



And You Thought You Had
Done It All With the ELD
Methods.... But Wait! There's
More!



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And You Thought You Had Done It All with the ELD Methods...But Wait...There's More!

Session objectives:

1. Quickly review the purpose for the ELD methods Verb Tense Study, Syntax Surgery, and This or That;
2. Learn how to use three ELD methods to build reading and writing comprehension;
3. Leave with one lesson idea that can be used tomorrow in your classroom.

This or That or The Other?

Teacher tips:

In order to set up the writing response format with students, it is important to identify the writing structures embedded within the *This or That* chart. Follow these steps:

1. Review the chart from yesterday. Using the scenario, identify the main idea that will be used for a title.
2. Write the title on the new chart paper.
3. Turn the title of the chart into a topic sentence. Write the topic sentence on the chart paper.
4. Create two supporting detailed sentences that support the topic sentence. Explain these sentences are the ***two reasons why*** components from the chart. Write the sentences on the chart paper.
5. Finish the paragraph with a concluding sentence. This can be a restatement of the topic sentence, a question, or begin with an interjection.

Example:

Should Schools Begin the Day Earlier or Later?

School administrators are thinking about changing the time classes begin for next school year. If the school day starts later, then students will be well rested for class and better able to listen to their teacher. Another reason for a delayed start is to give teachers more time in the morning to prepare the materials for their lessons. Why wouldn't school administrators want to begin the day later?

Write out the ***This or That*** chart used the previous day.

Writing Construction and Verb Tense Study

What a fantastic way to teach students how to organize their thoughts for writing using a previously taught method! After students learn how to construct grammatically correct sentences, the next step for them is to learn how to use related sentences in an organized paragraph. A paragraph's construction relies heavily on the concept of the main idea and details. *Verb Tense Study* is a highly efficient method that can be used to develop the concept of the main idea and details. Using a previous collaborative chart, students can be taught how to organize a paragraph simply by the use of the subjects and verbs. It's AMAZING!

Example

A Victim's Rescue in Haiti

Subjects

The medical team
 First responders
 Both men
 The injured victim
 They



Verbs

to transport
 to look over-exam
 to pull out-extract
 to explain
 to conclude

Timeline organizer

Who	first responders	they	the medical team	both men
What	extracted...	examined and concluded	explained...	transported...
	-where (from...)	-when (after...) -how (cautiously)	-when (before...) -why (so that..)	-how (gingerly) -where (to...) -why (in order..)

Paragraph

Report of Information: A Victim's Rescue in Haiti

After a devastating earthquake in Haiti, courageous rescue teams assisted injured victims. First responders on scene extracted a trapped woman from the bottom of the collapsed bridge. After they laid her on the ground, they cautiously examined her injuries and concluded it was safe to move her away from the site. Before they picked up the injured victim, the medical team explained their next steps to her so that she would not panic. Gingerly, both men transported the woman to the ambulance in order for her to receive medical care from a doctor. Rescue workers saved many lives in Haiti.

Writing Construction and Verb Tense Study

Steps

1. Topic selection: Pick a previously used action packed Verb Tense Study picture.
2. Subjects: The goal with the picture is to solicit specific subjects. One way to approach this is to think of the primary person's role or purpose in the picture. Do the same with secondary characters. Use pronouns or Proper nouns to rename them. List 3-5 subject words that relate to one another.
3. Verbs: The goal is to list specific verbs that clearly demonstrate the action in the picture. The listed verbs need to define the primary and secondary subjects' purpose. Specific verbs will assist you in organizing the paragraph timeline.
4. Paragraph organization: Review the verbs and sequence them on a timeline. For each verb, match it with its correct subject. When this step is completed, you will have defined the core, subject and verb in each sentence and the sentences will tell a sequenced story or state information in a logical way.
5. Supporting details: Go back to the beginning of the timeline for sentence #1. Review the subject and verb. List the question words that represent the appropriate details for the sentence under the verb. Repeat for each sentence.
6. Tense: Identify the tense for the paragraph and you're ready to begin composing an on-topic, coherent paragraph.

Extending beyond a paragraph

1. Visualize the complete paragraph being written as a solid introductory paragraph with the subject and verb pieces become the thesis statement.
2. Imagine turning each subject-verb component into an independent paragraph, thus creating a multi-paragraph essay.
3. Use this method advancement with various types of writing.
 - Report of information. Use details when and why.
 - Persuasive. The first sentence becomes a position statement and the specific interrogative questions develop into reasons or support details.
 - Story writing. Depending on the picture selection, the paragraph could tell a sequenced story which advances a plot.
 - Summary. Choose a picture that represents a content objective and the paragraph will develop into a summary of main idea and details.

All possibilities are designed to teach students how to organize and write a coherent paragraph or essay. The success of the method depends on the teacher planning prior to delivery of the lesson.

Syntax Surgery Trivia

<p>Original Sentence:</p> <p>During lunch, John and Maria practiced their soccer passes in the middle of the field.</p>	<p>Verb Tense: Simple Past Tense</p> <p>Other Key Grammatical Features:</p> <p>Compound subject Prepositions of location and time</p>
<p>Language Objective: Today we will construct various questions using a sentence and practice answering them in a complete sentence. The questions will help us comprehend the sentence.</p>	
<p>Guided reconstruction questions:</p> <ol style="list-style-type: none"> 1. What question: Relate this question to the verb, subject or direct object. 2. Who question: Relate this question to the subject or direct object. 3. Where question: Relate to the prepositional phrase. 4. When question: Relate to the prepositional phrase, adverb, or subordinating clause. 5. Why question: Relate to the subordinating clause or by/for explanation. 6. How question: Relate to the adverb. 	
Questions	Answers
<p>Question 1: What did John and Maria do during (at) lunch? What did they practice?</p>	<p>They practiced their soccer passes. John and Maria practiced their soccer passes.</p>
<p>Question 2: Who is the sentence about? Who were in the middle of the field? Who practiced their passes?</p>	<p>The sentence is about John and Maria. John and Maria were in the middle of the field. John and Maria practiced their soccer passes.</p>
<p>Question 3: Where did they practice their passes?</p>	<p>They practiced their soccer passes at school. They practiced their soccer passes in the middle of the field.</p>
<p>Question 4: (not in text question) Why did they practice their passes? Why did they practice at lunch? Why did John and Maria practice together?</p>	<p>Various responses will be generated for this question.</p>
<p>Question 5: How long did they practice? How often did they practice? (not in text)</p>	<p>They practiced the length of their lunch which may have been 30 minutes. No answer from the text.</p>

Syntax Surgery Trivia

Original Sentence:	Verb Tense: Other Key Grammatical Features:
Language Objective:	
Guided reconstruction questions: 1. 2. 3. 4. 5. 6.	
Questions	Answers
Question 1:	.
Question 2:	
Question 3:	
Question 4:	
Question 5:	

Syntax Surgery Trivia Steps

Getting ready for the method:

1. Start with the objective to *Syntax Surgery Trivia*. The purpose of this method extension is to teach students how to read a piece of information, monitor and clarify along the way in order to understand text.
2. Organize students into participation teams. Teach students the structure of *numbered heads*.
3. Explain the goals of the lesson. They are:
 - a. Students can ask different types of questions using text.
 - b. Students can answer various comprehension questions based on text.
 - c. All questions and answers must be in correct grammatical form.
4. Have twelve 3X5 index cards. Write each interrogative word on a card. You can have two sets of question words. Display the teacher demonstration *Syntax Surgery* sentence on a whiteboard. Option: Student groups may have a whiteboard for recording information.
5. Teacher prepares a list of possible questions ahead of time that could be asked during the lesson. Use *Syntax Surgery Trivia* lesson plan sheet.
6. If appropriate, the teacher may provide a question frame for students...

+ + + +

Question word

helping verb

subject

main verb

finisher

Ready, Set, Go...

1. The teacher distributes one question card per group. Students generate as many possible questions using the question word. Everyone in the group **must** know how to ask the question.
2. Using number heads strategy, the teacher chooses one student to ask a question and one student to answer. Both students stand when asking and answering the question. A point is awarded to each person's group if no mistakes are made.
3. If a mistake is made, a second effort is given to the group. They may either request a teacher tutor or a group tutor. At teacher tutor is when the teacher uses the frame to assist the student. A group tutor is when the student confers with teammates. If the student gets it correct on the second attempt, a ½ point is awarded to the team. If the student does not get it correct, the question or answer is passed onto another team.
4. After each question, the teacher uses the demonstration sentence on the board to show how the question and answer were formulated.
5. The teacher records the interrogative word used for each question.
6. The teacher repeats steps 2-5 of the process until *Trivia* is over.
7. The team with the most points wins.

NOTES
