> get vacuum  plug in  vacuum carpet  wrap cord  put away vacuum 
wipe board 	<ul style="list-style-type: none"> spray board  wipe board  throw paper away 
br 	<ul style="list-style-type: none"> get list  walk down hall  go into office  hand in list  go back to class 
sharpen pencils 	<ul style="list-style-type: none"> get pencils  sharpen pencils  put pencils away 
wash dishes 	<ul style="list-style-type: none"> get dishes  go to sink  get sponge and soap  wash dishes  put away dishes 

by: Sasha Hallagan @2012
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Name:

Main Idea and Details



Persuasive Writers Remember Their

OREOS

State your opinion clearly.

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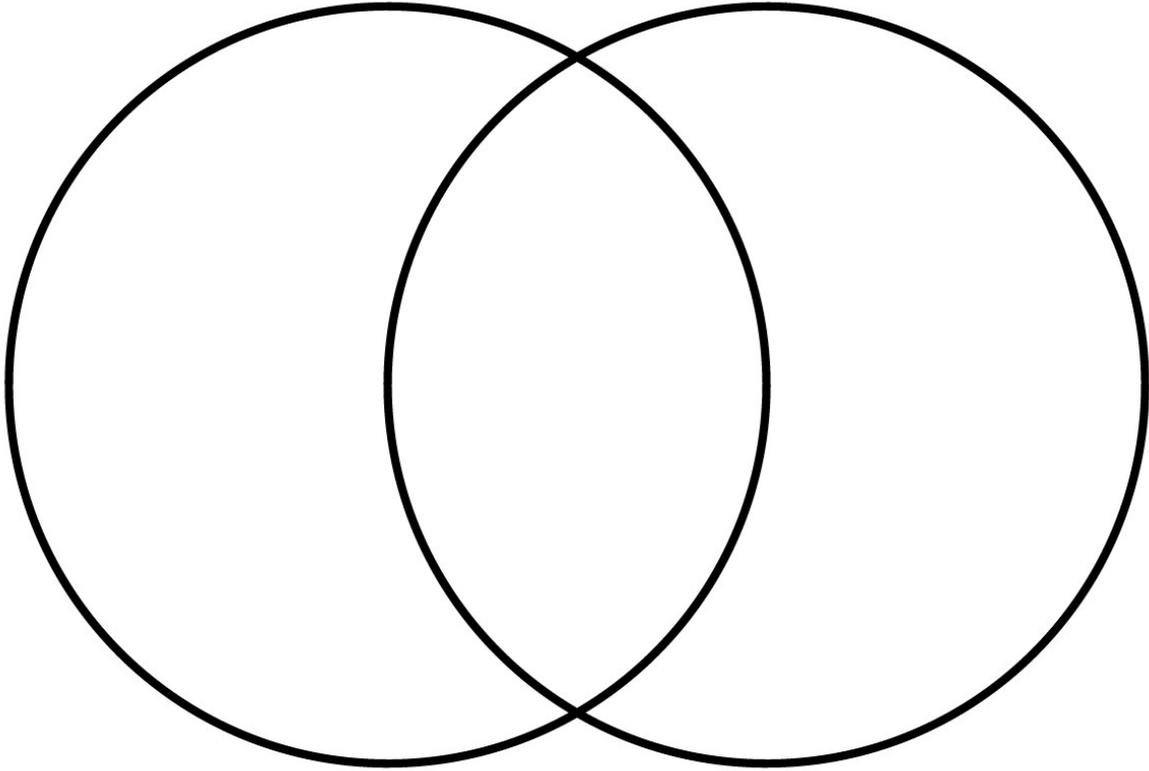
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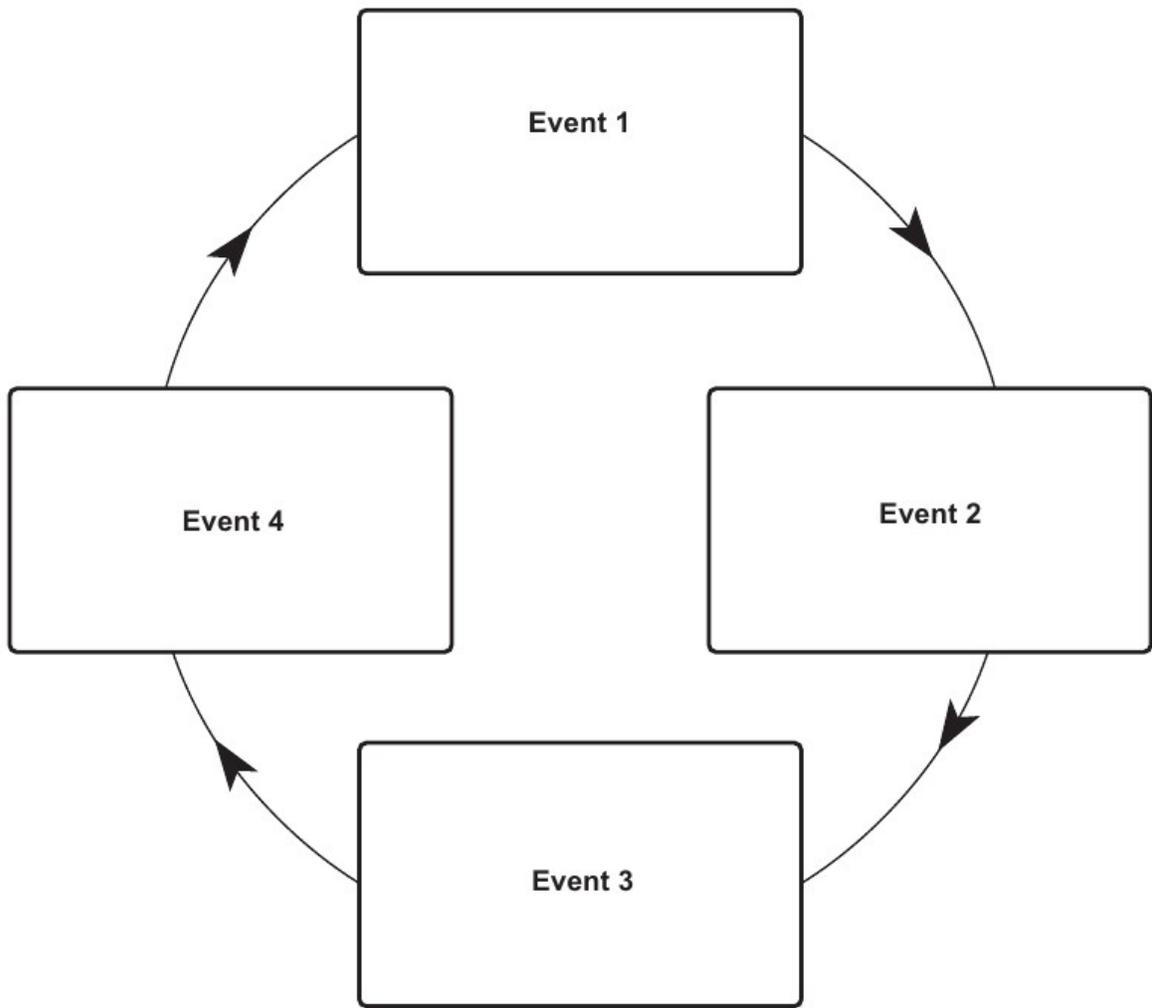
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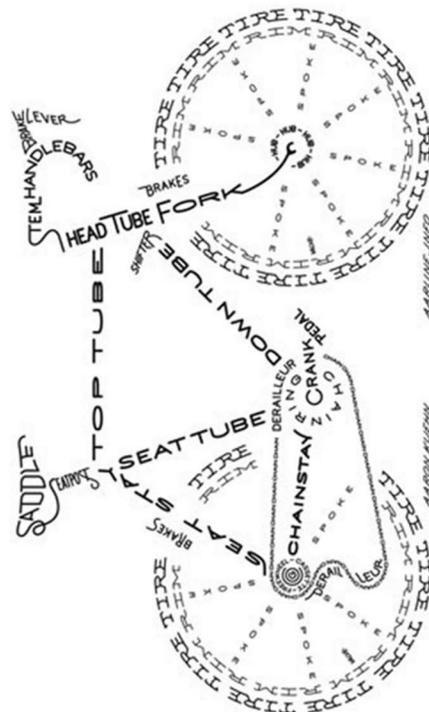
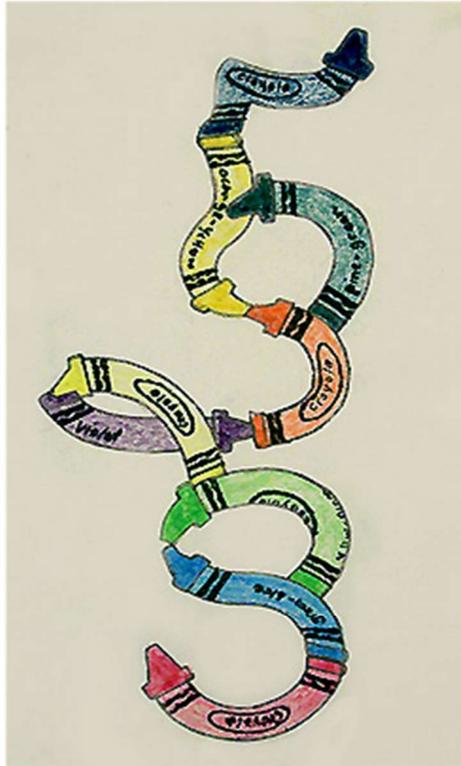
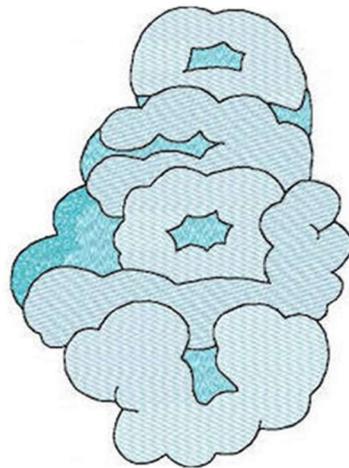
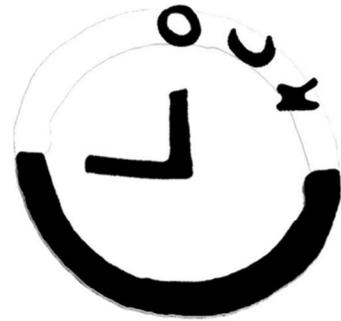
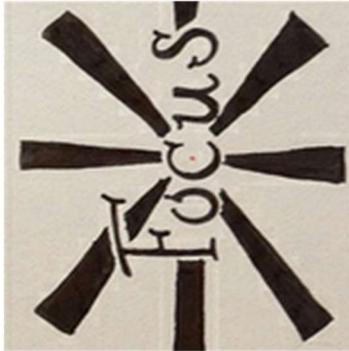
O
pinion restated

2 Zone Venn Diagram





Word/Phrase Picture Cards



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Sentence Starters and Frames

Word	Meaning	Examples
<p>poisonous</p> <p>_____</p>	<p>An adjective that describes something that is full of _____.</p> <p>Poison can cause _____ or even death.</p>	<p>1. Mrs. Martinez and I saw a poisonous _____ called poison oak growing around the trunk of a redwood tree.</p> <p>2. It you accidentally _____ some of the cleaning liquids they may cause you to get sick because they are _____.</p>
<p>What is something that is poisonous you should stay away from?</p> <p>I should stay away from _____ because _____</p> <p>_____</p>		

Accountable Talk/ Discusión responsable

Popular prompts:

I agree because...	Estoy de acuerdo, porque...
I do not agree because...	No estoy de acuerdo, porque...
In my opinion...	En mi opinión...
This reminds me of...	Esto me recuerda de...
I was confused when...	Yo estaba confundido cuando...
I did not like...	No me gustó...
I think that...	Yo pienso que...
I like...	Me gusta...
I discovered that...	Descubrí que...
I predict that...	Mi predicción es que...
Can you show me?	¿Me puedes enseñar?

Word Nerds

Active Vocabulary Practice Reference

Whole Group Practice		
<i>Name of Activity</i>	<i>Skills</i>	<i>Details</i>
Scramble	Synonyms/Antonyms Social Skills	When the teacher says, "scramble", students with related synonyms and antonyms stand together in a huddle. Switch student words cards and repeat.
Counting Dude, Bragging Dude	Speaking in complex sentences; Social Interaction	Students are paired and the "bragging dude" recites a 7-up sentence using their vocabulary word while "counting dude" checks the accuracy. If it is correct, bragging dude can "celebrate" with a short display of cheer.
Word Charades and Show Me	Connect concepts; Drama Integration	Students act out the definition of a word. Charades is silent and Show Me can include dialogue or sound effects.
Vocabulary Rap	Memory; Music and rhythm	Rap vocab. words with synonyms and antonyms. "When I say __, you say, __." See World Hip Hop Beats or Creative Commons for wordless hip hop music.
Chain Link	Extend meaning of vocabulary; Creative and abstract thinking	One student explains their word meaning and the rest of the class tries to make a connection to that word with their own. Once a connection is made, they hook elbows together. Play continues with the rest of the class continuing to take turns making connections with words added to the class chain.

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Word:	Date:
Meaning:	
Sentence:	
Synonyms:	Picture:
Antonyms:	
Word:	Date:
Meaning:	
Sentence:	
Synonyms:	Picture:
Antonyms:	