



## Designing Learning Opportunities to Maximize Learning for English Learners

Leslie Hamburger  
Co-Director  
Teacher Professional Development Program, WestEd  
lhamburger@wested.org

April 5, 2019



## Principles of Quality Teaching for English Learners



They share many of the same characteristics as general pedagogical principles but they have a special focus on the processes needed by second language learners to arrive at academic excellence.



## Principles of Quality Teaching for English Learners

- *Sustain Academic Rigor in teaching English Learners*
- *Hold High Expectations in teaching English Learners*
- *Engage in Quality Interactions with English Learners*
- *Sustain a Language Focus in teaching English Learners*
- *Develop Quality Curricula in teaching English Learners*



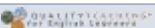
## Quality Interactions ...

- Construct the resources for thinking so classroom talk must allow students to explore, clarify, or try out disciplinary concepts and ideas
- Are essential for ELs as a bridge to more academic language practices and literacy practices required in school
- Are necessary for second language acquisition as they provide opportunities to negotiate meaning and to develop sustained output that leads to fluency, accuracy and complexity of language use.



## Designing Powerful Learning Experiences for English Learners

1. Center lessons for English Learners on concepts to drive lesson activities.
2. Foster quality peer interactions with English Learners to co-construct understanding.
3. Offer language support that enables English Learners to develop understanding and engage in disciplinary practices.



We will engage in a couple of activities from a unit on algebraic expressions. As you participate in the activities, consider the language required for participation and the opportunities for language development in each activity.

- Consider how the activities support student engagement in disciplinary practices.
- Notice how the activities support student language practice and acquisition.
- Reflect on how the activities are structured to ensure they reflect quality principles of instruction.



## Three Moment Lesson Architecture



## Novel Ideas Only

- You will have two minutes for your table to brainstorm and jot down possible responses to the prompt posed
- After one team mate offers an idea, someone else echoes it, and everybody writes down the idea
- The papers of all participants must have exactly the same information

## Novel Ideas Only

When I hear the word **pattern** I think of ...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## Reporting Novel Ideas Only

- At the signal, stop writing and draw a line below your last idea.
- Stand up as a group.
- When/if your group is called, begin with the prompt and then report novel ideas only.
- After all your ideas have been reported, sit down and listen attentively to other groups reporting. Add to your paper one or two ideas that you like.



## Describe and Sequence

- In your group of four or five, distribute the cards so each person has one card.
- Don't show your card to anyone.
- Take turns describing your card in as much detail as you can so that your group partners can visualize what is on your card.
- When describing you could use language such as:
  - *My picture shows ...*
  - *It has ... parts*
  - *It does not have ...*
- Once all four cards have been described, put them in an order you think makes sense. You can take turns saying something like:
  - *I have the (first, next) card because ...*
- Discuss with your group if you think you have a missing piece. What would that piece look like?

## How do you see the shapes growing?



## Describe and Explain



Work independently to analyze the sequence of the shapes you just described.

- How do you see the shapes growing?
- Can you see it in more than one way?
- Can the way you “see” the sequence growing help you determine the next arrangement (term 6)?
- Can you represent the growth of the shapes in some numerical or algebraic way? Can you use another representation that would show how these shapes are growing?

## Describe, Explain and Generalize



- Work with a partner to describe how you see the shapes growing. Use your guidance card to help you in your descriptions and explanations.
- Take turns describing to your table group how you saw the shapes growing. Use models, numerical expressions, algebraic expressions or any other representations to describe what you see.

## Guidance Card



What you can do	What you can say
Point out what is the same or different	Both of them ... have ... When I look at ... this ... has something ... Unlike ... this ... has ...
Put into groups and take groups apart	If I put together ... I get ... If I look at ... I see ... If I take apart ... I have ...
Find and describe what repeats	Something that I see repeating is ... If I keep doing ... I will get ... A formula for repeating this is ...

## Describe, Explain and Generalize



- Once everyone has shared their method(s), ask questions to clarify your understanding and to see how many different approaches you came up with. Discuss the methods you think are most interesting and useful.
- As a group determine how many pieces there would be in the 20<sup>th</sup> shape.
- Can you write a general rule that can help you determine any shape in this pattern? (In the *n*<sup>th</sup> shape?).
- Are rules different for different “views” of how the shapes grow?

## Let's Reflect



Discuss at your table

- How did the activities exemplify elements of quality practice for English Learners?
- How did the structure of the tasks support student engagement in disciplinary practices and language?

## Considerations for the Design of Lessons for English Learners

- Anticipate students' prior experiences and provide opportunities to make explicit connections.
- Select examples, metaphors or analogies to frame the conceptual ideas in ways students can recognize.
- Employ different participation structures to ensure all learners are engaged in sustained oral interactions about disciplinary ideas.

## Considerations for the Design of Lessons for English Learners

---

- Create opportunities for students to offer opinions and information, but also to converge and reach consensus. Aim for co-construction.
- Provide structured opportunities for disciplinary language practice to develop conceptual understanding.
- Highlight explicit features of language performance in disciplinary practices, but give students latitude.