

Our Students. Their Moment

Lesson Exemplars for English Language Learners/Multilingual Learners in Grades K-2: Introduction

Diane August Laura Golden *American Institutes for Research*

Jennifer Letcher Gray Independent Consultant

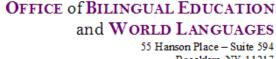
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1000 Thomasefferson \$reet NW Washington, 10 20007-3835 202-403-5000 | TTY 877-334-3499 www.air.αrg



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55 Hanson Place – Suite 594 Brooklyn, NY 11217 718.722.2445 www.nysed.gov/bilingual-ed



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Introduction

Core Knowledge Tell It Again! Read-Aloud Anthologies

Teaching Core Vocabulary.

despair, v. wanted will not happen or occur

to feel very sad that what you

: Maria despairs because of her lost kitten. She has looked and looked but has not found it. She does not think she will find it.

Show picture of spectators (ideally young children) and says picture shows spectators. The spectators are watching a soccer game. Define the word

Example Partner Talk:Spectators look at or watch events like sports games, concerts, or plays. I youwere a spectator, what would you like to watch?

Presenting the Read Aloud.



In the exemplar lessons that follow, to support teachers definitions from challenging words and phrase are inserted into the text. Teachers should use the same methods to provide additional definitions if students are strugglic guestions that ask students about important information presented in the text/realso been inserted.

Show image 1A4: Say:Olympians on their thrones [Point to the Olympians.] Thrones are special chairs. Look at the picture. These are thrones. [Point to the thrones in the picture.] Who are the people in the thrones?

Discussing the Read Aloud. After each comprehension question, texter relevant to answering that question is inserted help students come up with their answers. The following roistine suggested: Ask students the guiding question, read the inserted text reletion and ask students the guiding question again. We emphasize the importance of the current instructions that state following: If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses and then expand students' responses using richer and more complex language. Ask students at the emerging levels for oficiency to answer in complete sentences.

Inferential Why were Leonidas and his father tending to and securely harnessing the horses? (Anticipated Response:



In the Core Knowledge Skills routines, the level of scaffolding is the santated to the second second



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