

Slide 1

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• Empower your English Language Learner through Science

Slide 2

Goals/Language Objectives

- Understand how ELL's learn
- Discovery strategies that teach and motivate
- Find ways to integrate science
- Use visual, contextual and linguistic support to enhance and confirm understanding (2E)
- Share information in cooperative learning instruction (3E)
- Write using newly acquired basic vocabulary and content-based grade level vocabulary (5B)

Slide 3

"What do you see, hear, smell, feel and taste?"

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Slide 4

# Scientific Method

- Explore a situation (purpose/question)
- Focus on what you think might happen (hypothesis/prediction)
- Materials (list what is needed to answer the question)
- Procedure (specify the steps taken to answer the question)
- Results (state your findings)
- Conclusion (answer your question)

## Slide 5

# "What do you see, hear, smell, feel and taste?"

- **Scientific Method:**
  - During the story what part of the scientific method did I cover?
  - What questioned were asked questions?
  - What predictions perdictions were made?
  - In what ways did I include the “materials and procedure” in the process of the scientific?
  - How did we find the results and Conclusion?
- **Senses:**
  - What senses were used and how did I manage the experience?
- **Language Skills:**
  - What language skills were used?
  - What else can be done to include the language skills during the scientific method?

## Slide 6

# Preparation

- Teaching Thematic Units
  - Scientific Process (TEKS 1-4 at all grade levels)
  - Matter and Energy (TEKS 5, 5-7, 5-6, 5)
  - Force, Motion, and Energy (TEKS 6, 8-9, 7, 6)
  - Earth and Space (TEKS 7-8, 10-11, 8-9, 7-10 )
  - Organisms and Environments (TEKS 9-10, 10-14, 11 )
- (Grades 1-5 blue, 6th-red , 7th- green, 8th purple)

## Slide 7

# Preperation

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- Clear objectives
- Websites
- Leveled books
- Vocabulary
- Graphic organizers
- Scientific Posters/Visuals/ Models
- Bilingual Dictionaries
- Pre and Post Assessments

## Slide 8

# Build Background Knowledge

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### • Scaffold Academic Knowledge

- Journals
- Vocabulary Cards in L1
- Videos
- Notes
- Modeled language
- Hands-on

### Visual Scaffolds

- Realia
- Gestures
- Graphic Organizers
- Demonstrations
- Props
- Drawings
- Photographs

## Slide 9

# "Now that you are prepared, what do you do about instruction?"

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### • Comprehensible Input

- Wait Time
- Graphics/Visual Cues
- Background Knowledge
- Cognates
- Multiple Intellegence

### Inderaction

- Group Work
- Guest Speakers
- Classroom Games
- Close Proximit
- Students Write Questions

## Slide 9

# "Now that you are prepared, what do you do about instruction?"

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### • Lesson Delivery

- |                             |                                     |                                 |
|-----------------------------|-------------------------------------|---------------------------------|
| • Simplify Speech           | Avoid Abbreviations                 | Avoid Abstract                  |
| • Avoid Acronyms            | Check for Comprehension             | terms/slang                     |
| • Define Terms              | Use models/visuals                  | Repeat and Rephrase             |
| • Provide Written Messages  | Provide Aural Messages              | Word Walls                      |
| • Use Vocabulary in Context | Identify Academic/Informal Language | Color/Highlight Important Ideas |

## Slide 9

# "Now that you are prepared, what do you do about instruction?"

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### • Practice Application

- |  |                       |
|--|-----------------------|
| • Students Express in Own Words              | Reduce Number of Task |
| • Ask Either/Or Question                     | Shared Experiences    |
| • Ask Yes/No                                 | Use Visuals           |
| • Partner Quiz with Notecards                | Class Discussion      |
| • Incorporate Language Skills in Assignments |                       |

## Slide 9

# "Now that you are prepared, what do you do about instruction?"

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### • Strategies

- |                     |                        |
|---------------------|------------------------|
| • Task-Based        | Sentence Pattern Chart |
| • Process Grid      | Highlighting           |
| • Comparative Chart | Color Signals          |
| • 10/2              | Technology             |

## Slide 10

# Review and Assessment

### • **Project Based**

- Posters
- Dio/Tri-ramas
- Poems
- Labeled Diagrams
- Journals
- Lab Reports
- Writing Assignments

### **Performance Based**

- Demonstrations
- Oral Reports
- Drawings
- Options of Responding

### **Scientific Objective Test**

- Multiple Choice
- Matching
- True/False
- Cloze Paragraph  
with Word Banks

## Slide 11

# Summarize

- Teach Thematically and Inegrate
- Prepare
- Build Background Knowledge
- Utilize Various Strategies
- Differentiate Reviews and Assements

## Slide 12

# Questions?

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