

## Session 3: Current Realities: ESL Programs and Practices

**LA 3.1 (40 min) Jigsaw Wright Reading**—Divide the class into two expert groups as stated in the learning activity. Everyone needs the Venn diagram in the 3.1 folder. Each group discusses their topic: either bilingual programs or English mediums models of education. They then split into groups of 4, with 2 people from each of the first large groups composing the new group. Lead a discussion afterwards.

**LA 3.2 (30 min) Programs and Practices in My Local Setting**—Have teachers sit in groups from the same school or feeder schools. In these groups, teachers will discuss answers to the 5 questions listed in the learning activity, making notes to prepare for the mixed schools discussions, sharing information with others. They need to determine what they think would be the best thing for their individual school and support it with the notes taken.

**LA 3.3 (40 min) Content Area Literacy in SLA**—Teachers need access to the 2 viewing guides as well as the notes sheet. View with the class video segment 4.1 about current realities, which they should make their own notes for. Lead a brief discussion with the class on this segment. Then show video segment 4.2, and they will need to listen and answer the questions contained in the handout. It would be helpful for you to stop as each new question comes up to give them a minute or two to respond on their papers. After this segment, lead a class discussion as explained on the learning activity.

**LA 3.4 (20 min) Supports and Constraints for Makoto**—Teachers need the Questioning Supports and Constraints chart. They can proceed through this activity in their group of 4. Be sure you visit all groups to answer questions, listen to their discussions, and add to the discussion as you feel necessary, especially concerning the Standards for Effective Pedagogy.

**LA 3.5 (25 min) Communication, Pattern, & Variability**—Teachers need the Student and Teacher Work for Makoto. They work in small groups and discuss and answer the questions contained in the learning activity. You should circulate around as they work, adding to their discussions and asking questions you feel they need to consider. They are to turn this form in at the end of class today.

**HW 3.1**—This is the reflection sheet. Remind them of its importance to reflect their progress and work in discovering and using ways to help ELs succeed and achieve in the classroom.

HW 3.2—You need to assign each teacher one of the articles listed in this homework folder. These articles will be jigsawed in class next session. Teachers need the Concept Application sheet matching the article you assigned them to read. Example: Teachers who fill in the application sheet for reading C should also receive the article to read for it.

HW 3.3—Teachers need to watch the assigned video and fill in the response sheet. They need to follow the directions for accessing the video segment on the learning activity and fill in the response sheet as they go. They need to bring this to session 4.

HW 3.4—Teachers need the 3 forms in the folder entitled Knowing My Second Language Learner. They should have observed and worked with this student enough to fill in both the Definitions and Needs worksheet and the Current Realities worksheet. Item number 3 asks them to create a set of implications for their work with the student. They don't fill out the Scoring Guide, but should staple all 3 sheets together and bring them to session 4. The scoring guide should only be attached but not filled in because the critiquing of the other 2 pages will happen in **session 5** according to the scoring guide.

HW 3.5—Teachers need the input note-taking piece to go with this homework. Teachers should bring the notes to session 4 as this is a topic of discussion.



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