

## November ELL Newsletter

As we are approaching the end of Trimester 1, it is important to reflect on all that we are thankful for during such a difficult time. It is also critical that we continue to provide academic, social and emotional support for our scholars. The support we provide for scholars is not one size fits all, and with that being said, I would like to share some more resources with you on how to best support our ELL scholars as we conclude T1 and prepare for T2!



### **SIOP Teaching: Sheltered Instruction Observation Protocol**

- This instructional model has been proven to be effective in addressing the academic needs of English learners throughout the United States. Studies have shown that this teaching model not only benefits ELLs, but all students!

Visit the website below to learn more about SIOP teaching and to explore various lessons/activities that you can incorporate into your teaching.

<https://www.cal.org/siop/lesson-plans/>

### **SIOP Strategies:**

**Scaffolding vocabulary:** Pre-teach vocabulary and key terms, translations (especially Science terms), use of sentence starters, provide [bilingual dictionaries/glossaries](#)  
Strategies for entering/emerging ELLs- these scholars need more scaffolding and supports in class. The following strategies will help class material be more accessible for students. Nearpod offers various tools that are already available for you to use in your lesson!

- Word bank
- Phrase bank
- Sentence starters
- Color coded vocabulary

## Developing background

**knowledge:** In order for ELLs to access content, it is important that we make them familiar with the topic and provide as much background information on the topic prior to the lesson. Take a moment to review the graphic organizer as this will guide you as the instructor on how to plan your lessons and build in necessary background information. Before you do this, you will need to figure out how much your ELLs already know!

When will I do this?

- Small group/breakout rooms
- ELL tutoring during office hours
- Games
- Pictures- have scholar write their analysis/words that come to mind when viewing photo

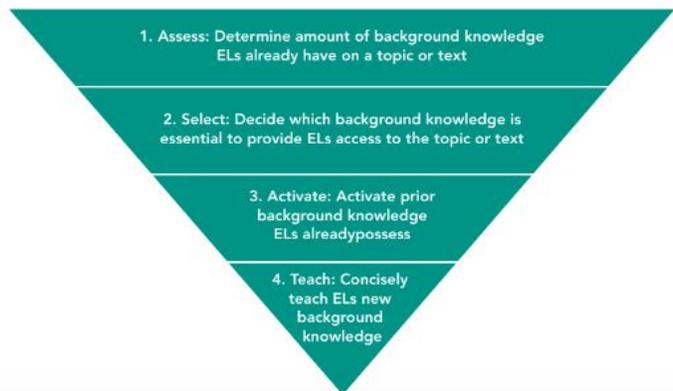
Helpful resource: Use of Jamboard! This is in your Google Suites and is helpful for ALL students! Example below.

**TIP:** Pre plan some scaffolding questions prior to the lesson in order to build background knowledge, review vocabulary by using pictures, and for note taking! The visuals and colors make the lesson accessible for ELLs!

## Step 1: How Do I Find out My ELs' Prior Knowledge on a Particular Topic or Text?

In order to maximize your instructional time on new content, assessing your ELs' background knowledge to gauge your students' level of familiarity on a certain topic can provide valuable insight for lesson planning. You will need to figure out how much ELs already know about a topic or text prior to your teaching it so you can determine whether to activate prior knowledge, build new background, or do a combination of both. This kind of informal

**FIGURE 7.1** Framework for Building ELs' Background Knowledge



Please use the attached [document](#) for best practices and modifications to support ELL scholars in the virtual classroom. If you have any questions, please reach out! Enjoy your break, and THANK YOU for all that you do to support our students!

Best,

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