

LESSON TOPIC: Ele-Bot (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Answer questions about explicit information in texts.
Find details that support main ideas.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.

Speaking: Answer simple content-based questions.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to articulate details about a picture(s) in speaking and writing.

CONTENT – Students will be able to use sentences about pictures to comprehend the commands in the Ele-Bot exercise on Fast ForWord Language v2.

KEY VOCABULARY

Ele-Bot sentence structures and vocabulary (page 6)

MATERIALS

- Printouts of 5-10 pictures of humans and/or animals doing things; the pictures should range from having one main event happening to having several things going on in the picture
- Whiteboard or other writing surface clearly visible to students with an oversized “What Does it Mean?” graphic organizer layout for the teacher to model
- “What Does it Mean?” graphic organizer and pencils for each student
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Emergent bilinguals need exposure to the sentence structures and cognitive demand of Ele-Bot before working in Ele-Bot.

Before playing Ele-Bot today, we are going to play a little game. This game will help you understand the directions in Ele-Bot. Let's say 'Ele-Bot.'

Everyone practices saying Ele-Bot.

Ele-Bot helps us with our memory and with learning how to say things in English. It helps teach us listening skills so that we become good listeners in the classroom and in life. Why is this important?

Give students wait time to respond (10-25 seconds). Have students share out their thoughts using teacher support as needed.

We're going to write about some pictures we see today. This will help us to understand the questions we get asked in Ele-Bot.

Show students one of the printed pictures.

What do you see?

Give students wait time to articulate what they see using complete sentences, restating their words as needed to help students form complete sentences.

What are some other things that are true?

Give students time to form statements. Encourage students to get creative. Ask increasingly challenging questions to give students a thinking task if listening in English is a strength for them.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Show students a new picture and make a few simple statements about the picture. Model the student role of writing out responses on the enlarged graphic organizer, thinking aloud. Use native language support as needed. Alternatively, articulate the response in English, then in students' native language, then again in English. Either way, model getting inventive with your observations and responses on your graphic organizer.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Play the student role along with students and gradually have students take over the student role for the picture they have. Encourage students to get creative with their sentences. You may give each student their own picture once students are familiar with this task, but to start use the same picture for each student's graphic organizer and complete the activity together until students get comfortable.

To support students, have students share their sentences aloud with a partner first, then write them. As students get comfortable with the activity and if it is appropriate, break off students into pairs and have them work on a new picture with a partner or alone.

ELD Differentiation

Entering, Emerging: Have students look at a picture and draw it on the space in their graphic organizer before talking about the image. Point out some key parts of the picture and the names of those parts in English and have students practice saying those words in English. Students may interpret them into their native language in speaking where appropriate.

Pair students up for this activity and have them describe and talk about the picture in their native language first. Then, have them form sentences together and write the sentences as a team. Grammar and spelling are less important with this activity, rather, the key is getting students using words in English in speaking and writing.

Provide 2-3 sentence frames verbally and written on the board in English with each picture and/or with each question on the graphic organizer.

Developing, Expanding: Give students key words they must incorporate into their sentences. Have students pair up with a partner for support for the few questions on the graphic organizer, then gradually move to working on their own if needed.

Have students use their native language to talk about the picture first, then interpret into English and finally writing.

For more of a challenge, have students use sentence frames for question responses on the graphic organizer that are more complex than sentences the students would typically form independently.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now let's take a few minutes to talk about our pictures.

Have students share what their pictures have and the statements they wrote about them.

Now that we can notice little things about pictures, it's time to practice these skills in Fast ForWord. Today you will practice Ele-Bot. Let's log in and begin working in Ele-Bot.

Have students work in the program until their time is up.

EXTENSION

1. Have students draw pictures for other students to answer questions about.
2. Have students write 3 ways the picture could be interpreted differently on the back of their graphic organizers. Alternatively, ask students to write about different aspects of the picture to push other critical thinking skills. For example: “If you were in the picture, what would you be doing and where would you be? Why?”; “If you could add or take away any thing in this picture, what would it be and why?”; etc.