

Beginning with the End in Mind: Using Backward Design to Support Level 1 English Language Learners

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Session #3 3:05-4:05pm

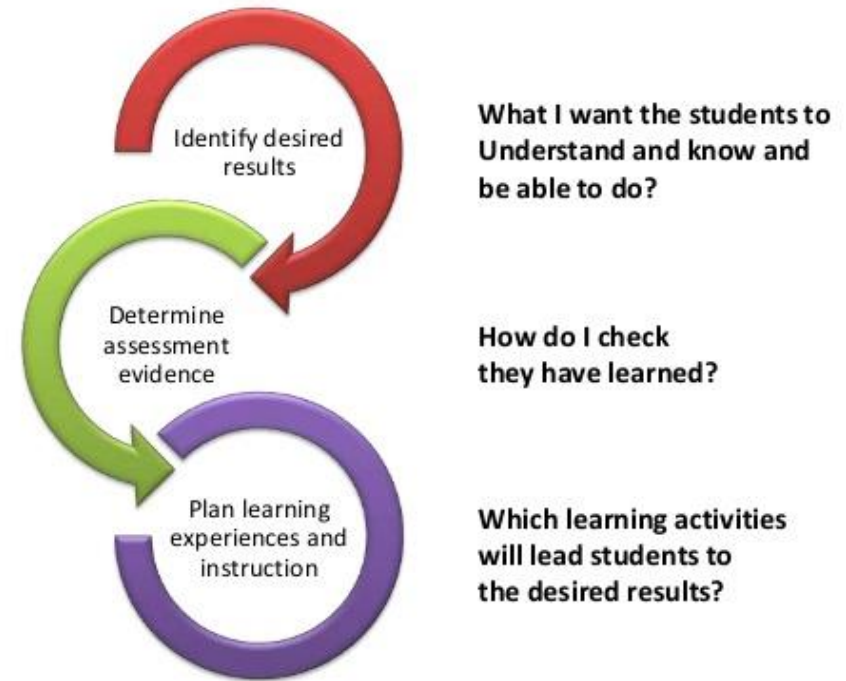
Level 1 English Language Learners

- Who is this session focused on?
 - Beginning level students testing in the Level 1A or 1B Reading and Listening CLAS-E test books.
- What are the demographics of beginning level students?
 - Illiterate in their own language to Doctoral degrees in their countries
 - Low socioeconomic status to wealthy
 - No English to a few years of English courses in their country
- What do beginning students need?
 - Confidence, Community, Vocabulary, and Repetition

Backward Design is our Road Map!

- First, we consider the ***destination*** (our assessment, TABE CLAS-E)!
 - What are our goals?
 - Demonstrated student success = GAINS!
 - Demonstrated teacher effectiveness = GAINS!
- Then, we plan the ***trip*** (lessons)!
 - Lesson plans guide us step-by-step toward our goal.

The Backward Design Process

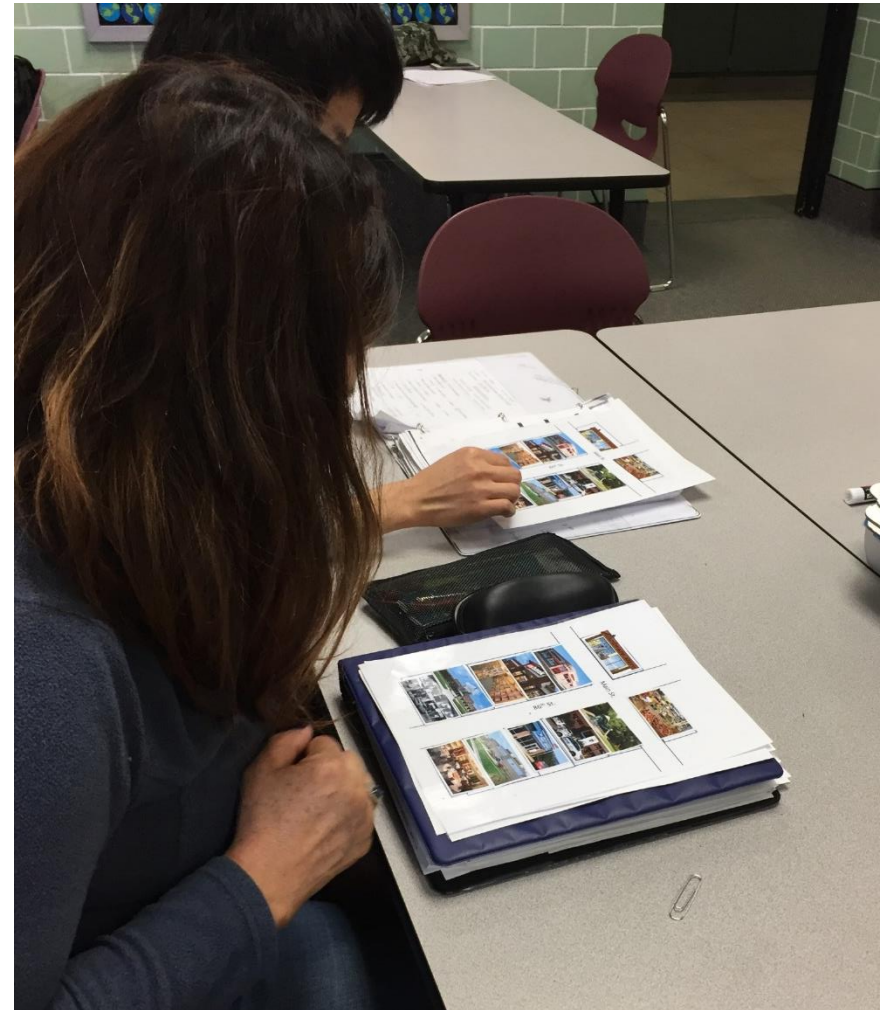


Backward Design

- **Start with the outcome– Set learning goals based the desired results.**
What do you want the students to know, understand, and be able to do?
 - This can be overwhelming with Level 1 ELLs, who need to learn everything!
- **Use assessments to drive planning.** We demonstrate student growth (and teacher effectiveness) using the TABE CLAS-E Reading and Listening tests.
 - Break down the content that must be mastered to be successful on the assessment.
- **Design activities (lessons) to achieve desired results!**
 - Consider scope and sequence of lessons, learning styles, and teaching methods.
 - Emphasize repetition for beginning ELLs, and loop back around to cover the content in (especially if your program has rolling enrollment).

Around Town Listening Activity

- Students work individually or with a partner.
- Each group has a map sheet and a set of pictures.
- They work together to identify the places and put the pictures in the correct locations.



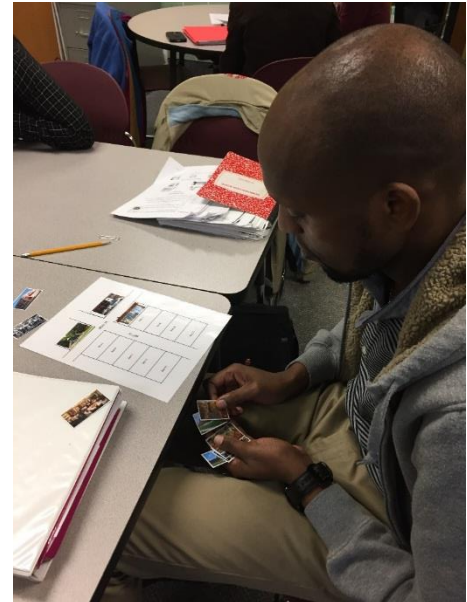
Around Town Listening Activity

Vocabulary

- Places— hospital, school, bank, library, post office, gas station, restaurant, park, market, hardware store
- Prepositions— next to, on, across from

Concepts

- Identifying places
- Understanding prepositions of place
- Reading a street map



Around Town Listening Activity

Extensions

- After the map is complete, students choose 5 places on the map and write sentences using the prepositions.
- Students make their own map and then talk about the locations.

Modifications

- A student in each group could read the script to classmates.
- For lower level students, modify the script by using fewer prepositions.

Household Sorting Activity

- Students work individually or with a partner.
- Each group is given a simple house outline with rooms (kitchen, bedroom, living room, bathroom, garage, laundry room) and accompanying images
- Students label accompanying images and then place the images in the appropriate rooms.

Vocabulary:

table, sofa, chair, bed, bicycle, TV, car, toothpaste, toilet paper, cleanser, dishes, stove/oven, washing machine & dryer, refrigerator, fire extinguisher



Household Sorting Activity

Extensions

- Describe the contents of one (or more) rooms in the house, either in writing or verbally.
- Students can come up 2 or 3 additional items that could go in each room.

Modifications

- For lower level students, items can be pre-labeled.
- Additional rooms and items can be added for more of a challenge.

What can you do?
Create a chart activity

Make a Chart Activity

- Students work in groups of 4-5 and ask each other questions about their skills.
- They put a check for the skills they are able to do.

Work in a group. Write your name and your classmates' names on the left side. Then think of one more skill and write it at the top. Put a check in the boxes for the skills that everyone can do.

Can you..?	use a computer	speak three languages	answer the phone in English	use a cash register	_____
Chrissy	✓				

1. How many students can use a computer?
2. How many students can use a cash register?
3. Who can speak three languages? What languages can he/she speak?
4. Who can do all five skills?
5. Which skill can everyone do?

Make a Chart Activity

- Vocabulary—answer the phone, job, money, cash
- Question words—how many, who, which

Concepts

- Reading and creating a chart
- Asking questions

Make a Chart Activity

Extensions

- Talk about what jobs use these skills in the chart.
- Students write sentences about their classmates using can and can't.
- Create a chart for other topics, such as foods they like, daily activities, hobbies, etc.

Modifications

- For literacy students, use pictures for the skills.
- For higher level students, choose skills with more vocabulary/language, or have the students choose the skills at the top.

Grouping Nouns Activity



- Students are given labeled columns including Food, Clothing, Appliances, Colors, Furniture, Body Parts, and Sports.
- Students place pre-cut vocabulary words in the correct categories.

Vocabulary:

pants, socks, blouse, shirt, corn, rice, leaf lettuce, table, chair, bed, oven, washing machine, dishwasher, stove, refrigerator, dryer, blue, green, brown, hair, eyes, teeth, soccer, football

Concepts:

The word _____ belongs in Group _____.

Reading a chart

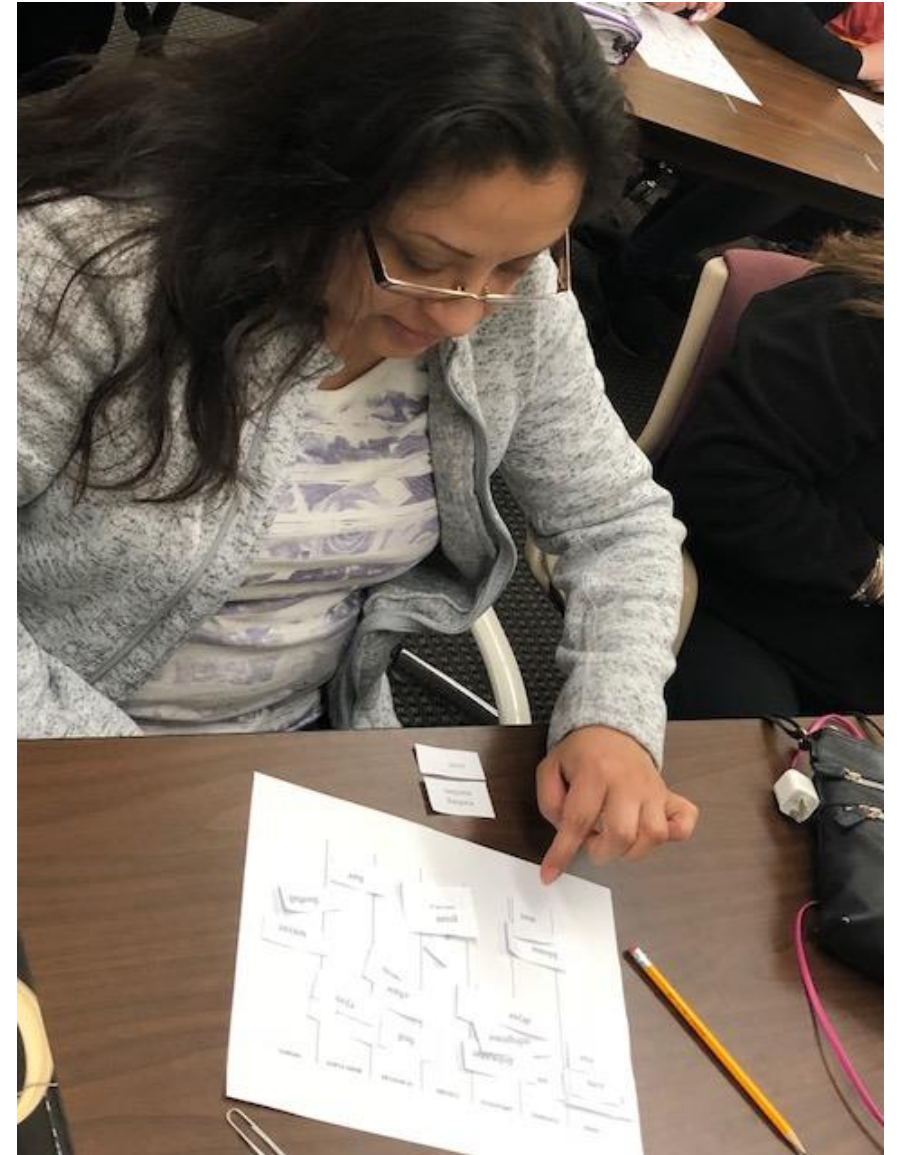
Grouping Nouns Activity

Extensions

- Reinforce the vocabulary by creating a “Go Fish” style game using the categories. For example, “Do you have any appliances?” (Color-coding the categories makes this concept easier, as I have found that most students do not know the “Go Fish” rules.)

Modifications

- For lower level students, labeled pictures may be used.
- Students create their own categories for more of a challenge.



Jobs Scavenger Hunt

- Place pictures of jobs around the room.
- Students walk around and match the letter on the picture to the description of the job on their worksheets.

Walk around the room and look at the pictures. Read the sentences. Match the pictures with the sentences by writing a letter and job next to the sentence.

	Sentence:	Job:	Letter:
1	I teach students at a school.	Teacher	A
2	I count money and give customers their change.		
3	I clean and fix people's teeth.		
4	I keep people safe and arrest criminals.		
5	I cook food at a restaurant.		
6	I grow vegetables on a farm.		
7	I help sick people.		
8	I drive a bus.		
	I put letters in mailboxes.		
	I help customers at a		



Jobs Scavenger Hunt

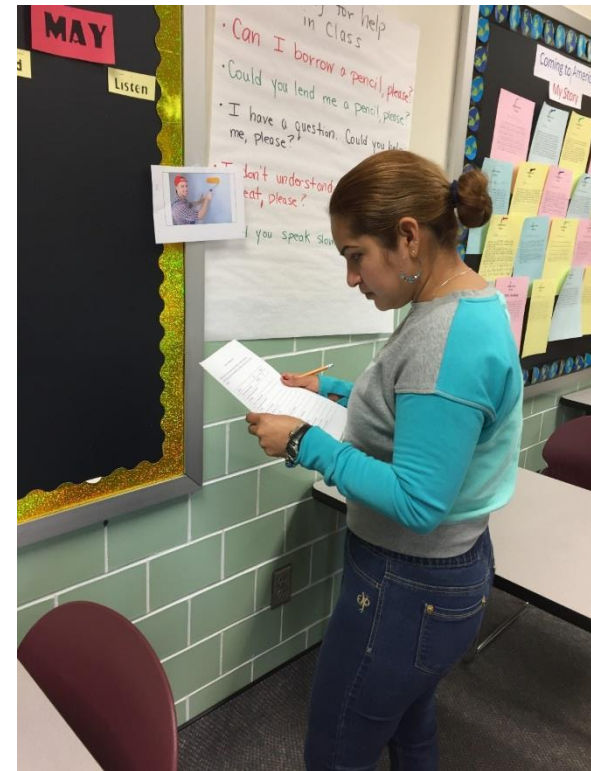
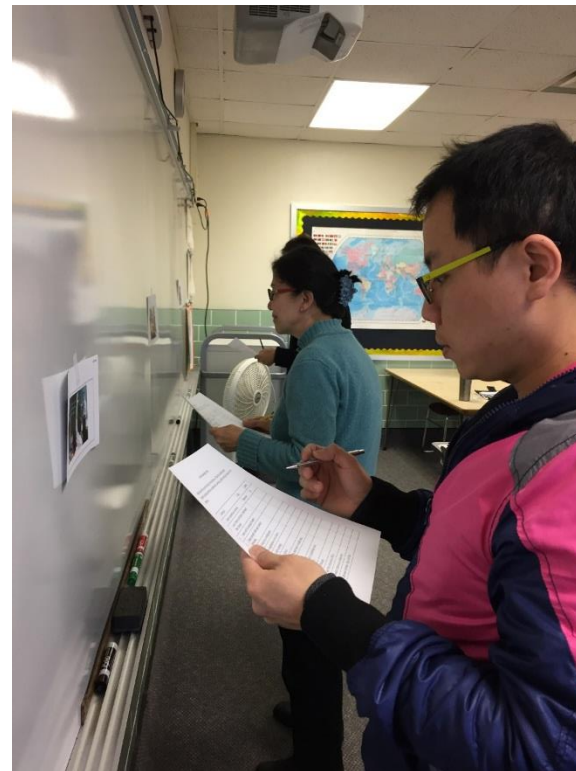
- Vocabulary

Teacher, painter, cashier,
manager, waiter, chef, cook,
dentist, doctor, farmer, police
officer, fire fighter, mail carrier,
dishwasher

Restaurant, school, bus
answer phones, money,
receipts, mailbox, letter, dishes

- Concepts

Identify jobs and skills



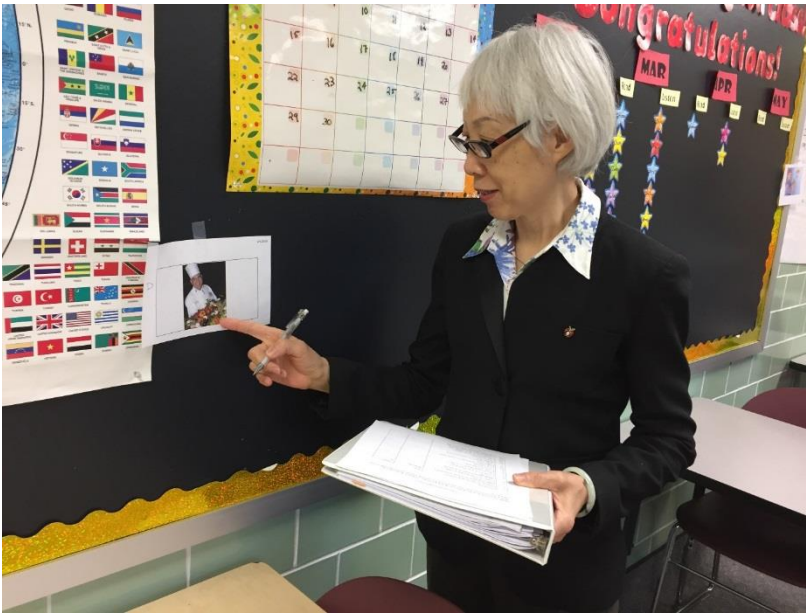
Jobs Scavenger Hunt

Extension

Ask students where each of these people work to review vocabulary.

Modifications

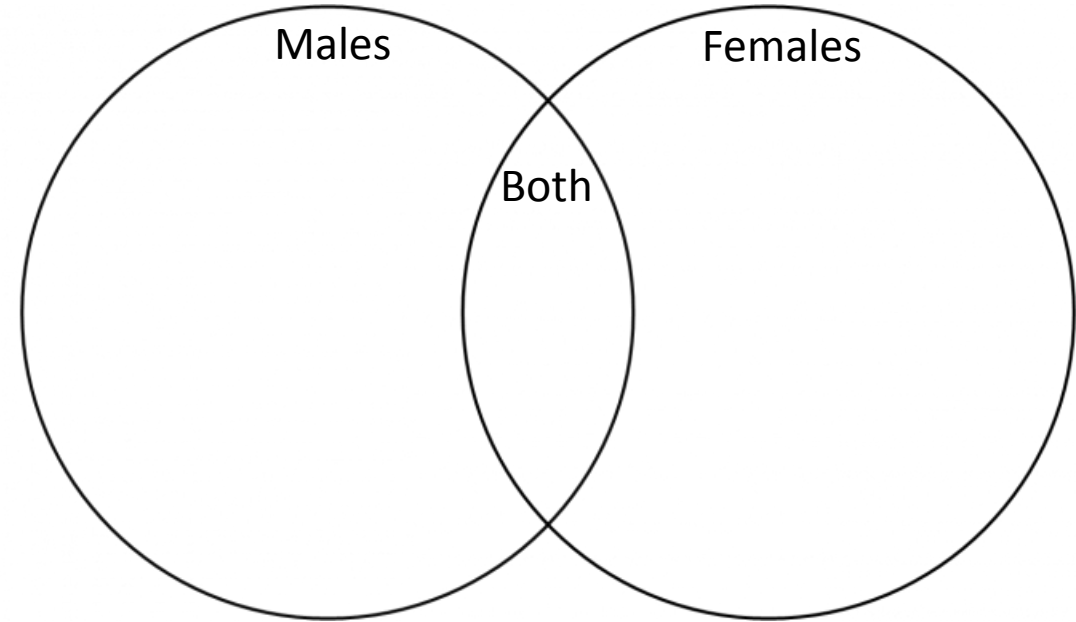
- For lower level students, only have the names of the jobs on the sheet.
- For higher level students, change the descriptions to include more vocabulary.



Gender of Nouns

Venn Diagram Activity

- Provide students with a Venn Diagram with categories for Males, Females, and Both.
- The Venn Diagram is paired with a word bank.



Vocabulary:

father, son, daughter, aunt, uncle,
teacher, doctor, fire fighter, cashier,
police officer, mail carrier, painter,
manager, painter, chef, farmer

Concept:

The word _____ belongs in Group _____.

Gender of Nouns

Venn Diagram Activity

Extensions

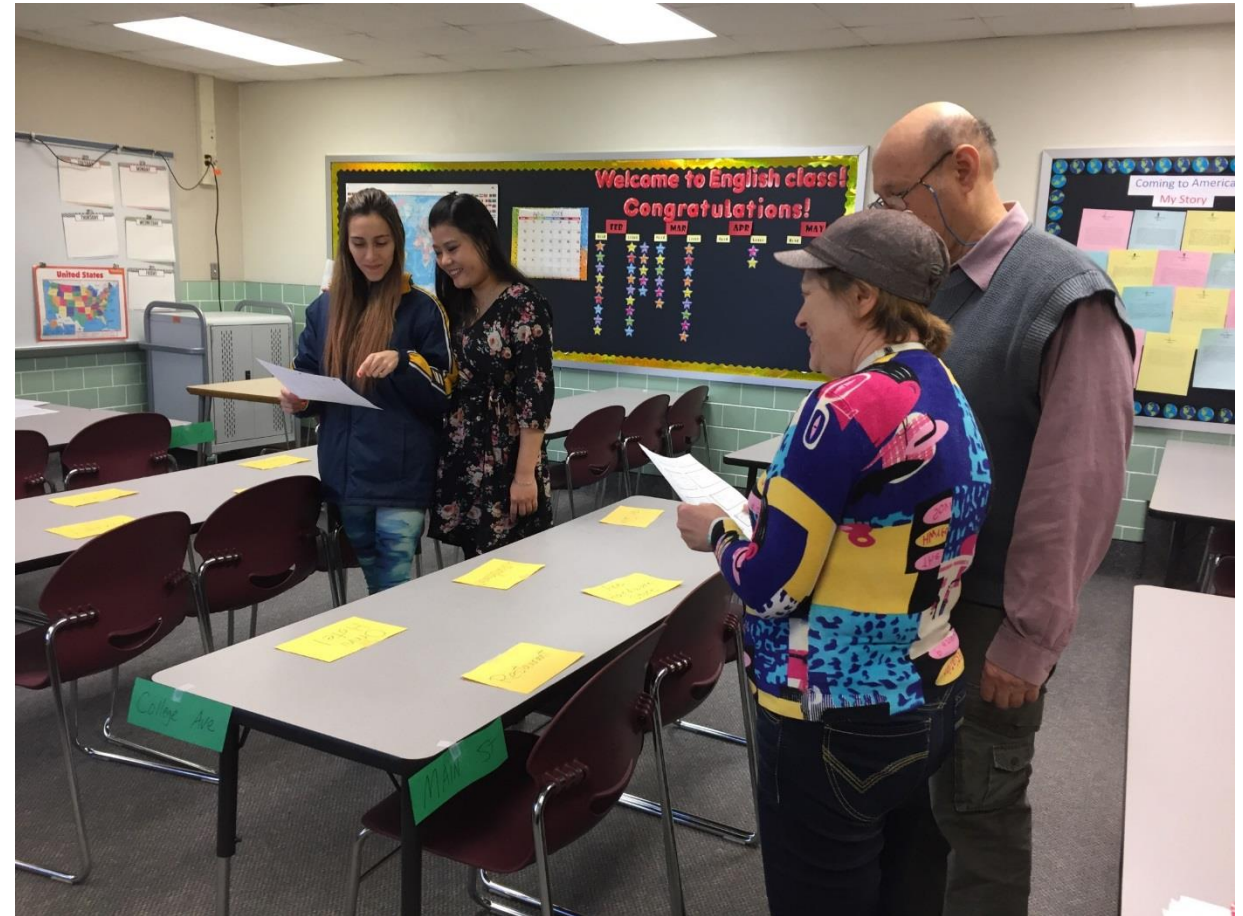
- As a group, brainstorm and list other gendered English nouns.
- Ask students to verbally explain and compare how their languages address the gender of nouns.

Modifications

- Use this activity without a word bank to reinforce listening skills.
- For lower level students, a bank of labeled pictures or dual-language translations can be used.

Giving Directions Activity

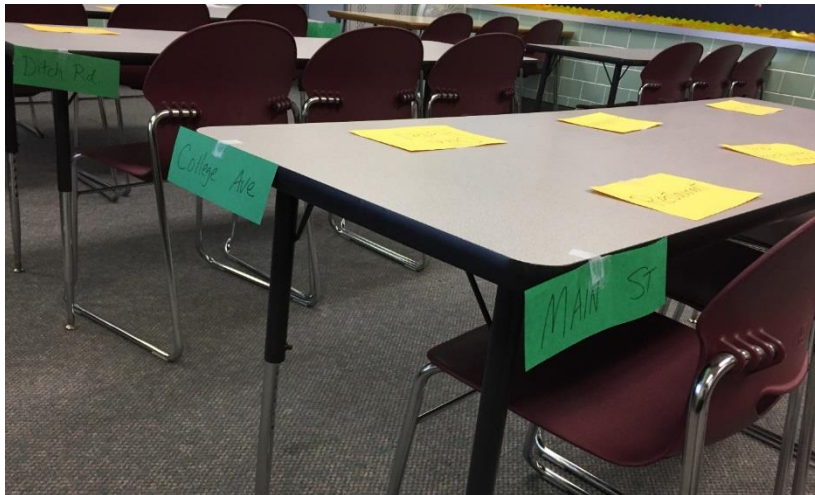
- Make your classroom into a “city”.
- Students give directions to their partner. Their partner listens and finds the locations of the places.



Giving Directions Activity

- Vocabulary

Hospital, school, bank, library, post office, gas station, restaurant, park, stop sign, directions, blocks, right, left



- Concepts

Listening to and giving directions

Reading a street map

Ordinal numbers (names of streets)

Giving Directions Activity

Extension:

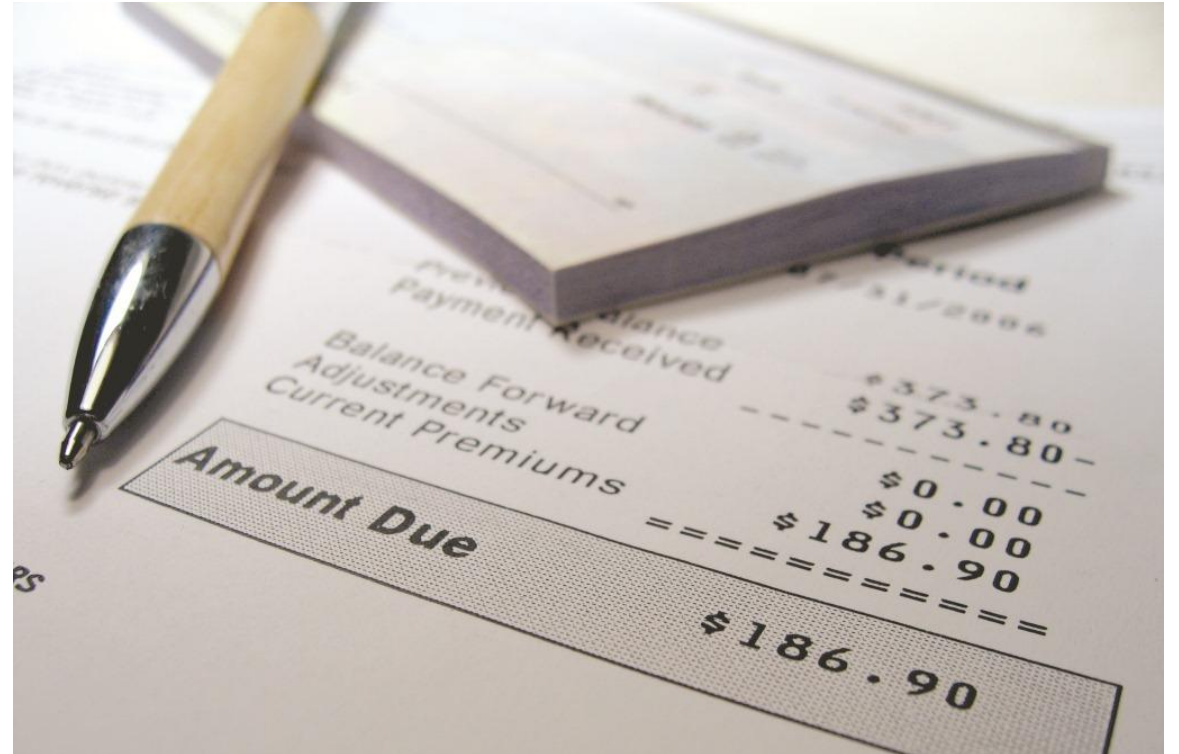
- As homework, students ask for directions when running errands. Example: ask the cashier at the grocery store where the bank is.

Modifications

- For lower level students, use fewer prepositions or directional words.
- For higher level students, in your “city” include stop signs, stop lights, train tracks, etc. Students can use these words when giving directions also.

Bill & Check Pairing Activity

- Students are provided with bills and mock checks.
- Students pair checks with their corresponding bills.
- Students can then be given additional (similar) bills with blank checks. Students will have to write checks to pay the bills.



Bill & Check Pairing Activity

Extensions

- Provide students with envelopes to address to the bill receivers and to practice writing their return addresses.
- Use the bills in conjunction with a mock paycheck and receipts to develop a budgeting extension activity.

(I haven't tried this yet, but I hope to soon!)

Modifications

- For lower-level students, parts of the blank checks can be pre-filled.
- Bills can be modified to reflect the names of local utility companies to make the exercise more relevant to navigating daily life.

School Supplies Activity

- Pass a bag of school supplies to each group of students.
- Tell students where to place the school supplies, using prepositions such as *in*, *on*, and *under*.



School Supplies Activity

- Vocabulary

Pens, paper clips, rubber bands, glue, tape, folders, staplers

Under, next to, on, in



- Concepts

Listening and following directions/instructions

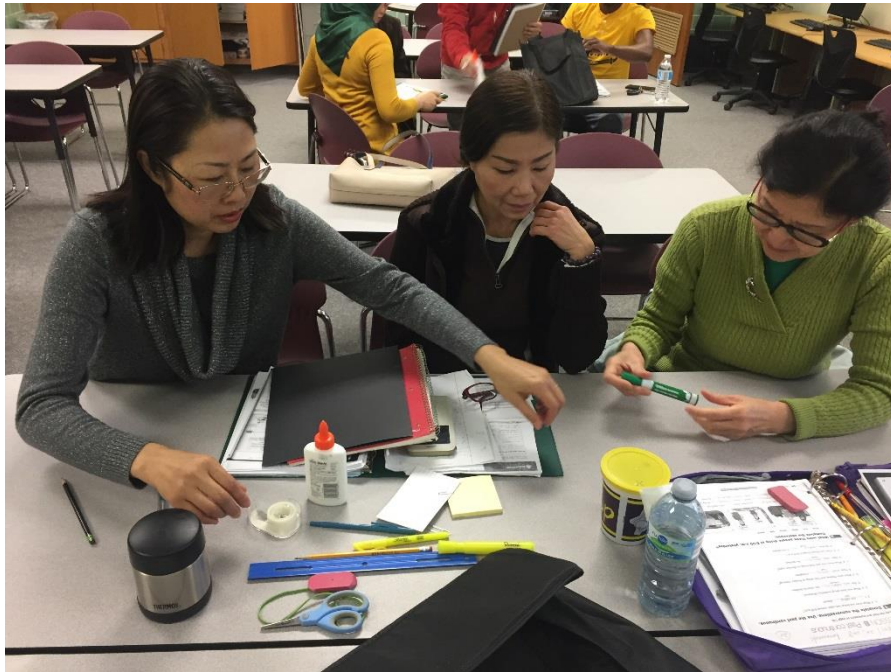
Identifying school supplies

Understanding prepositions of place

School Supplies Activity

Extension

In their groups, students can take turns giving instructions.



Modification

Include the appropriate amount of school supplies and prepositions depending on the level of your students.

Work Schedules Activity

- Students are given a work schedule narrative with the corresponding time card for that employee.
- Then students are given a schedule with just a narrative and are instructed to fill in the time card themselves.
- Ultimately, students will create their own written narrative schedule and corresponding time card.

TIME CARD						
Employee Name: <u>Tom Mitchell</u>				Dates: <u>November 12-18, 2017</u>		
	Mon	Tue	Wed	Thu	Fri	Sat
TIME IN	12:00 p.m.	2:00 p.m.	12:00 p.m.	2:00 p.m.	12:00 p.m.	8:00 a.m.
TIME OUT	4:00 p.m.	6:00 p.m.	4:00 p.m.	6:00 p.m.	4:00 p.m.	2:00 p.m.
HOURS	4	4	4	4	4	6
						TOTAL HOURS: 26
EMPLOYEE'S SIGNATURE: _____ DATE: _____						
SUPERVISOR'S SIGNATURE: _____ DATE: _____						

Vocabulary & Concepts:

date, name, schedule, hours, time words (months of the year, days of the week, AM, PM), reading a chart/schedule

Work Schedules Activity

Extensions

- Pair students and have them ask each other about their schedules and then create a chart reflecting their partner's schedule.
- This method can be used to introduce schedules for daily activities, school, family obligations, etc.

Modifications

- Teacher or student can read the narrative aloud for a listening activity.
- This activity can be scaffolded for literacy students by beginning with the schedule written on a dual-language calendar.

Health Problems Speaking Activity

**Health Problems
Speaking Activity**

- Each student has a picture of a health problem.
- Students walk around the classroom and ask their classmates, “What’s wrong?” They write their name and their answers.

Look at the picture you have. Write your name and a sentence that describes your health problem. Then walk around and ask your classmates, “What’s wrong?” or “What’s the matter?”

Name:	Health Problem:
Example: Chrissy	I have a toothache. My tooth hurts.



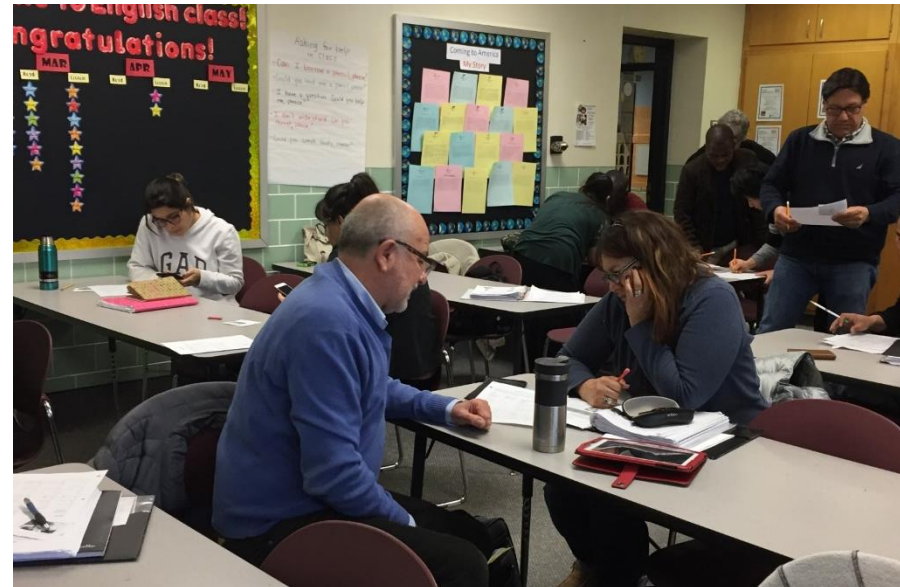
Health Problems Speaking Activity

- Vocabulary

Hair, eyes, teeth, problem, ear hurts, ear infection, earache, headache, stomachache, tooth hurts, toothache

- Concepts

Expressing pain in two different ways—My ear hurts. I have an earache.



Health Problems Speaking Activity

Extension

Students can act out talking to the doctor about their health.

Modifications

- For literacy/lower level students, you could write the words on their pictures.
- For higher level students, you could give them more complicated pictures—rash, allergies, flu, etc.



Sharing

- What are other ways you could use the vocabulary and concept lists?
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 -
 -
- What other activities have you found to be successful with Level 1s?
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Thank you for attending!

Feel free to contact us with questions or to share your experiences with these lessons! We appreciate your feedback and look forward to continuing to share ideas to help our students be successful.

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