

# Working With English Language Learners in Afterschool

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**Prince William County Public Schools**

# My Background



# Why focus on English Language Learners?

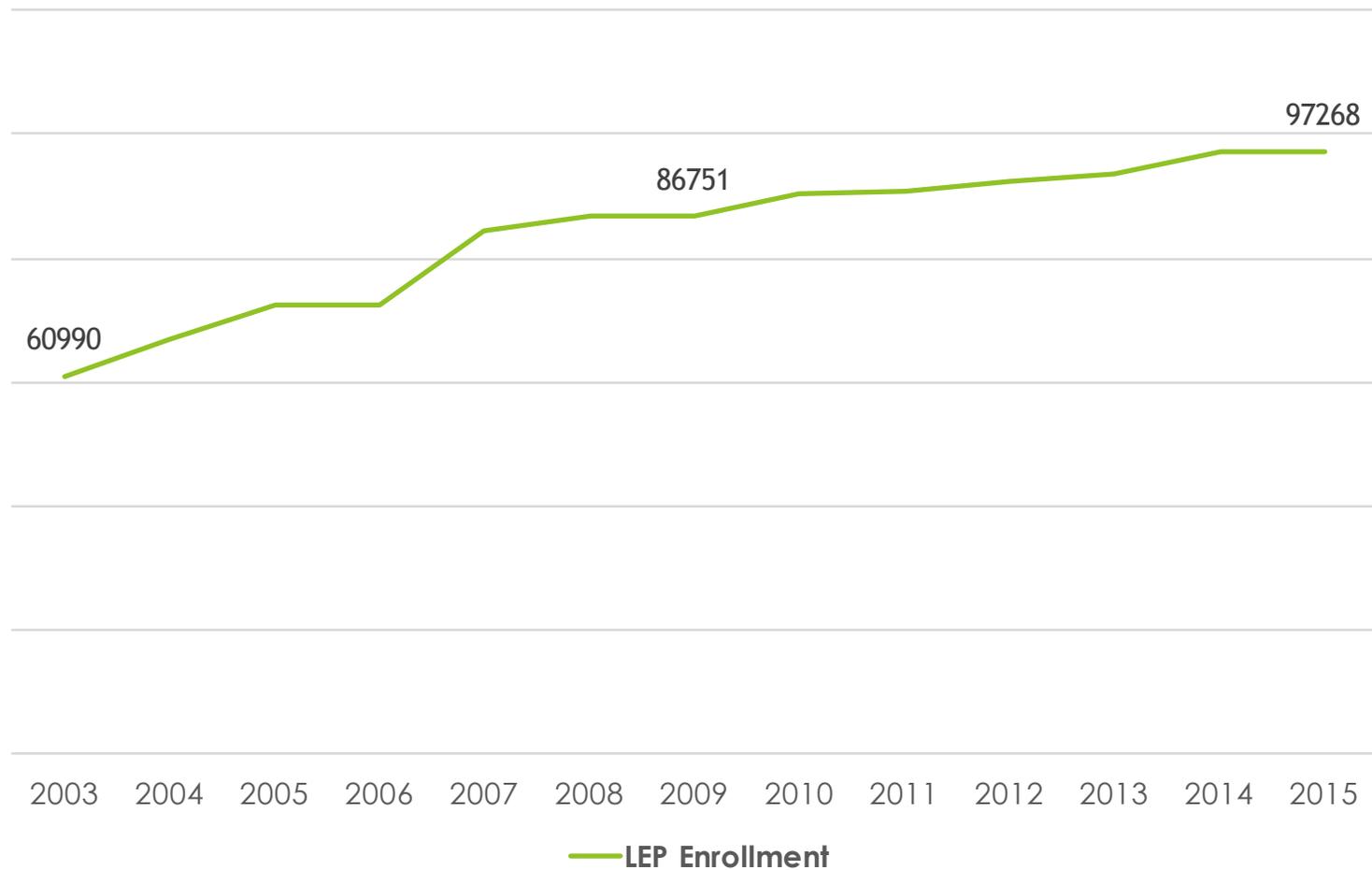
Why is this relevant in Virginia?

“LEP enrollment has grown by 50% nationally in the last 10 years. In **Virginia** over that same period of time, LEP enrollment has grown by **more than 60%**.”

National Clearinghouse for English Acquisition; VDOE

# Why focus on ELLs?

# ELL Enrollment



# Who is an English Language Learner?

What do ELLs have in common?

# ELLs are...

English Language Learners are in the process of acquiring the English language.

- ▶ between 70-80% Spanish-speaking
- ▶ 75% in K-5 are 2<sup>nd</sup> or 3<sup>rd</sup> generation
- ▶ 60% live below 185% of poverty line

ELLs are...

**capable.**



ELL

LEP

EL

WIDA

ESL

ESOL

TITLE III

ELD

FLEP

ACCESS

ELLs are not...  
alphabet soup.

# Our Goals Today:

1. Identify structural / operational considerations for ELLs afterschool.
2. Identify strategies for teaching and reaching ELLs during afterschool.
3. Identify supports and sources of on-going **free** PD for program staff.

**What operational considerations can we make for ELLs?**

# Questions to Ask

- ▶ How many ELLs attend your program?  
What are their proficiency levels?
- ▶ How is your program structured?
  - ▶ small group vs. whole group
  - ▶ high ratio vs. low ratio
- ▶ How are your students grouped?
  - ▶ same age peers vs. mixed age peers
- ▶ What supports do you already have in place within your district or organization?

# Highest Impact

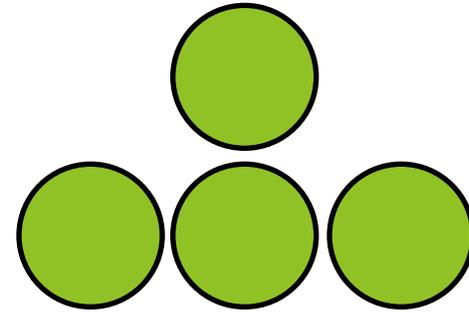
- ▶ **Know your levels.**
  - ▶ Use the “Can Do” descriptors.
- ▶ **Group strategically.**
  - ▶ Homogeneously: ELL-specific instruction.
  - ▶ Heterogeneously: general instruction.
    - ▶ Peer modeling is **key** in afterschool hours.
- ▶ **Leverage existing data/personnel.**
  - ▶ Who’s responsible for Title III?
  - ▶ ESOL or ELD office & program contact.

**What strategies  
should we use  
with ELLs?**

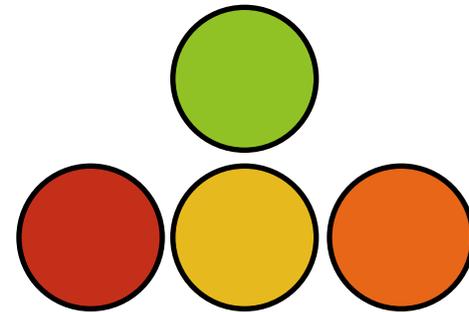
# Grouping & Seating



**proximity:** to teacher, to visual aides



**homogeneous groups:**  
for ELL-specific instruction



**heterogeneous groups:**  
for general instruction &  
peer modeling

# Visuals

How to make a firetruck snack 

crackers frosting M&M's pretzel sticks Crix Cereal cookie

- 1 Spread frosting on the cracker  

- 2 Put the cookies on the bottom for wheels  

- 3 Make two windows with the cereal  

- 4 Use the pretzel sticks to make a ladder  

- 5 Use the M&M's for lights  


visual directions

Science  
Social Studies

 consumer

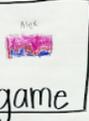
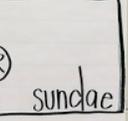
 economic choice

 scarcity

 barter

visual vocabulary

economic choice  
a choice about how you spend your money

 doll	OR	 game	
 cheerios	OR	 coco puffs	
 banana	OR	 apple	
 Disney World		OR	 cruise
 strawberry	OR	 grape	
 cone	OR	 sundae	

student-made charts

# Manipulatives



math manipulatives



literacy manipulatives



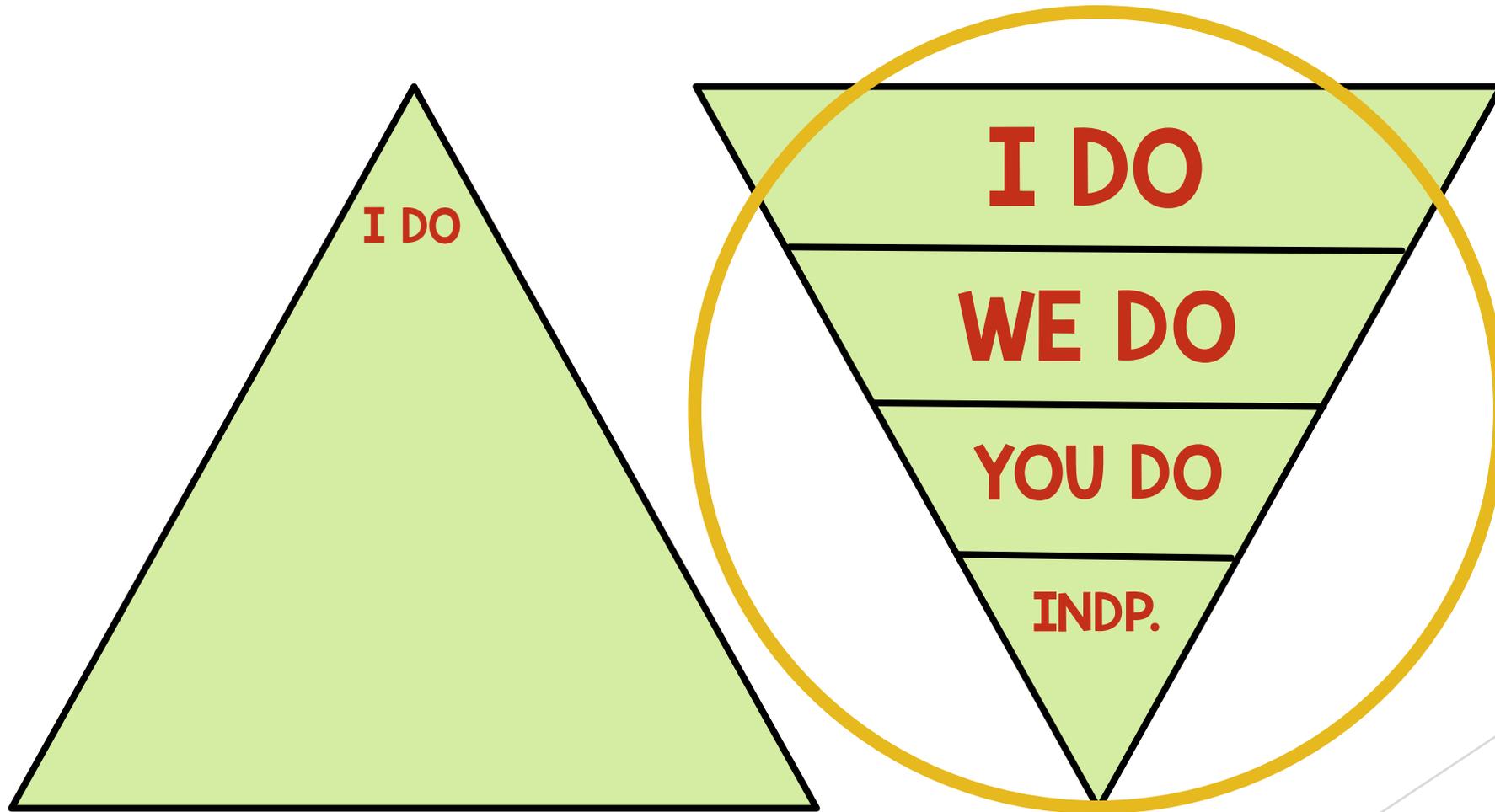
realia

# Scaffolding



Where do you spend the most time?

# Scaffolding



# Oral Language

## ▶ **Modeling**

- ▶ relative to proficiency levels

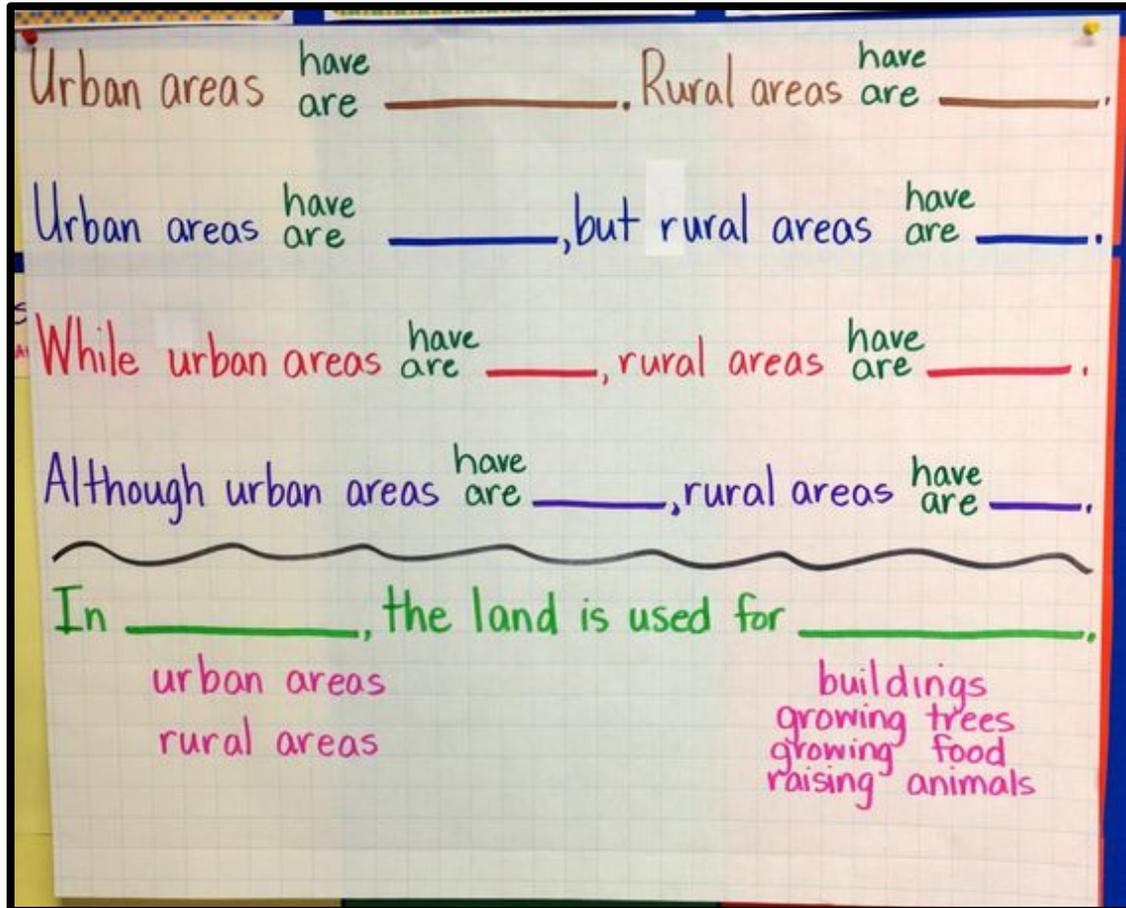
## ▶ **Turn-and-Talk**

- ▶ consistent
- ▶ intentional

## ▶ **Sentence Frames**

- ▶ developed with students
- ▶ available at all times

# Sentence Frames



**sentence frames with word bank**

Turn-and-talk helps students \_\_\_\_\_ and \_\_\_\_\_.

Scaffolding has \_\_\_\_\_ steps. They are \_\_\_\_\_ do, \_\_\_\_\_ do, and \_\_\_\_\_ do.

# Building Background

- ▶ **Interactive Read Alouds**

- ▶ preview a topic

- ▶ **Virtual Field Trips**

- ▶ Google Earth

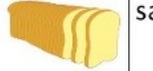
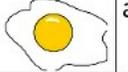
- ▶ PBS, other non-profits

- ▶ ***Actual* Field Trips**

- ▶ standards-based

- ▶ tied to active learning

# Vocabulary

Dictionary food				
cake 	rice 	soup 	cucumber 	
hot dog 	fruit 	vegetables 	pepper 	
salt 	cookie 	onion 	potato 	
meat 	bread 	salad 	lemon 	
cheese 	tomato 	chocolate 	banana 	
chicken 	pizza 	hamburger 	sandwich 	
apple 	watermelon 	melon 	orange 	
corn 	egg 	avocado 	grapes 	

visual vocabulary dictionary

Vocabulary Cartoon

Vocabulary Term: currency  
 Definition: a specific kind of money  
 Linking Word: dollars



Use it in a sentence: I cannot use the Mexican currency in my billfold to buy anything—not even a piece of candy!

vocabulary cartoon

# Vocabulary

Definition			Sentence
Word		Word	
Picture			Synonym

© 2014 Ann Fausnight. Devoted to Vocabulary Development

**graphic organizers**

Common	Catch	Collocations
catch a cold		catch a ball
catch a bus		catch (on) fire
catch someone's eye		catch sight of
catch someone's attention		catch a train
		catch a thief

**Really Learn English!**

**organize euphemisms**

# GoNoodle



Word Jam

# Case Study #1:

- ▶ **Elementary School**

- ▶ Grades K-3

- ▶ **10% ELL, levels 1-3**

- ▶ entering (non-speakers)

- ▶ beginning

- ▶ developing

- ▶ **math focus with computer enrichment**

- ▶ small & whole group math

- ▶ use of Microsoft products for PBL

# Case Study #2:

- ▶ **High School**

- ▶ Grades 9-12

- ▶ **25% ELL, levels 1-6**

- ▶ ranges entering (non-speakers) to reaching First Year (monitor status)

- ▶ **literacy & math**

- ▶ grouped by grade level

- ▶ emphasis on problem solving

**What professional  
development can we  
have for staff?**

# On-Going PD

- ▶ **This PowerPoint!**

- ▶ (No, really! Use it!)

- ▶ **Leverage FREE Resources**

- ▶ WiDA

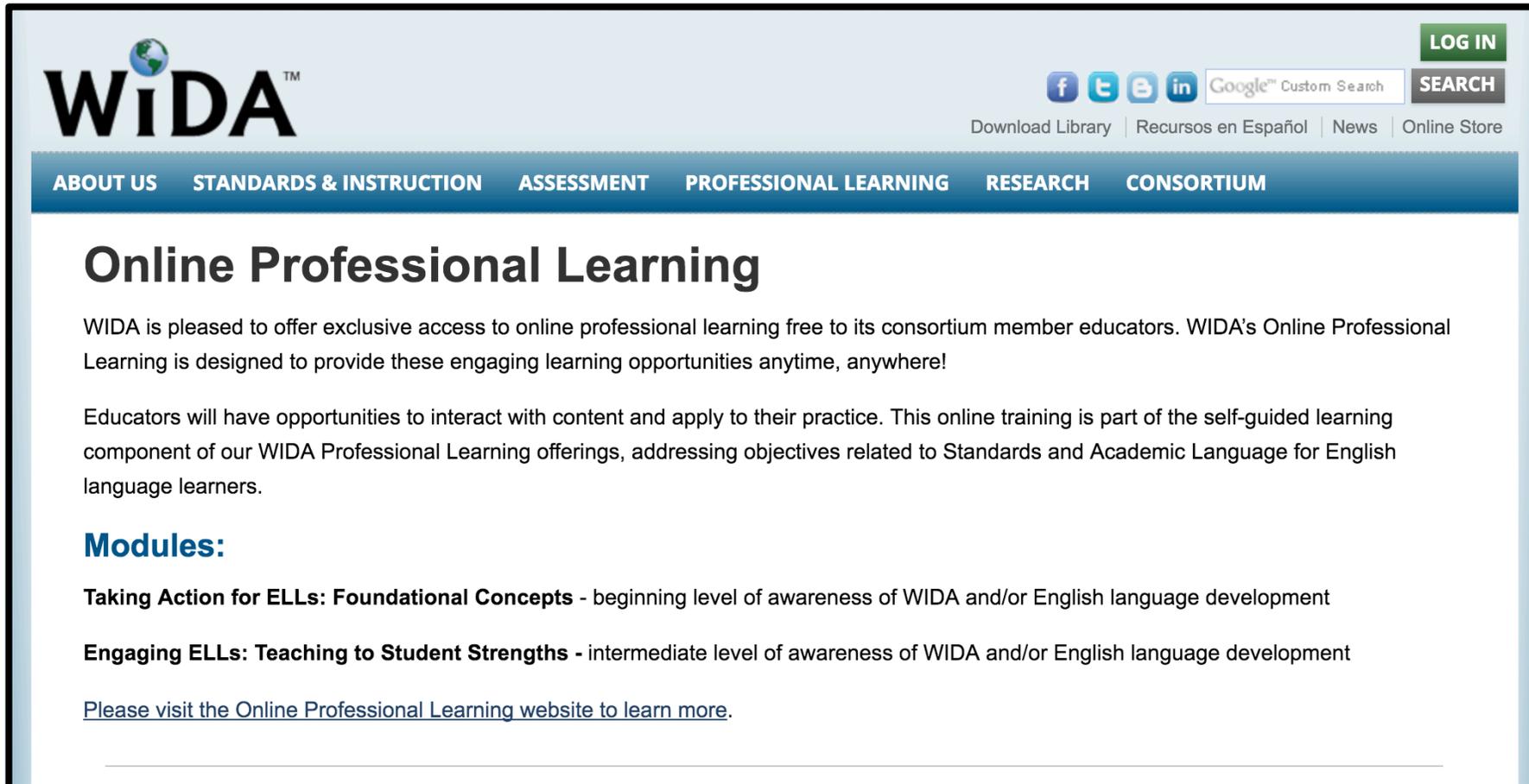
- ▶ Colorín Colorado

- ▶ **Leverage District Resources**

- ▶ **all** districts have them under Title III

- ▶ ASK!

# WiDA



The screenshot shows the WiDA website interface. At the top left is the WiDA logo with a globe icon. To the right are social media icons for Facebook, Twitter, YouTube, and LinkedIn, followed by a Google Custom Search box and a SEARCH button. Further right are links for LOG IN, Download Library, Recursos en Español, News, and Online Store. A blue navigation bar contains the following menu items: ABOUT US, STANDARDS & INSTRUCTION, ASSESSMENT, PROFESSIONAL LEARNING, RESEARCH, and CONSORTIUM. The main content area features the heading "Online Professional Learning" and a paragraph stating that WiDA offers exclusive access to online professional learning for its consortium member educators. Below this, it explains that educators can interact with content and apply it to their practice. A "Modules:" section lists two modules: "Taking Action for ELLs: Foundational Concepts" and "Engaging ELLs: Teaching to Student Strengths". A link at the bottom invites visitors to visit the Online Professional Learning website for more information.

**WiDA**™

LOG IN

f t e in Google™ Custom Search SEARCH

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ABOUT US | STANDARDS & INSTRUCTION | ASSESSMENT | PROFESSIONAL LEARNING | RESEARCH | CONSORTIUM

## Online Professional Learning

WiDA is pleased to offer exclusive access to online professional learning free to its consortium member educators. WiDA's Online Professional Learning is designed to provide these engaging learning opportunities anytime, anywhere!

Educators will have opportunities to interact with content and apply to their practice. This online training is part of the self-guided learning component of our WiDA Professional Learning offerings, addressing objectives related to Standards and Academic Language for English language learners.

**Modules:**

**Taking Action for ELLs: Foundational Concepts** - beginning level of awareness of WiDA and/or English language development

**Engaging ELLs: Teaching to Student Strengths** - intermediate level of awareness of WiDA and/or English language development

[Please visit the Online Professional Learning website to learn more.](#)

# Colorín Colorado

The screenshot shows the website's header with social media icons (Facebook, Twitter, RSS, YouTube), the text "En español", "About Us", "Newsletters", and the WETA logo. The main title "¡Colorín colorado!" is displayed in blue and red, with the subtitle "A bilingual site for educators and families of English language learners". A search bar is located on the right. The navigation menu includes "ELL Basics", "School Support", "Teaching ELLs", "For Families", "Books & Authors", "Videos", "Audience", and "Resource Library". The breadcrumb trail reads "Home > Videos > Classroom Videos". Below the breadcrumb are icons for print, email, Facebook, Twitter, Google+, and Pinterest. The "Classroom Videos" section features a paragraph about the site's mission and a logo for the American Federation of Teachers (AFT) with a note: "Major support provided by our founding partner, the American Federation of Teachers, AFL-CIO."

En español About Us Newsletters WETA

¡Colorín colorado!  
A bilingual site for educators and families of English language learners

ELL Basics School Support Teaching ELLs For Families Books & Authors Videos Audience Resource Library

Home > Videos > Classroom Videos

Classroom Videos

Colorín Colorado is pleased to present the following classroom videos highlighting effective instruction of English language learners (ELLs). The videos are presented as professional development modules with related resources.

These videos were created through the following projects:

Major support provided by our founding partner, the American Federation of Teachers, AFL-CIO.

# Who is an English Language Learner?

What do ELLs have in common?

ELLs are...

**capable.**

Please feel free to  
contact me!

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@noplacelike2nd