



Project LUISA

Language Understanding to Improve Student Achievement

Session 3. Feb 1, 2013

1. Welcome
2. Review of Functions and Forms
3. This week's readings
4. Lesson structure for contextualized ELD
5. Designing ELD Lessons
6. Looking Forward



Review of Functions and Forms

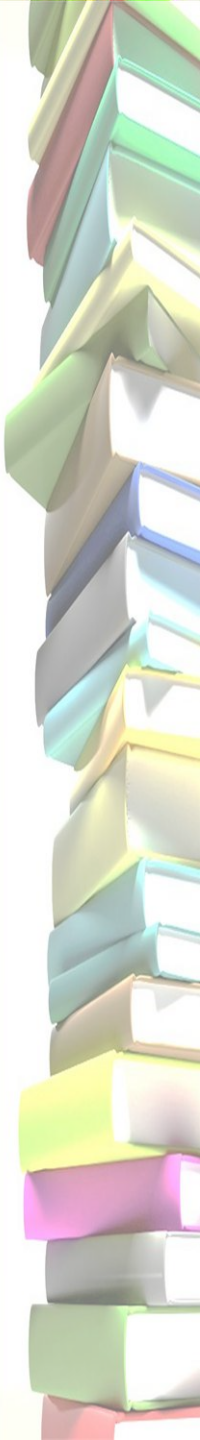
Task: Look at the following functions. Then read the examples provided to match them with the corresponding function/s. Use the color-coding label/s to do the matching activity.

Describe actions

Compare and contrast

Describe people and things

Predict and express cause and effect



Classification of Functions and Forms

Form: Past perfect

Examples:

1. Once upon a time there lived a very lazy bear that had lots of money and lots of land. His father had been a hard worker and a smart business bear, and he had given all of his wealth to his son.

2. Not far from the road lived a hare. Although Hare was clever, he sometimes got into trouble. He had once owned land, too, but now he had nothing. He had lost a risky bet with a tortoise and had sold all of his land to Bear to pay off the debt.

Example of sentence frame:

_____went_____.

(subject) (verb past) (complement)

1st sentence in the past

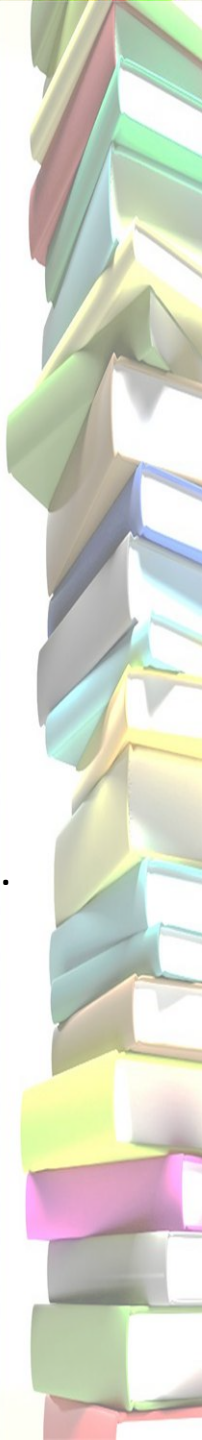
_____had left_____.

(subject)(aux had) (V-pp)(complement)

2nd sentence in the past perfect

Source: *Literacy by Design* (Grade 1). Comprehensive Teacher's Guide, p. 372

(For further details on past perfect, see p. 18 of Azar's book)



Classification of Functions and Forms

Form: Imperatives

Examples:

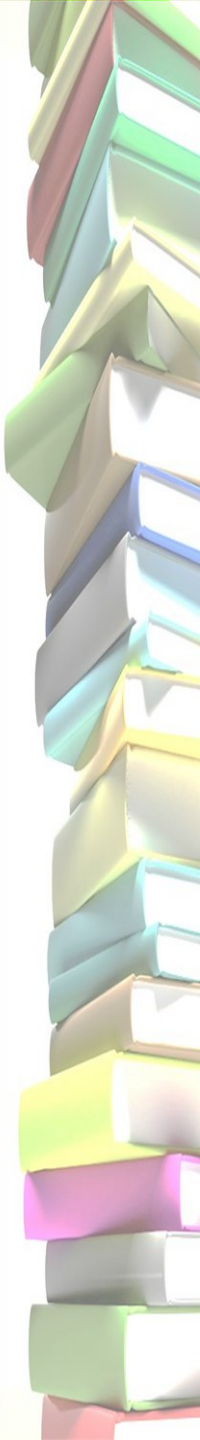
1. Gather a variety of books and other materials so you have choices.
2. Find a good reading location and remain there for the whole workshop.
- 3. Be quiet and help your classmates concentrate like you always do.**

Example of sentence frame:

(Verb-base form) _____

Source: *Literacy by Design* (Grade 5). Comprehensive Teacher's Guide, p. 39)

(For further details on imperatives, see p. 67 (s) of Azar's book)



Classification of Functions and Forms

Form: Present Progressive

Examples:

1. “Look,” said Glashka’s grandmother. “See how the whales are taking turns, how they give the younger ones extra time for air.”

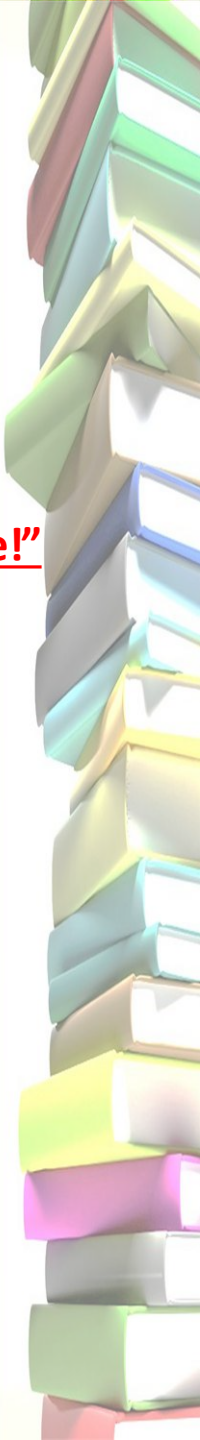
2. “And we can’t stay beyond tomorrow because the channel is starting to refreeze!”

Example of sentence frame:

_____ is starting _____
(subject) (aux BE-present) (main verb-ING) (complement)

Source: *Literacy by Design* (Grade 3). Comprehensive Teacher’s Guide, p. 45)

(For further details on present progressive, see p. 7 of Azar’s book)



Classification of Functions and Forms

Form: Past Progressive

Examples:

1. A strange feeling swept over Johnny. His head was spinning, and his stomach as well. That is why he went to bed to rest.

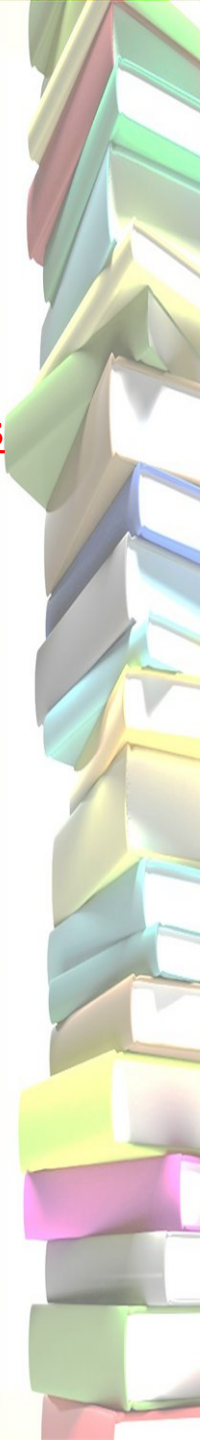
2. It was dangerous to cross the ocean in mid-winter, but time was pressing.

Example of sentence frame:

_____ was spinning _____
(subject) (aux BE-past) (main verb-ING) (complement)

Source: *Literacy by Design* (Grade 5). Comprehensive Teacher's Guide, p. 11)

(For further details on past progressive, see p. 7 of Azar's book)

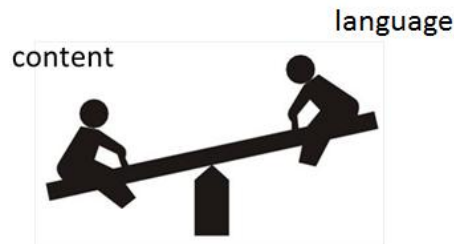




Contextualized ELD Instruction

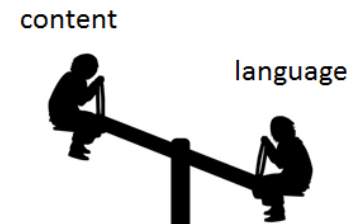
ELD

- Teach **new language**
- Recycle/review/practice **familiar content**
- Use **ELP standards** to guide instruction
 - Forms and Functions
 - Differentiated instruction according to proficiency levels of ELL students



Content

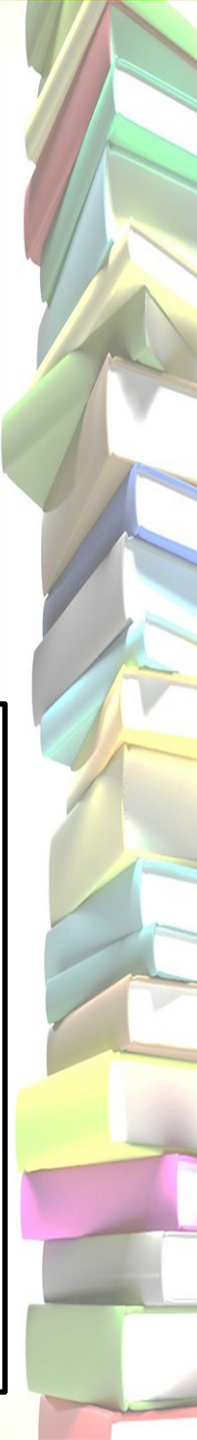
- Teach **new content**
- Recycle/review/practice **familiar language**
- Use **content standards** to guide instruction
 - Literacy, Science, Social Studies, Math
 - “Sheltered strategies” used to make content accessible



- Read the quote from the article
- What are the **implications** from this quote for you as a teacher **in each classroom context?**

ELD

Content



Possible class formats...

Literacy
block

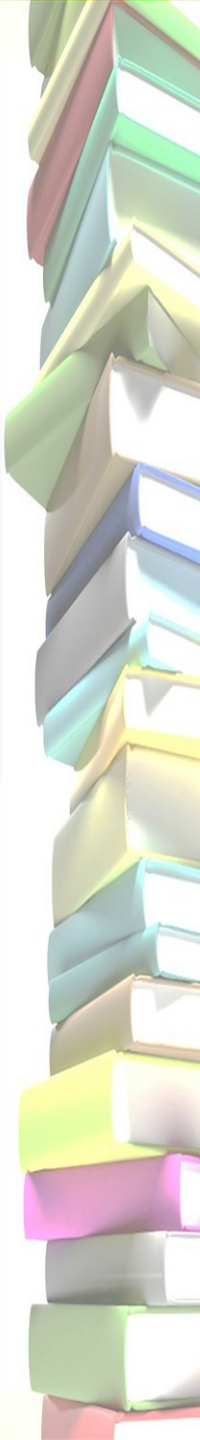
All students
participate in rotations



ELD block

ELLs receive ELD
instruction

All other students
continue literacy
rotations





Lesson planning for contextualized ELD

My class: Grade 1-2, 22 Students total, with 7 ELLs

ELLs: 3 Adv, 3 Inter, 2 Begin

My Content Theme: Neighborhoods

My literacy block lesson plan For Tuesday, April 16:

8:40 Class discussion based on prior reading topic

8:50 Choice of Word Work or Read to Self

9:10 Focus lesson on sound/spelling/reading

9:20 Partner Read (practice reading strategy)

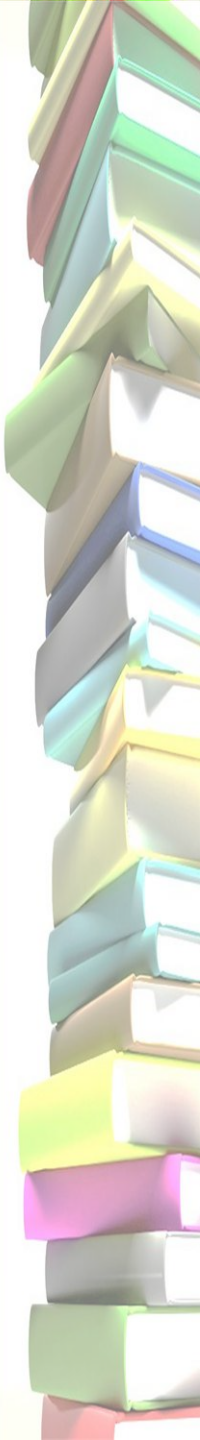
9:40 Group sharing about reading strategy

9:45 Focus lesson on punctuation

10:00 Writing (journal based on yesterday's reading)

10:30 Content lesson

11:00 Lunch



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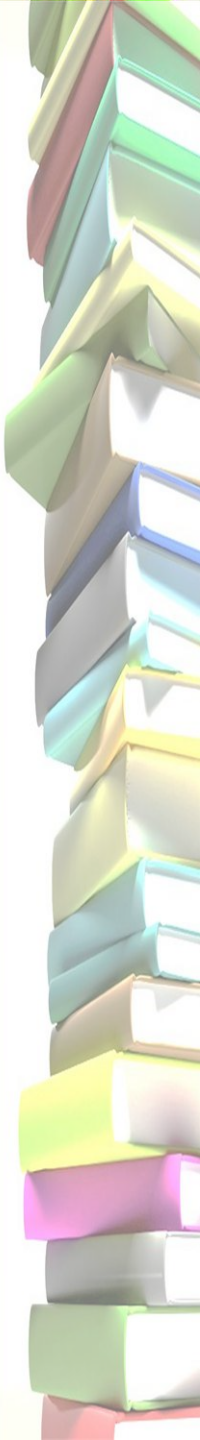
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How I will incorporate ELD:

1. Review my materials and tasks
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3. Identify a suitable Function
4. Begin filling out Function/Form chart
5. Review materials and tasks for specific Forms
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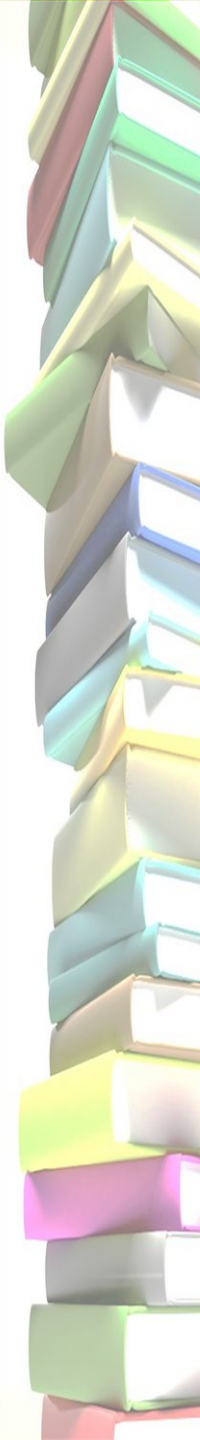
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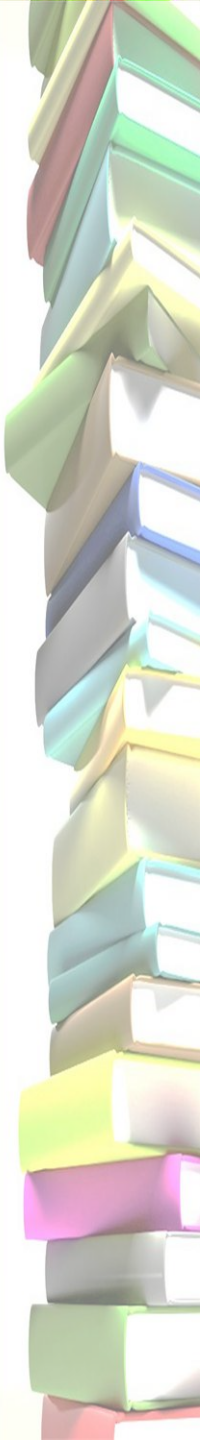
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Yesterday we read...

A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of a village, town, or big city. Neighborhoods around the world can look very different. Some neighborhoods have lots and lots of people in them, while others have only a small population. A neighborhood on a small island or high up on a mountain might only have a few people in it. Some neighborhoods are made up of a few buildings in a town or village, while others stretch for miles and miles and are part of a big city.



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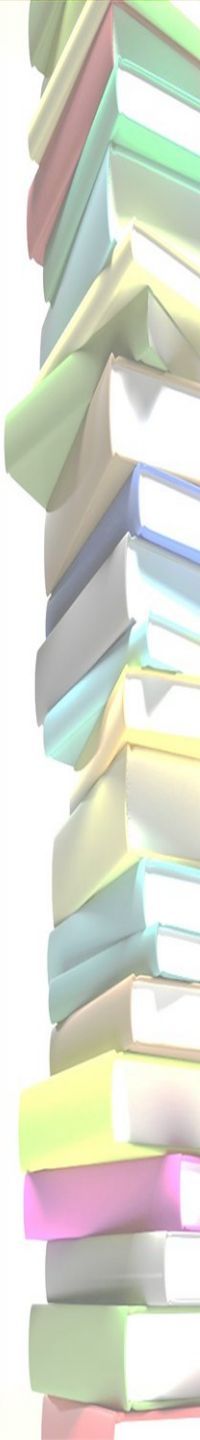
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ELD Spring Curriculum Map

Month	Mar./April	April/May	May/June
		Functions	
Begin	1) Describe Actions 2) Compare & Contrast	1) Describe People & Things 2) Describe Places & Locations 3) Compare & Contrast	1) Express Time Relationships & Duration 2) Give & Follow Directions
Interm	same	1) Predict and Express Cause & Effect; 2) Explain Characteristics of People, Things, and Places; 3) Classify, Compare & Contrast	1) Express Duration, Sequence & Time Relationships 2) Summarize & Generalize
Advanc	same	1) Predict and Express Cause & Effect 2) Explain characteristics of People, Things, and Places	1) Classify, Compare & Contrast 2) Express Duration, Sequence & Time Relationships; 3) Summarize & Generalize
		Forms	
Begin	Verbs: present progressive Conjunctions: and, both Adverbs: w/ -ly	Verbs: past prog statements and ?s: <i>was, were</i> Nouns: irregular plurals Conjunctions: and, both, or Adv: phrases w/ very, superlatives & antonyms	Verbs: imperatives, aux verbs: <i>may, might, must, should</i> , etc. Nouns: collective nouns Pronouns: demonstratives, object Prepositions: direction and time
Interm	Verbs: pres prog w/ -ly adverbs, pos and neg statements and questions Conj: <i>both, but, while, however</i> Adjectives: idioms Adverbs: w/ -ly	Verbs: statements and ?s: <i>there was/were</i> , past perfect Conjunctions: signal words: <i>due to, since, so, because, but</i> Adj: comparatives, multiple adj, modifiers	Verbs: imperatives, aux verbs: <i>will/shall, prefer to, would rather</i> Nouns: collective nouns Prepositions: direction and location Adj: demonstratives: <i>this, that, these, those</i> Adv: <i>too</i> + adv, adv clauses
Advanc	Verbs: pres prog & adv w/ -ly Conj: <i>not only, does, too, although, does not</i> Adjectives: abstract idioms Adv: Adv clauses for frequency	Verbs: statements and ?s: <i>there was/were</i> , past perfect Conjunctions: signal words: <i>due to, since, so, because, but</i> Adj: comparatives, multiple adj, modifiers	Verbs: imperatives, aux verbs: <i>will/shall, prefer to, would rather</i> Nouns: collective nouns Prepositions: direction and location Adj: demonstratives: <i>this, that, these, those</i> Adv: <i>too</i> + adv, adv clauses

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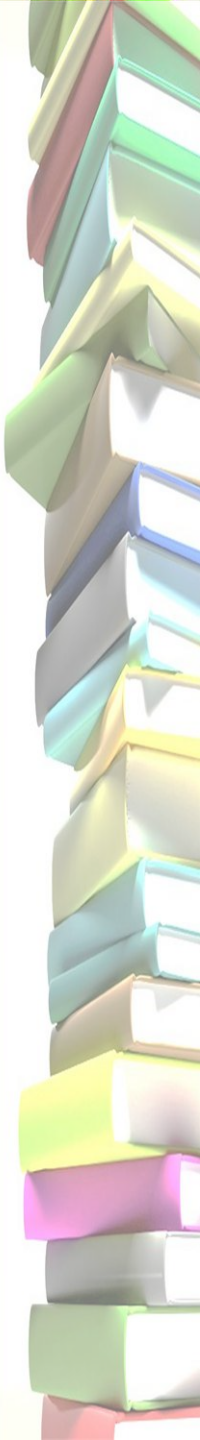
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6. Create ELL materials and/or tasks



Classification of Language Functions and Forms

Grade level:	Theme of the literacy unit:	Language Function:
Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.		
Beginning	Intermediate	Advanced
Form:	Form:	Form:
Examples:	Examples:	Examples:
Example sentence frame:	Example sentence frame:	Example sentence frame:

Classification of Language Functions and Forms

Grade level:	1st-2nd	Theme of the literacy unit:	“Neighbor-hoods”	Language Function:	Compare and Contrast
Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.					
Beginning		Intermediate		Advanced	
Form:		Form:		Form:	
Examples:		Examples:		Examples:	
Example sentence frame:		Example sentence frame:		Example sentence frame:	

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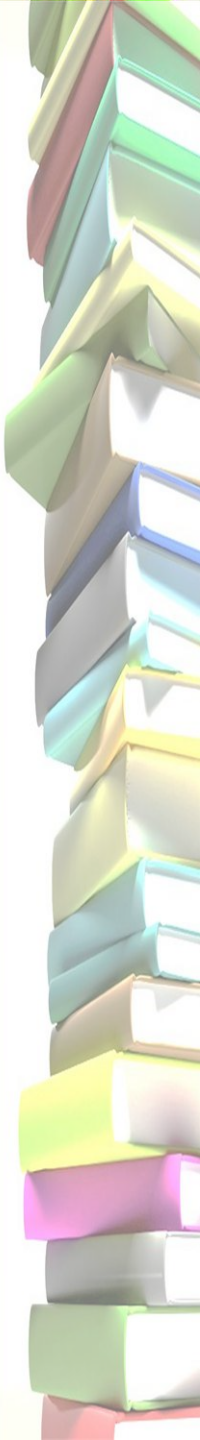
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Dutro: Beginning level; Describe, Compare & Contrast

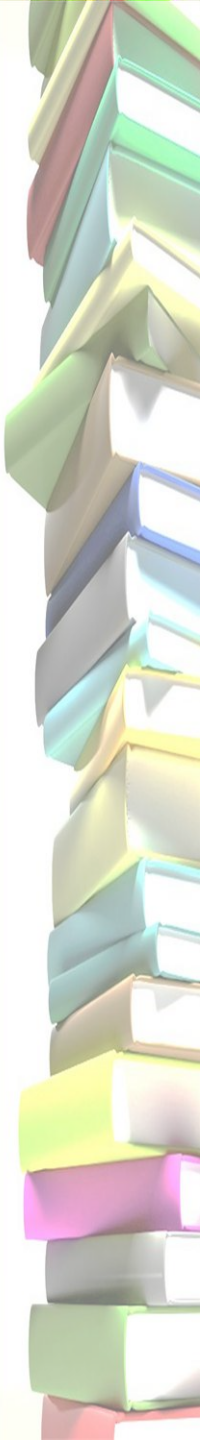
OVERARCHING FUNCTION

DESCRIBE, COMPARE & CONTRAST

Language Function	Focus Forms with Examples	Sample Prompts & Responses		Suggestions for Taking it to Application
	Beginning	Beginning	Early Intermediate	
<p>6. Compare and contrast physical characteristics</p> <p>Suggestions for Topics:</p> <ul style="list-style-type: none"> ▪ Animals ▪ Weather ▪ Environments ▪ Habitats: desert, mountain, coastal, valley ▪ Landscapes 	<p>Beginning</p> <p>Short, simple sentences and phrases with:</p> <p>Present tense <i>be, have</i> (Ex: <i>Apples are fruit. Carrots are vegetables. Dogs have fur. Birds have feathers.</i>)</p> <p>Adjectives Concrete sensory adjectives for number, color, size, texture such as <i>three, blue, big, soft, loud, quiet</i> (Ex: <i>He is tall. She is short.</i>)</p> <p>Early Intermediate</p> <p>Simple sentences with:</p> <p>Adjectives Concrete sensory adjectives for number, color, size, texture such as <i>three, blue, big, soft, loud, quiet</i> (Ex: <i>My pencil is long. His pencil is short.</i>)</p> <p>Comparatives –er (Ex: <i>bigger, faster</i>)</p> <p>Superlatives –est (<i>biggest, fastest</i>)</p> <p>Antonyms (Ex: <i>tall/short, slow/fast, new/old</i>)</p> <p>Conjunctions To combine using <i>and, both</i> (<i>Bats and owls both fly.</i>) To contrast using <i>or</i> (<i>You can use a pen or pencil.</i>)</p> <p>Present tense <i>be, can, do, have, like, need, want</i> + other basic content related verbs</p> <p>Routine questions with <i>what</i> and <i>how</i></p>	<p><i>You have two sweaters. What is the same?</i> They have buttons.</p> <p><i>What is different?</i> It is blue. (Points to blue sweater.) It is white, (Points to white sweater.).</p> <p><i>Tell me about your dog. Is it like my dog?</i> No. It is big. (Points to his dog.).</p> <p><i>Tell me about your sisters. How are they the same?</i> Long hair. Brown eyes.</p> <p><i>How are they different?</i> Jessica is big. Lorena is little.</p> <p><i>Dolphins and fish are different? How?</i> Dolphins have fur. Fish have scales. Air. Water.</p> <p><i>Dolphins and fish are the same. How?</i> They swim. Fins and tails.</p>	<p><i>What kinds of sweaters do you have? How are they the same? How are they different?</i> I have a white sweater. I have a blue sweater. They both have buttons.</p> <p><i>Is your dog like my dog? Is it different? What is your dog like?</i> <i>My dog is different. Your dog is little and black. My dog is big and brown.</i></p> <p><i>How are your sisters the same?</i> They have long hair and brown eyes.</p> <p><i>How are they different?</i> Jessica is bigger than Lorena.</p> <p><i>How are dolphins and fish different?</i> Dolphins have fur. Fish have scales. Dolphins breathe air. Fish breathe water.</p> <p><i>How are dolphins and fish the same?</i> They both swim. They both have fins and tails</p> <p><i>What are the two colors you can use? You can use a red paper or blue paper.</i></p> <p><i>What are the two ingredients you want on your sandwich? I want both tomatoes and lettuce</i></p>	<p><i>Note: Suggestions for Beginning level include producing language while: working with concrete objects, acting out scenarios and sorting objects</i></p> <p>Everyday Application</p> <ul style="list-style-type: none"> ▪ Rank items on a scale. ▪ Compare everyday events and objects such as weather, classroom activities, pets, clothing etc. ▪ Explain preferences <i>I like the blue car. It is smaller than the white car.</i> ▪ Play card or board games calling on use of descriptive phrases that can be turned into comparatives. <p>Academic Application</p> <ul style="list-style-type: none"> ▪ Differentiate one environment or habitat from another. ▪ Compare two different objects, people, animals, etc. and explain differences and similarities orally and in writing. ▪ Make generalizations about the similarities and differences between two or more items, people, scenes, plots etc.

My Materials

A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of **a village, town, or big city**. Neighborhoods around the world can look very different. **Some neighborhoods have lots and lots of people in them, while others have only a small population. A neighborhood on a small island or high up on a mountain might only have a few people in it. Some neighborhoods are made up of a few buildings in a town or village, while others stretch for miles and miles and are part of a big city.** **The text my students read doesn't contain the Form, but our discussion and their writing will.**



Classification of Language Functions and Forms

Grade level: 1st-2nd	Theme of the literacy unit: “Categorizing Things”	Language Function: Compare and Contrast
Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.		
Beginning Form: Conjunctions: <i>and, both</i> Examples: A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends. Example Sentence Frame: A _____ and a _____ both have _____. are	Intermediate Form:	Advanced Form:

Lesson planning for contextualized ELD

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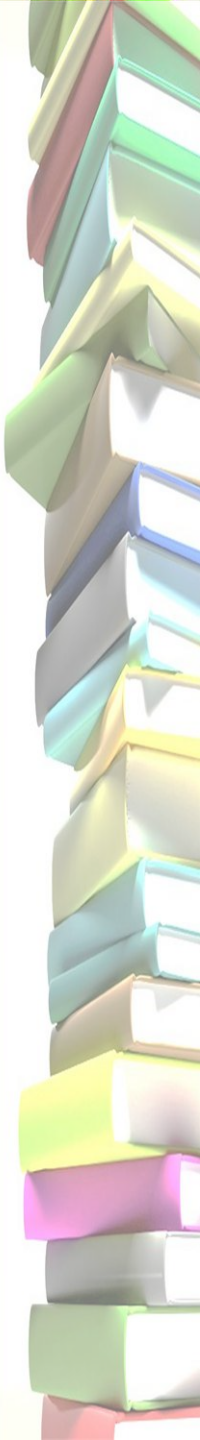
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Create ELL materials and/or tasks

Theme: Neighborhoods

Function: Comparison and Contrast

Beginning Form: Conjunctions: *and, both*

While other students are working on their tasks, my 2 beginning level ELLs will work together to fill out a comparison and contrast chart based on the reading.

Small neighborhoods	All neighborhoods	Big neighborhoods

Create ELL materials and/or tasks

Student A

Small neighborhoods **and** big neighborhoods **both** have families in them.

Small neighborhoods have few people **but** big neighborhoods have many people.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. Few people	1. Families	1. Many people
2. _____	2. _____	2. _____
3. A few buildings	3. _____	3. Miles of streets

Ask your partner:

What do small neighborhoods **and** big neighborhoods **both** have?

What do small neighborhoods have **but** big neighborhoods do not?

Student B

Small neighborhoods **and** big neighborhoods **both** have friends in them.

Small neighborhoods have few houses and apartments **but** big neighborhoods have many.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. _____	1. _____	1. _____
2. Few houses and apartments	2. Friends	2. Many houses and apartments
3. _____	3. Something special	3. _____

Ask your partner:

What do small neighborhoods **and** big neighborhoods **both** have?

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Create ELL materials and/or tasks

Theme: Neighborhoods

Function: Comparison and Contrast

Beginning Form: Conjunctions: *and*, *both*

While other students are working on their tasks, my 2 beginning level ELLs will work together to fill out a comparison and contrast chart based on the reading.

Small neighborhoods	All neighborhoods	Big neighborhoods

After they work together to fill out the chart, they should write in their journals:

“How is your house similar to and different from school?”

Use the words and, both, and but at least one time each.

Classification of Language Functions and Forms

Grade level: 1st-2nd	Theme of the literacy unit: “Categorizing Things”	Language Function: Compare and Contrast
Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.		
<p>Beginning</p> <p>Form:</p> <p>Conjunctions: <i>and, both</i></p> <p>Examples:</p> <p>A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends.</p> <p>Example Sentence Frame:</p> <p>A _____ and a _____ both have _____. are</p>	<p>Intermediate</p> <p>Form:</p>	<p>Advanced</p> <p>Form:</p>

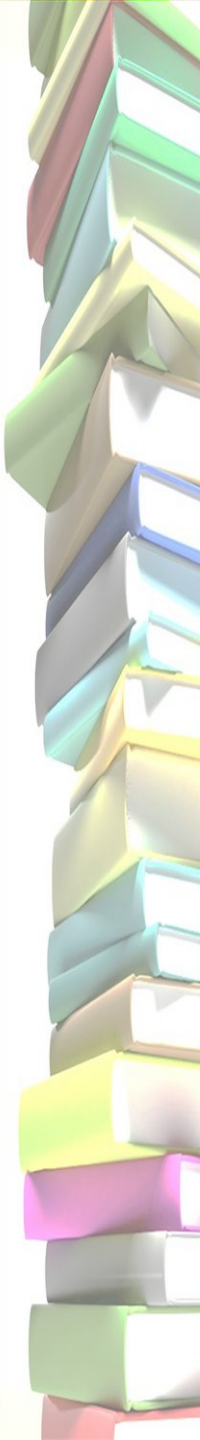
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Advanc	Verbs: pres prog & adv w/ -ly Conj: <i>not only, does, too, although, does not</i> Adjectives: abstract idioms Adv: Adv clauses for frequency	Verbs: statements and ?s: <i>there was/were</i> , past perfect Conjunctions: signal words: <i>due to, since, so, because, but</i> Adj: comparatives, multiple adj, modifiers	Verbs: imperatives, aux verbs: <i>will/shall, prefer to, would rather</i> Nouns: collective nouns Prepositions: direction and location Adj: demonstratives: <i>this, that, these, those</i> Adv: <i>too</i> + adv, adv clauses

My Materials

A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of a village, town, or big city. Neighborhoods around the world can look very different. Some neighborhoods have lots and lots of people in them, **while** others have only a small population. A neighborhood on a small island or high up on a mountain might only have a few people in it. Some neighborhoods are made up of a few buildings in a town or village, **while** others stretch for miles and miles and are part of a big city.

The text my students read contains one Form, but our discussion and their writing can include more.



Classification of Language Functions and Forms

Grade level: 1st-2nd	Theme of the literacy unit: “Categorizing Things”	Language Function: Compare and Contrast
Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.		
<p>Beginning</p> <p>Form:</p> <p>Conjunctions: <i>and, both</i></p> <p>Examples:</p> <p>A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends.</p> <p>Example Sentence Frame:</p> <p>A _____ and a _____ both have _____. are</p>	<p>Intermediate</p> <p>Form:</p> <p>Conjunctions: <i>both, but, while, however</i></p> <p>Examples:</p> <p>Some neighborhoods have lots and lots of people in them, <u>while</u> others have only a small population.</p> <p>Example Sentence Frame:</p> <p>A _____ has/is _____ while a _____ has/is _____.</p>	<p>Advanced</p> <p>Form:</p>

Lesson planning for contextualized ELD

My class: Grade 1-2, 22 Students total, with 7 ELLs

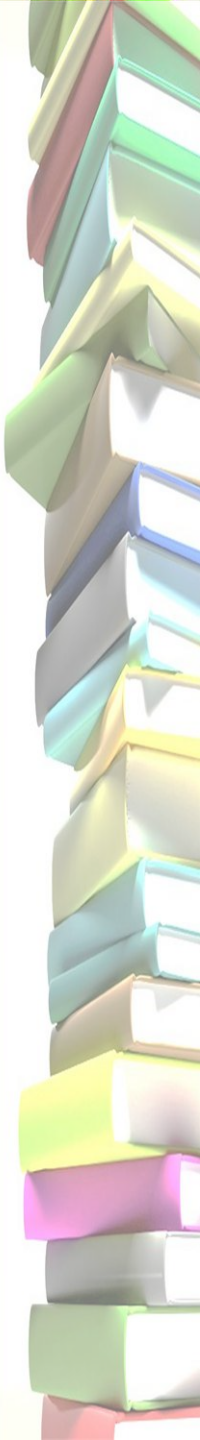
ELLs: 3 Adv, 3 Inter, 2 Begin

My Content Theme: Neighborhoods

My literacy block lesson plan For Tuesday, April 16 :

How I will incorporate ELD:

1. Review my materials and tasks
2. Consult ELD curriculum map
3. Identify a suitable Function
4. Begin filling out Function/Form chart
5. Review materials and tasks for specific Forms
- 6. Create ELL materials and/or tasks**



Create ELL materials and/or tasks

Theme: Neighborhoods

Function: Comparison and Contrast

Intermediate Form: Conjunctions: *both, but, while, however*

While other students are working on their tasks, my 3 intermediate level ELLs will work together to fill out a contrast chart based on the reading.

Small neighborhoods	Big neighborhoods

Create ELL materials and/or tasks

Student A

Small neighborhoods have a small population; **however** big ones have a large population. Small neighborhoods have a few buildings **while** big ones have miles of streets.

Small neighborhoods	Big neighborhoods
1. Small population	1. Large population
2. _____	2. _____
3. A few buildings	3. Miles of streets
4. _____	4. _____

Ask your partner: How are small neighborhoods different from big ones?

Student B

Small neighborhoods have few houses and apartments; **however** big ones have many. Small neighborhoods are part of villages or towns **while** big ones are part of large cities.

Small neighborhoods	Big neighborhoods
1. _____	1. _____
2. Few houses and apartments	2. Many houses and apartments
3. _____	3. _____
4. Part of villages or towns	4. Part of large cities

Ask your partner: How are small neighborhoods different from big ones?

Create ELL materials and/or tasks

Theme: Neighborhoods

Function: Comparison and Contrast

Intermediate Form: Conjunctions: *both, but, while, however*

While other students are working on their tasks, my 3 intermediate level ELLs will work together to fill out a contrast chart based on the reading.

Small neighborhoods	Big neighborhoods
---------------------	-------------------

In your journal, write about the topic:

“How is your house similar to and different from school?”

Use the words both, but, while, and however at least one time each. Start with the sentence:

“Both my house and my school are nice places, but I ...”

Classification of Language Functions and Forms

Grade level: 1st-2nd	Theme of the literacy unit: “Categorizing Things”	Language Function: Compare and Contrast
Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.		
<p>Beginning</p> <p>Form:</p> <p>Conjunctions: <i>and, both</i></p> <p>Examples:</p> <p>A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends.</p> <p>Example Sentence Frame:</p> <p>A _____ and a _____ both have _____. are</p>	<p>Intermediate</p> <p>Form:</p> <p>Conjunctions: <i>both, but, while, however</i></p> <p>Examples:</p> <p>Some neighborhoods have lots and lots of people in them, <u>while</u> others have only a small population.</p> <p>Example Sentence Frame:</p> <p>A _____ has/is _____ while a _____ has/is _____.</p>	<p>Advanced</p> <p>Form:</p>

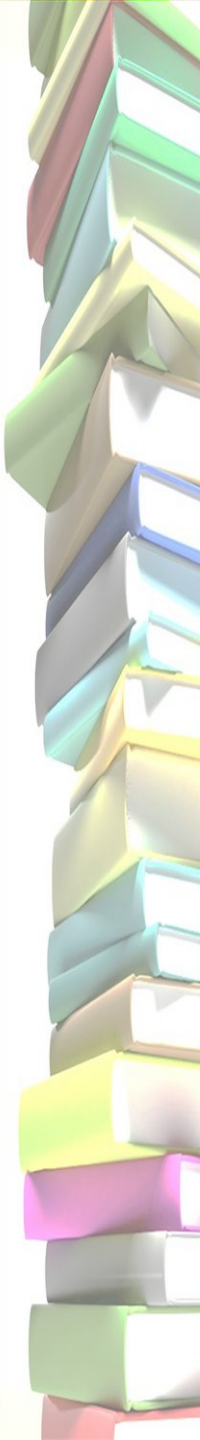
ELD Spring Curriculum Map

Month	Mar./April	April/May	May/June
		Functions	
Begin	1) Describe Actions 2) Compare & Contrast	1) Describe People & Things 2) Describe Places & Locations 3) Compare & Contrast	1) Express Time Relationships & Duration 2) Give & Follow Directions
Interm	same	1) Predict and Express Cause & Effect; 2) Explain Characteristics of People, Things, and Places; 3) Classify, Compare & Contrast	1) Express Duration, Sequence & Time Relationships 2) Summarize & Generalize
Advanc	same	1) Predict and Express Cause & Effect 2) Explain characteristics of People, Things, and Places	1) Classify, Compare & Contrast 2) Express Duration, Sequence & Time Relationships; 3) Summarize & Generalize
		Forms	
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Lesson planning for contextualized ELD

My class: Grade 1-2, 22 Students total, with 7 ELLs

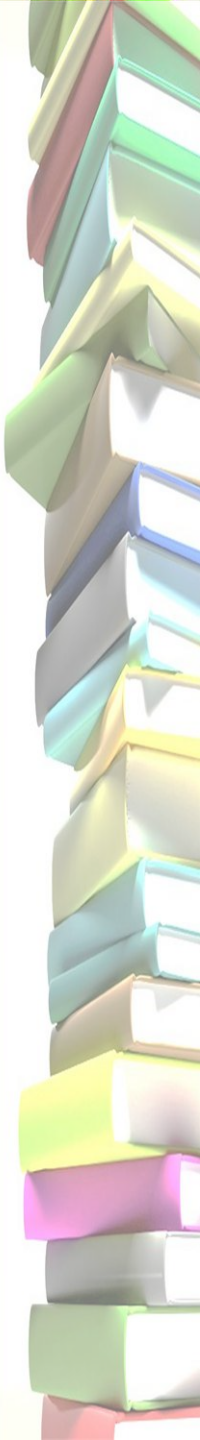
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Create ELL materials and/or tasks

Theme: Neighborhoods

Function: Comparison and Contrast

Advanced Form: Conjunctions: *not only, although*

While other students are working on their tasks, my 3 advanced level ELLs will work together to fill out a comparison and contrast chart based on the reading.

Small neighborhoods	All neighborhoods	Big neighborhoods

Create ELL materials and/or tasks

Student A

Although small neighborhoods have few people, they all have families in them.

Although small neighborhoods have few buildings, they all have something special.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. Few people	1. Families	1. _____
2. Few houses and apartments	2. Friends	2. _____
3. A few buildings	3. Something special	3. _____

Ask your partner:

How are big neighborhoods **different from** all neighborhoods?

Student B

Although all neighborhoods have families, only big neighborhoods have many people.

Although all neighborhoods have friends, only big neighborhoods have many houses.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. _____	1. Families	1. Many people
2. _____	2. Friends	2. Many houses and apartments
3. _____	3. Something special	3. Miles of streets

Ask your partner:

How are small neighborhoods **different from** all neighborhoods?

Create ELL materials and/or tasks

Theme: Neighborhoods

Function: Comparison and Contrast

Advanced Form: Conjunctions: *not only, although*

While other students are working on their tasks, my 3 advanced level ELLs will work together to fill out a comparison and contrast chart based on the reading.

Small neighborhoods	All neighborhoods	Big neighborhoods

In your journal, write about the topic:

“How is your house similar to and different from school?”

Use the words although and not only at least one time each.

Start with: “My house is **not only** _____ **but also** _____.



Western Oregon
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

Looking Forward

Wed, Feb 6. Session 4: Workshop for Planning Lessons

- Read Bunch, Kibler, & Pimentel (2012).
- Bring your materials and work so far.
- Bring your Azar grammar chartbook.
- Check out our course website as we add resources.

