

Meeting the Needs of English Learners with Special Needs

WS# 174630 Remote Check-In Code: ELSPED

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Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools:
2 devices if possible
5. Paper, pencil, markers...



Content Objective


Today I will analyze the *second language acquisition process* and how each one of the *13 disabilities categories* impact language development.



Language Objective

Today I will discuss with my peers the second language acquisition process and I will share ideas on how disabilities might impact language development.





La
Tod
secon
will sh

What do you remember from yesterday?

Transfer of Concepts



J. Cummins (1981)



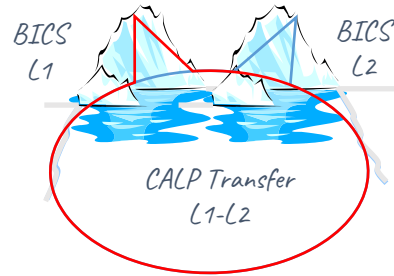
Transfer of Concepts



J. Cummins, 1981



Transfer of Concepts



J. Cummins, 1981

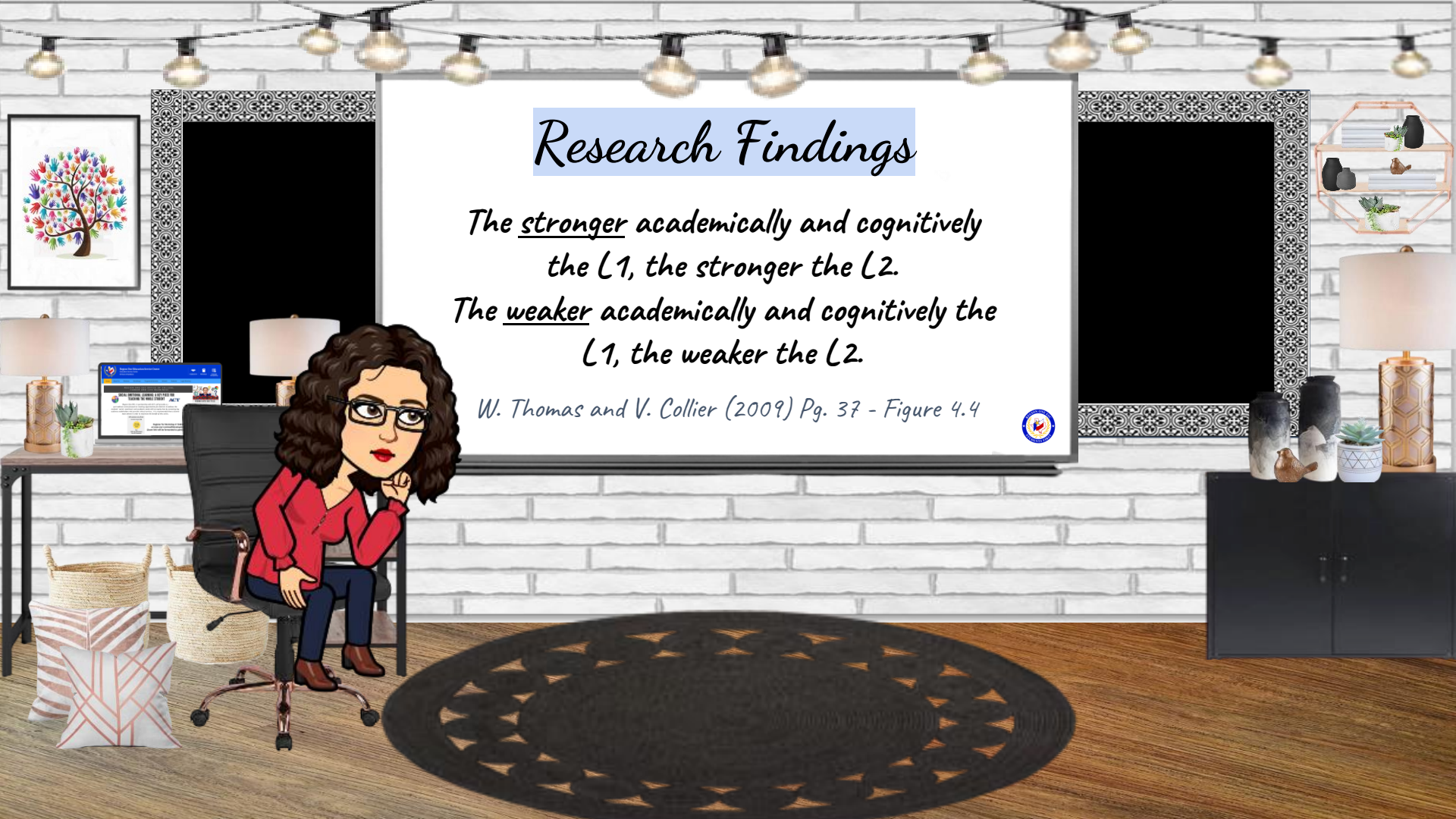


Research Findings

The stronger academically and cognitively
the L1, the stronger the L2.

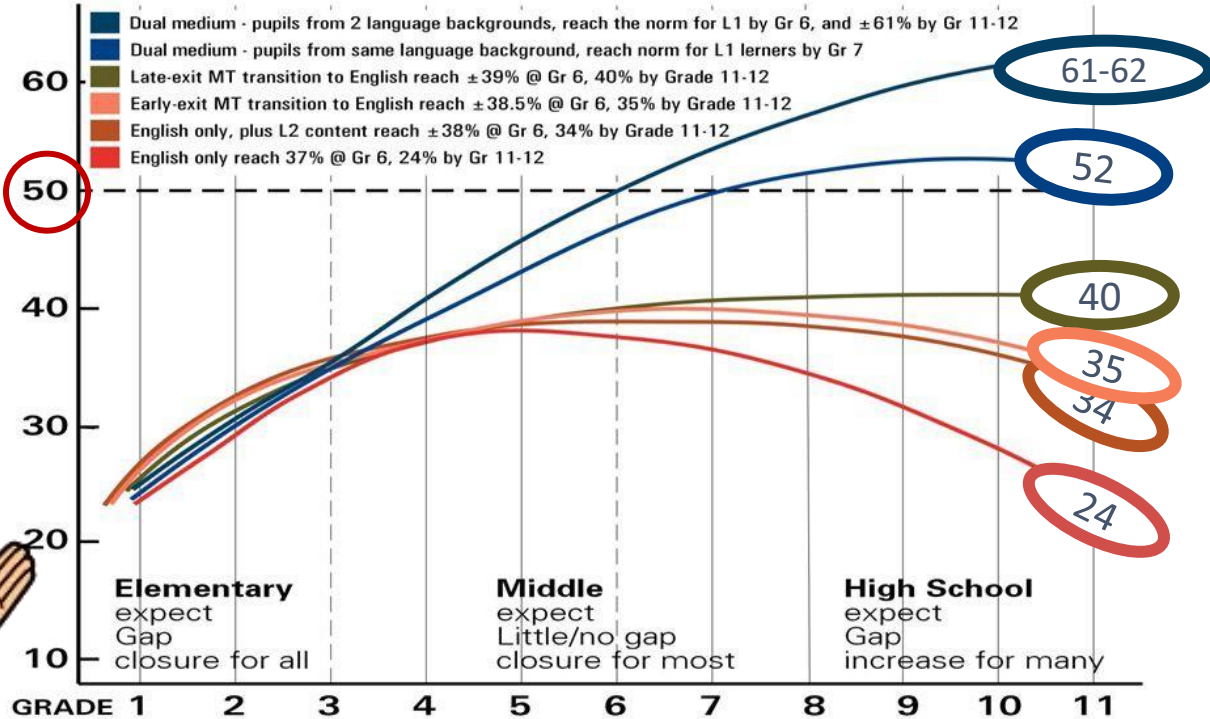
The weaker academically and cognitively the
L1, the weaker the L2.

W. Thomas and V. Collier (2009) Pg. 37 - Figure 4.4



The Effectiveness of Bilingual Program Models

Reading levels of English second language learners in English



Average performance of native-English speakers



Bilingual Program Models

10% BEA for EL
\$616

Early
Exit

Late
Exit

10% BEA for EL
\$616

15% BEA for EL
\$924

1Way
DL

2Way
DL

15% BEA for EL
\$924
5% for EP
\$308



English vs

Spanish



English vs Spanish Phonology

Spanish

Based on syllables

mamá = ma-má

manzana = man-za-na

sol = sol

Based on phonemes

cat = /k/ /a/ /t/

bat = /b/ /a/ /t/

sat = /s/ /a/ /t/

rat = /r/ /a/ /t/

English



Spanish

5 vowels = 5 sounds
b / v = same sounds

Tú vs usted

Está lloviendo = It is raining



English

5 vowels = 11+ sounds

b / v = different sounds

You

bit / bite * bow / bow / vow * bath / bathe



Spanish Phonology

| | FRONT | CENTER | BACK |
|--------|---------------|-------------|-------------|
| HIGH | iy (igual) | uw (uva) | |
| MEDIUM | ɛ(ego) | | ow (oso) |
| LOW | | a (al) | |



English Phonology

| | FRONT | CENTER | BACK |
|--------|-----------------------|--------------|---------------|
| HIGH | iy (meat) I (mitt) | uw (pool) | U' (pull) |
| MEDIUM | ey (mate) ε (met) | ə (mutt) | ow (coat) |
| LOW | æ (mat) | a (pot) | o (caught) |



Common Mistakes

Adding an “e” before an “s”

school

escuela

specific

específico

/skul/

/es kwe la/

/spəsi fic/

/es pe si fi col/

th = d

False cognates

exit → *éxito* (salida)

embarrassed → *embarazada* (avergonzada)



Common Mistakes

Today 11:33 AM

U can watch clothes now


I am watching clothes already

They aren't doing anything.



Wash!!!

Ok

Chin, ok new example for this afternoon 



WHY ENGLISH IS SO HARD

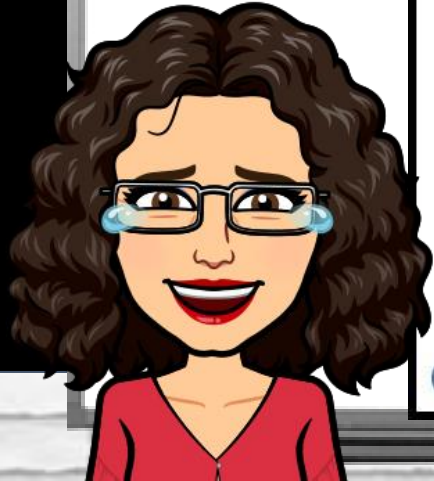
We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

 /grammarly

-ANONYMOUS

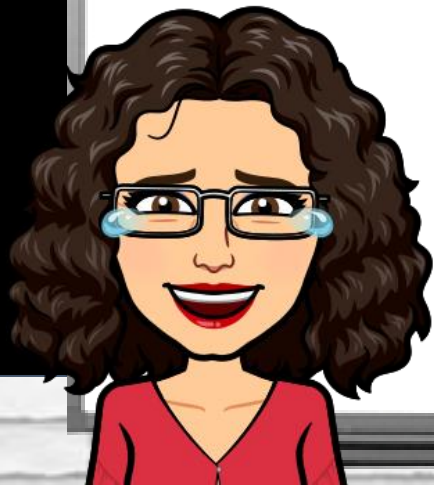


ENGLISH IS HARD

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.



FB DavidAvocadoWolf



The Power of Cognates!



The Power of Cognates

La chimica è la scienza che studia la composizione della materia ed il suo comportamento in base a tale composizione.



The Power of Cognates



*La chimica è la scienza che studia la
composizione della materia ed il suo
comportamento in base a tale
composizione.*

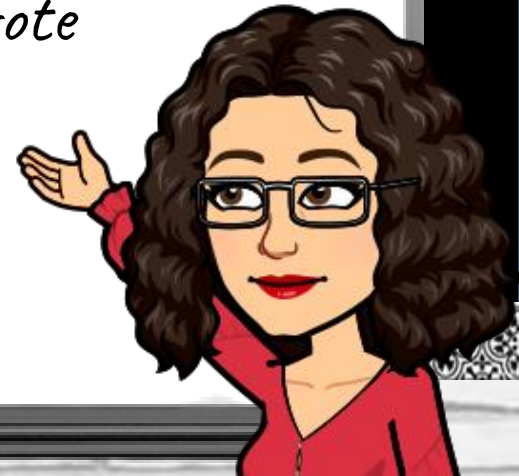


Your Turn!

1. Make a list of **5 academic terms** from any content area
2. Work with a partner to **combine your lists**
3. Write the **Spanish translation** to each word
4. Calculate the **percentage of cognates** you wrote














<http://www.realfastspanish.com/vocabulary/spanish-cognates>





Virtual Accommodations for EL

|  Domain |  Scaffold |  Synchronous |  Asynchronous |  Online Tools |
|--|---|---|---|--|
| | <p>Realia</p> <p>Show realia during a virtual meeting or lecture. Virtual realia allows students to interact with 3D or virtual reality representation of realia.</p> | <p>Student scavenger hunt or show and tell activities are great ways to include realia and practice speaking and listening. Students can take a picture and record a video. Students listen and respond to one another's video.</p> | <p>Student scavenger hunt or show and tell activities are great ways to include realia and practice speaking and listening. Students can take a picture and record a video. Students listen and respond to one another's video.</p> | <p>Google Meet</p> <p>Zoom</p> <p>Discovery Education</p> <p>Virtual Field Trips</p> <p>Flipgrid</p> <p>Seesaw</p> |
| | <p>Images</p> <p>Share a screen/presentation or hold up photos during a virtual meeting.</p> | <p>Students view a self-paced slideshow or picture dictionary. Students can use the slideshow or picture dictionary to complete activities or project on a topic.</p> | <p>Students view a self-paced slideshow or picture dictionary. Students can use the slideshow or picture dictionary to complete activities or project on a topic.</p> | <p>Google slides</p> <p>Nearpod</p> <p>Book Creator</p> <p>Jamboard</p> <p>Google Earth</p> <p>Mentimeter</p> <p>Ed Puzle</p> <p>ESL Video</p> <p>Discovery Education</p> <p>Brain Pop</p> <p>Brain Pop ELL</p> <p>Adobe Spark</p> |
| | <p>Films</p> <p>Share specific segments during a virtual meeting.</p> | <p>Assign students to independently view the video.</p> | <p>Assign students to independently view the video.</p> | <p>Discovery Education</p> <p>Brain Pop</p> <p>Brain Pop ELL</p> <p>Adobe Spark</p> |

|  Domain |  Scaffold |  Synchronous |  Asynchronous |  Online Tools |  Tutorial Videos |
|--|---|---|--|---|---|
| Speaking B, I, A, AH | In a whole group | Incorporate structured dialogue (GSSSA). | Students respond after watching a teacher-created lesson and comment through different modalities. | <p>Google Meet</p> <p>Zoom</p> <p>Pear Deck</p> <p>Flipgrid</p> <p>Padlet</p> | <p>Google Meet</p> <p>Zoom</p> <p>Pear Deck</p> <p>Flipgrid</p> <p>Padlet</p> <p>Google Docs</p> <p>Google Slides</p> |
| | In pairs, partners, triads, or small groups | Structured dialogue in virtual breakout rooms | Students share videos on a topic and respond to one another's video using sentence frames. | <p>Dice Talk</p> <p>Flipgrid</p> <p>Padlet</p> | |
| | Cooperative Group Structures | Students work in assigned breakout rooms with specific roles to complete the speaking task in a jigsaw. | Students use different platforms to contribute a response to a task. Group members can use Google docs to organize their thoughts/ideas and add audio to present their section in Google slides. | <p>Google Meet</p> <p>Zoom</p> <p>Google Docs</p> <p>Google Slides</p> <p>Pear Deck</p> <p>Flipgrid</p> <p>Padlet</p> | |

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Recommendations for Virtual Implementation of Accommodations



Whole New World... with Endless Possibilities

Recommendations for Virtual Implementation of Accommodations

| Accommodation | Recommendations for Virtual Implementation | | | | | | | |
|-----------------------|---|--------------------------------|---|--|-------------------------------------|-------------------------------------|---|----------------------------|
| | Text-to-Speech | | Accessibility Features in device student is using | | | | Accessible online Library | |
| Print Disability | Google/Chrome | Microsoft/Edge | PC/Laptop | Chromebook | Android | iPhone | Learning Ally | Book Share |
| Oral Presentation | Speech-to-Text | | Screen Recording | | | Closed Captioning | | |
| | Google/Chrome | Microsoft | Screencastify | Microsoft PowerPoint | Flipgrid | Google Slides | PowerPoint | Youtube |
| Visual Supports | Graphic Organizers | | Checklists | | Timelines | | Visual Cues | |
| | Google/Chrome | Microsoft | Google Keeps | Lists | Google Charts | Microsoft Templates | Google Docs | Microsoft |
| | | | | | Video Demonstration | | | |
| Visual Tracking | Immersive Reader | | Google Extensions | | | | Liner | |
| | Line Focus | | Super Simple Highlighter | | | | Video on How to use Liner | |
| Magnification | Accessibility Features in device student is using | | | Google Extensions | | | | |
| | PC/Laptop | Chromebook | Mobile Device | Zoom for Google Chrome | Magnifying Glass | Hover Zoom | | |
| Clarifying Directions | Develop Videos with Quality Examples | | | | | | | |
| | Screencastify | | Microsoft PowerPoint | | | | Flipgrid | |

| Accommodation | Recommendation for Virtual Implementation | | | | | | | |
|--------------------------------------|--|---------------------------|---|--|--|---|--------------------------------|-------|
| Preview Vocabulary & Key Points | Quizlet | SMMY | Quizizz | Rewordify www.rewordify.com | Kahoot | Create Informational Video Screencastify Microsoft PowerPoint Flipgrid | | |
| Peer Notetaker | Utilize same person, if possible | | Google Drive | Microsoft | iPhone | Provide Advanced Notes Microsoft Translator How to access | | |
| Additional (Extra) Time | Check for any timing settings | | Review Scheduling Demands | | | Strive for Mastery | | |
| Manipulatives | Digital Manipulatives | | | | | | | |
| | The Math Learning Center | | | | National Learning Library of Virtual Manipulatives | | | |
| Calculator | Online Graphing Calculator | | | | Build into student devices | | | |
| | www.desmos.com | | | | PC/Laptop | iPhone | Android | |
| Dictionaries & Thesaurus (Elem) | Word Supports | | | Online Dictionaries | | | | |
| | Google/chrome | Microsoft | A Maths Dictionary for Kids | Little Explorers from Enchanted Learning | | Merriam-Webster-Word Central | | |
| Dictionaries & Thesaurus (Secondary) | Word Supports | | | Visual Dictionary Online | | | | |
| | Google/chrome | Microsoft | Visuwords | Merriam-Webster Visual Dictionary Online | | Visual Thesaurus | | |
| Verbal Encouragement | Provide Positive Feedback | | | | | | | |
| | Email | | Text | | | Voice Note | | Video |
| Behavior Supports | Clear Rules | | Alternative Activities & Choice Design Your Own Digital Choice Board | | | Opportunity for Movement | | |
| | Additional Teacher Resources | | | | | | | |
| Streamable Learning | Classroomscreen http://www.classroomscreen.com/">http://www.classroomscreen.com/ | Flipity | Newsela | | | Pear Deck How Deck Remedy | Text Compactor | |

Best Practices in the Virtual Learning Environment: Be consistent, set clear expectations, be purposeful and provide constant feedback





Exit Tickets



I used to think...
But now I know...





¡Mil gracias! See you tomorrow!

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