

English Language Acceleration in Early Primary Classrooms

Wednesday, August 1, 2012 - Mesa, AZ

Thursday, August 2, 2012 - Marana, AZ

Heidi Rochin

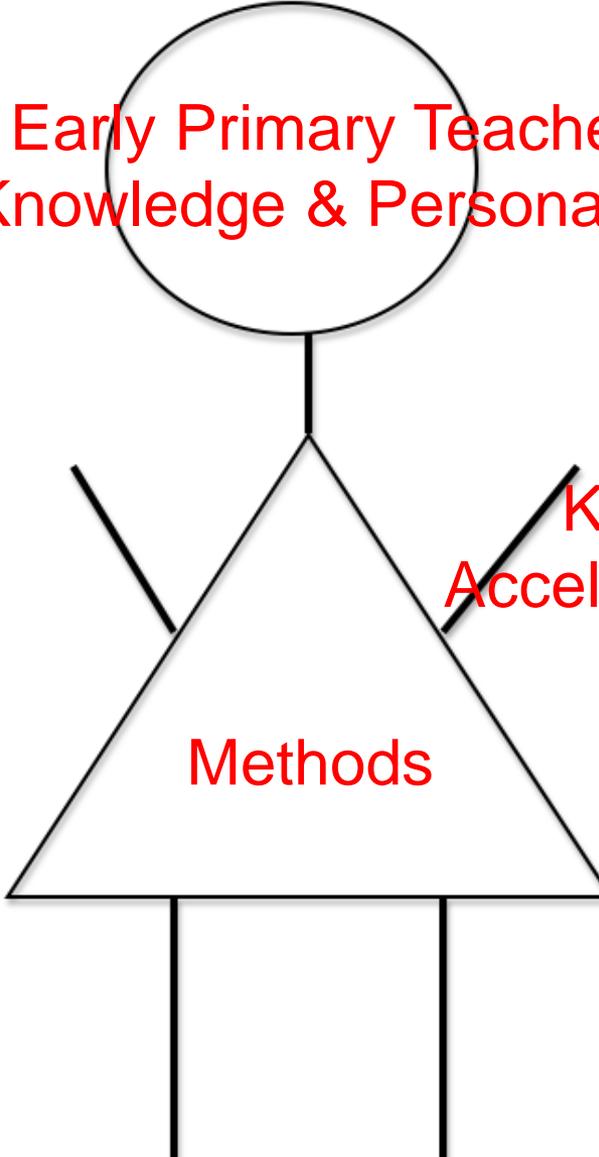
ELD Consultant and Trainer

Clark Consulting and Training, Inc.

Session Outcomes

Participants will learn:

- How to design an instructional plan for an early primary classroom to accelerate English competence;
- Essential strategies to teach discrete grammar skills to early primary grade students;
- To link the Oral English / Conversation and Vocabulary methods to the five aspects of language.



Early Primary Teacher
Knowledge & Personality

Key Language
Acceleration Principles

Methods

**The SEI Model
at the Early Primary Level:
A Four-Hour Instructional Plan
for English Language Acceleration**

The SEI Model at the Early Primary Level: A Four-Hour Instructional Plan for English Language Acceleration

	WEEK OF _____	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Oral English/ Conversation and Vocabulary	<i>Language Warm-Up</i> 30 minutes	Complete detailed <i>LWU</i> plan	Complete detailed <i>LWU</i> plan	Complete detailed <i>LWU</i> plan	Complete detailed <i>LWU</i> plan	Complete detailed <i>LWU</i> plan
	<i>Function Junction/ This or That/ Morph House</i> 20 minutes	<i>Function Junction</i>	<i>This or That</i> Day 1	<i>This or That</i> Day 2	<i>Morph House</i> Day 1	<i>Morph House</i> Day 2
	<i>Vocabulary Frames</i> 10 minutes	<i>VF</i> : 1-2 new items * Label items in classroom	<i>VF</i> : 1-2 new items * Label items in classroom	<i>VF</i> : 1-2 new items * Label items in classroom	<i>VF</i> : 1-2 new items * Label items in classroom	<i>VF</i> : 1-2 new items * Label items in classroom
Grammar	Grammar Wall 15 minutes	Focused introduction of new concept	Practice with new concept	Practice with new concept	Practice with new concept	Practice with new concept
	<i>Verb Tense Study</i> 25 minutes	<i>Verb Tense Study</i> : Declarative	<i>Verb Tense Study</i> : Declarative	<i>Verb Tense Study</i> : Declarative	<i>Verb Tense Study</i> : Negative	<i>Verb Tense Study</i> : Interrogative
	<i>Syntax Surgery</i> 20 minutes	<i>Syntax Surgery</i> : Eyes-On	<i>Syntax Surgery</i> : Hands-On	<i>Syntax Surgery</i> : Eyes-On	<i>Syntax Surgery</i> : Hands-On	<i>Syntax Surgery</i> Human Sentences
Writing	Language-Focused Writing 10 minutes	Independent <i>VTS</i> Writing	Independent <i>VTS</i> Writing	Independent <i>VTS</i> Writing	Independent <i>VTS</i> Writing	Independent <i>VTS</i> Writing
	<i>Vertical Sentence/ What We Know</i> 20 minutes	<i>Vertical Sentence</i> Day 1	<i>Vertical Sentence</i> Day 2	<i>What We Know</i> Day 1	<i>What We Know</i> Day 2	Language Games
	<i>Four-Picture Story Frame</i> 30 minutes	<i>FPSF</i> : Picture #1- Brainstorming, Collaborative Sentence, Independent Sentence	<i>FPSF</i> : Picture #2- Brainstorming, Collaborative Sentence, Independent Sentence	<i>FPSF</i> : Picture #3- Brainstorming, Collaborative Sentence, Independent Sentence	<i>FPSF</i> : Picture #4- Brainstorming, Collaborative Sentence, Independent Sentence	<i>FPSF</i> : Paragraph; Edit and Revise
Reading	Reading 60 minutes					

**Discrete Grammar Skills
in the Early Primary Grades:
The Building Blocks of Language –
The Eight Parts of Speech**

The K-2 Grammar Wall

- Focused (and fun) introduction of grammar concepts
- K = Focus on Adjectives, Nouns, Pronouns, and Verbs from August - December
- Use grade-level appropriate language
- Link to the interrogatives
- Teach with hand gestures
 - Require students to justify responses with hand gestures

adjective

A word that tells:

- how many nouns
- what kind of noun
- which noun



WHO?

adjective + noun

noun + linking verb + adjective

How Many

WHO

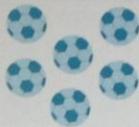
Adjective

A word used to describe a noun or pronoun telling what kind, which one, or how many is an adjective.

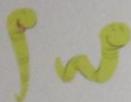
Example: (what kind) red small
(which one) this that
(how many) some two



one



six



two



seven



three



eight



red



four



nine



orange



five



ten



yellow

adjective

A word that tells:

- how many nouns
- what kind of noun
- which noun



Which One

a

an

the

sour

What Kind

loud



green



round



blue



square



purple



smooth

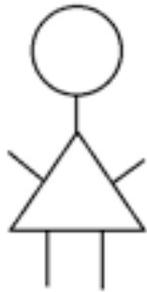


stinky

noun

A word that names a

person



place



thing



noun + verb

WHO?

subject + verb + noun

Thing 

Singular

Noun

A word that names a person, place, thing or idea is a noun.

Example: peace turtle
joy school

person



sun



moon



circle



cylinder

Plural



triangle



cone



coins



square



oval



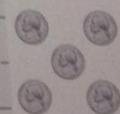
pennies



rectangle



star



nickels

noun

A word that names a

person



place



thing



WHO

Place



house

Person



ural

Living Thing

coins



dog

pennies



cow

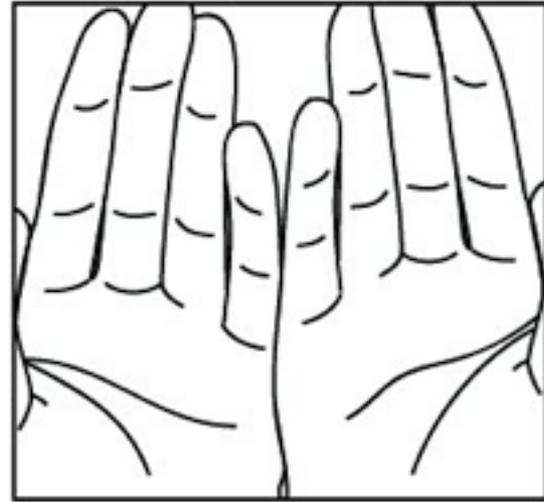
nickels

Proper

Arizona

pronoun

A word that
takes the place
of a *noun*



~~noun~~ pronoun

WHO?

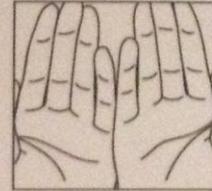
Pronoun

A word that is used in place
of a noun.

Example: I you he she
it me us them

pronoun

A word that
takes the place
of a *noun*



WHO

I



she



we



you



he



it

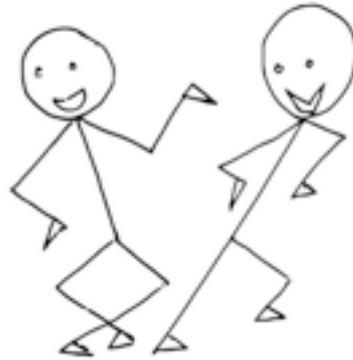


they



verb

A word that shows action

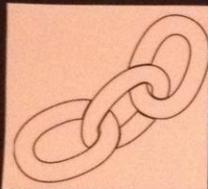


noun/pronoun + verb **WHAT?**

Verb

A word that shows physical or mental action, being, or state of being is a verb.

Example: play run learn
 think imagine believe



am

is

are

verb

A word that shows action



WHAT



whisper

stand

hop

The K-2 Grammar Wall

- Categorize using grade-level appropriate sub-categories
 - ELA – unit/theme
 - Math – numbers, shapes, money, etc.
 - Science – five senses, etc.
 - Social Studies – community members, etc.
- Add visuals

The K-2 Grammar Wall

- K = Introduce Adverbs, Prepositions, and Conjunctions beginning in January
- Link parts of speech to the interrogatives:
When, Where, How, and Why
 - Who + What + How (Adverb) + Where (Preposition)
 - When (Preposition) + Who + What + Where (Preposition)
 - Where (Preposition) + Who + What + Why (Conjunction)

adverb

*A lonely word that tells
how the action happens*



verb + adverb

HOW?

adverb + verb

Adverb

A word that is used to describe a verb, an adjective, or another adverb. It tells where, how, or when, and many adverbs in English end in -ly.

Examples: playfully often quickly
 quite very early

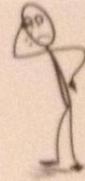
slowly

quickly

adverb

HOW

A *lonely* word that tells how the action happens



preposition

A word that goes
everywhere with *her*
best friend, Noun,
to tell when or where



WHEN?

preposition + noun

WHERE?

Preposition

A word that shows the relationship of a noun or pronoun to another word is a preposition.

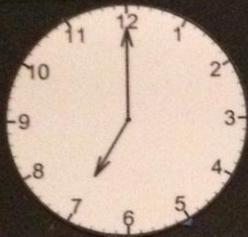
Examples: above over of in
before among behind

preposition

A word that goes everywhere with *her* *best friend*, Noun,
to tell when or where



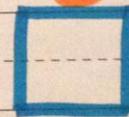
WHEN



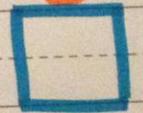
WHERE

after X ●

on

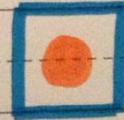


over

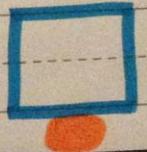


before ● X

in



under



conjunction

A word that is used to
join words together,
like glue



word + conjunction + word

(subject + verb) + conjunction + (subject + verb)

WHY?

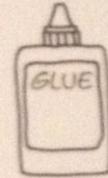
Conjunction

A word that joins/connects words or groups of words is a conjunction.

Examples: and but or
because since

conjunction

A word that is used to join words together, like glue



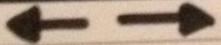
WHY

???

because



and



or

interjection

A word that is used
to show strong feeling



Interjection

A word or phrase that is used to express strong emotion is an interjection.

Examples: Oh! My goodness!
Ouch! Ah!

interjection

A word that is used to show strong feeling



Oops!

Ouch!

Wow!

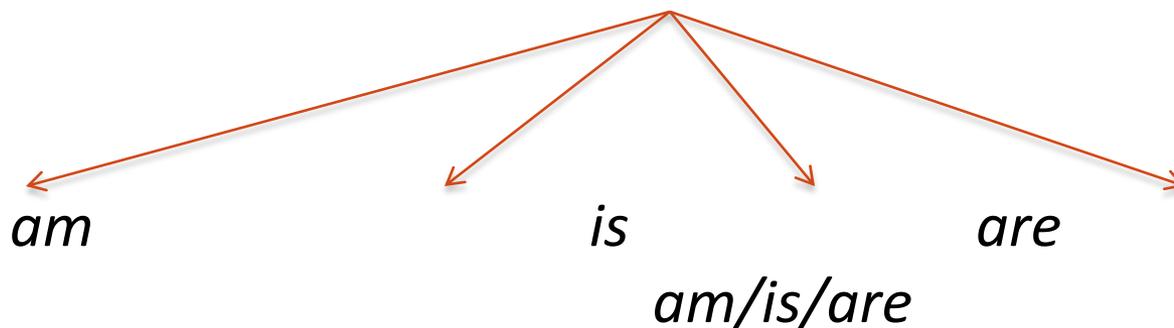
**Discrete Grammar Skills
in the Early Primary Grades:
Verb Tenses for Five-Year Olds**

Verb Tense Study

- Chunk material: Don't compress too much information into your lesson!

Example:

*The student will demonstrate knowledge of parts of speech by:
E-2: conjugating the present tense of the verb 'to be' (e.g., am, is, are) with instructional support.*



Verb Tense Study: Charts

- Use grade-level appropriate language
- Add visuals
- Color code your charts
- Use hand gestures

{ is }

Language Objective:

We will write complete sentences using the word is.

Rule:

The word is connects a ^{✂️ 🏠 🖋️} noun to a describing word.

Formula:

^{✂️ 🏠 🖋️} Noun + is + describing word.

Example:

My teacher is smart.

The restaurant is busy.



The _____ **is** _____
• *backpack • blue
• bag • heavy

→ The backpack **is** heavy



The _____ **is** _____
• *chair • red
• seat • hard

→ The chair **is** red.



The _____ **is** _____
• *table • yellow
 • round

→ The table **is** yellow and round



The _____ **is** _____
• *tape • blue
 • sticky

Verb Tense Study



Pull visuals from grade-level textbooks:
English Language Arts, Math, Science, Social Studies

Verb Tense Study: Independent Writing

- Human Formula
- Manipulate words during independent practice
- Use fold-ables with formula components
- Require students to use words from the Working Chart and *Grammar Wall*

has/have

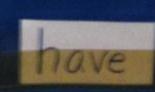
The  has a  .

The  have  .

The  have  .

The  have  .

The  has a   .

The  The  has  .

Oral English /

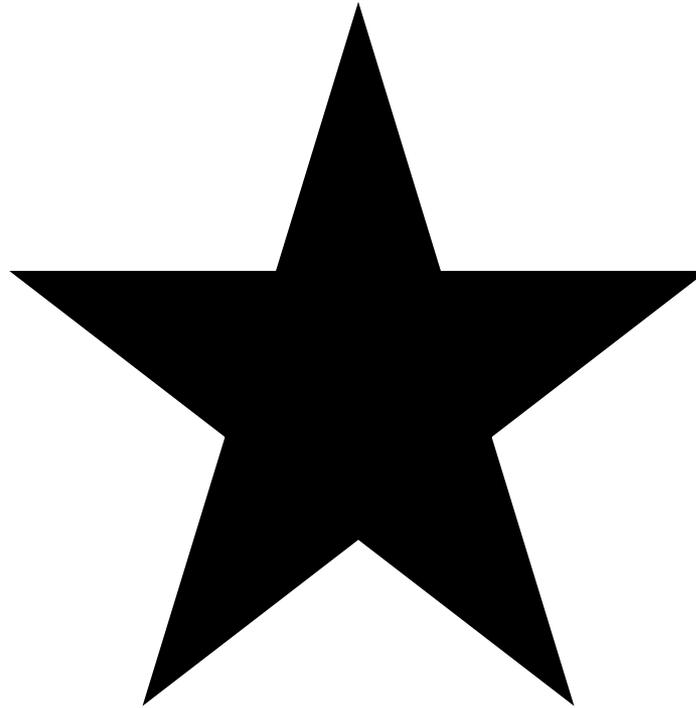
Conversation and Vocabulary:

Oral English: Phonology & Syntax

5 Aspects of Language

PHONOLOGY:

Smallest units of sound (phonemes)



SYNTAX:

English Word
Order Rules

Language Warm-Up
One method... Multiple exercises

LANGUAGE WARM-UP DETAILED PLANS: DAYS 1-5

	Day 1	Day 2	Day 3	Day 4
Phonology	Letters A-F; /B/ and /D/	Letters G-K; /C/ and /G/	Letters L-P; /M/ and /N/	Letters Q-Z; /P/ and /N/
	Numbers	<p>Include letters, sounds, and number concepts already taught... the focus is <u>pronunciation!</u></p>		
Phonology	Minimal Pairs (Letters and Sounds)	G-C; /C/-/G/; /G/-/G/	N-N; M-N; /M/-/N/	V-V; V-P; /P/-/N/
	Repeat After Me	<p>August – December: letters and sounds only January – June: words, phrases, sentences for Basic through High Intermediate</p>		
Syntax	Count the Words	<p>Pull sentences from grade level textbooks</p> <ul style="list-style-type: none"> ➤ Visualize word clouds ➤ Finger-pops / Manipulatives for each word ➤ Jump / Clap / Tap 		
	Rhythm / Intonation / Tongue Twister	My dog ran away. / My dog ran away! / My dog ran away? / Did my dog run away?	Nine nice night nurses	B-D-P-V ; B and D and P and V
Lexicon	Dictation (License Plate or Sentence)	<p>Magnetic letters, white boards, sentence strips</p>		
	Synonyms/ Antonyms	<p>Act them out!</p>		

DAY 5 QUIZ

Assessment

Phonology
Phonology
Syntax
Lexicon

Oral English /

Conversation and Vocabulary:

Vocabulary:

Morphology, Lexicon, and Semantics

5 Aspects of Language

PHONOLOGY:

Smallest units of sound (phonemes)

SEMANTICS:

Vocabulary
Word Meanings

SYNTAX:

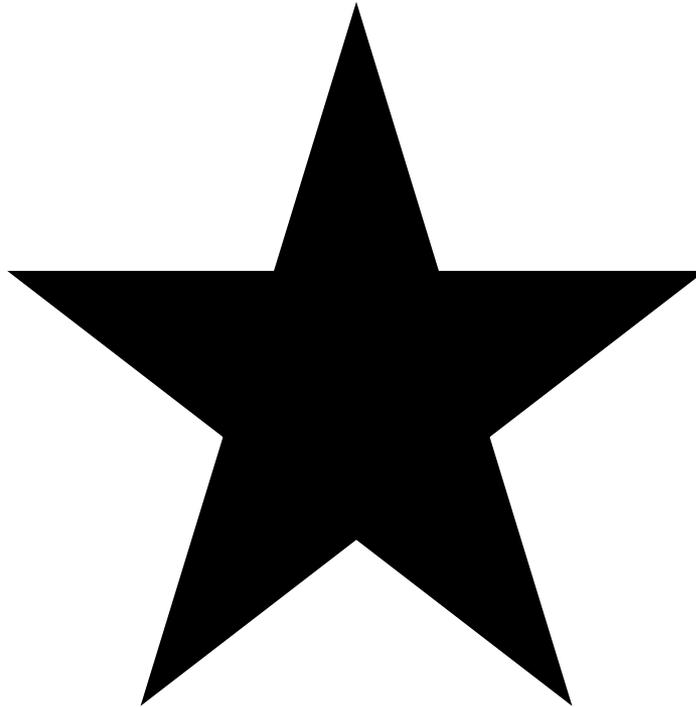
English Word
Order Rules

LEXICON:

Vocabulary
Word Bank

MORPHOLOGY:

Affixes (Prefixes & Suffixes)
Verb Tenses



Vocabulary Frames

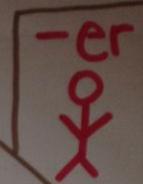
- FOCUS ON ONE FRAME AT A TIME
 - This (That) is a _____ and it is used to _____.
 - This (That) is a _____ and it is used for _____-ing.
 - These (Those) are _____ and they are used to _____.
 - These (Those) are _____ and they are used for _____-ing.
 - For _____-ing, one uses a _____.
- KEEP PUSHING!
- POST WORDS ON ITEMS AROUND THE ROOM
 - Students use these words during guided & independent writing

Morph House

- Focus on suffixes
 - Plural Nouns: -s/-es/-ies
 - Noun (Person): -er
 - Verb endings as you teach them:
 - Progressive: -ing
 - Simple Past: -ed
 - Simple Present: -s/-es/-ies
- PUSH!
 - Suffixes: -ful & -less
 - Prefixes: un-, re-, & pre-
- Practice the pronunciation of the affixes!
- *Grammar Wall*: Add suffixes as sub-categories and Morph House words



to
help
(verb)



to make it easy for
someone to do something

• helping (verb)

I am helping Mrs. R.

• helper (♀ → noun)

♀ Gabriella is a helper ♂
this week.

Oral English /
Conversation and Vocabulary:
Social and Academic Conversation

Function Junction

- Use grade-level appropriate scenarios
- Explicitly teach the modal verb(s)

can = ability

may = permission, possibility

might = possibility

must = requirement

could = possibility

would = something you imagine or want to happen

should = recommendation or advice

- My Friend, George



You need to go to the bathroom.



What question will you ask your teacher?

may

May I $\vec{\text{go}}$ to the bathroom?

May I ^{hand} get the bathroom pass ^{hand} please?

Mrs. R, may I use the restroom?

This or That

- Use grade-level appropriate questions
- Stair-step the method

Choice

Choice + Reason 1

Choice + Reason 1 + Reason 2

- Pass the Ball



At recess, do you want to
play with a jump rope
or a ball?

choice
#1: jump rope

- jumping is easy
- sing songs
- teacher counts
my jumps

choice
#2: ball

- play soccer
- can kick it
- they bounce
high

• I want to play with a _____
because _____.

I want to play with a _____
because _____ and _____.

**The SEI Model
at the Early Primary Level:
Key Language Acceleration Principles**

