Before we get started, here's a good reminder to teachers and administrators about
the difference between conversational and academic English!

Readings
  • Pages 1-74 in the course text: *50 Strategies for English Language Learners* by Adrienne L. Herrell
Before you begin...
Two options for saving your work:

1. Word processor
2. Assignment text box

To learn how, click <u>HERE</u>.

Assignments
1. Read and Respond: *Assess the Environment*
Please respond to the following questions about your classroom, and from *Section I: Theoretical Overview*.

We'd like you to start by assessing the state of your classroom from the perspective of English Language Learners.

a. Describe any obstacles you face that you believe would prevent you from meeting the needs of English language learners in your classroom. (Obstacles could include your own personal teaching style, district or building limitations, etc.)

From *Section I: Theoretical Overview*

b. The authors discuss how English Language Learners need to participate at their own level of comfort. What does this mean? How might their participation differ from other students' participation?

c. Describe the role of classroom environment in supporting language acquisition.

d. Describe three assessment methods that the authors recommend for English Language Learners.

2. Activity: *Active Participation*
First, watch the video, "Maximize the Active Participation and Language Learning of ELL Students, Grades K-5," and consider how you believe some of these strategies would work for your ELLs. After watching the video, please reflect.

https://www.youtube.com/watch?v=voPWNosxltQ

Several activities were demonstrated in this video as ways to actively engage students. Please respond to the following:

a. Do you believe all these strategies can work with students? Why or why not?

b. Which of these strategies have you successfully used with students? Explain. If you have not yet tried these strategies, pick one that you would like to try, and explain why it's a good choice for you to use.
3. Activity: *Active Involvement Strategies*
This application will focus on *Strategies to Encourage Active Involvement* for your ELLs by allowing you to design some activities for your classroom.
        Please complete (and attach, if needed) two (2) of the following three (3) *Strategies to Encourage Active Involvement*. Feel free to substitute one strategy in this group with another strategy from this

section of the text. Please make note of your substitution if you choose to do so.

Please Note: In Module 4, you'll be asked to implement and evaluate 3 activities that you have designed for this course. Keep this in mind as you work through each of the next three Modules.

Visual Scaffolding: Ch. 3
After reading the description and the examples, design an activity in which students create visual images to support their understanding of a concept. The examples in the chapter provide a good illustration of this strategy.

Learning Centers: Ch. 5
After reading the description and the examples, design a series of centers for your classroom. You do not need to include all the materials or handouts that you would include at each center. A paragraph description of each center will be sufficient. For this requirement, include the descriptions of at least 2 centers.

Manipulative Strategies: Ch. 10
After reading the description of this strategy and the examples provided, design an activity using manipulatives. Perhaps this takes the form of an activity outline or a 2-3 paragraph description.

Discussion Forum
The forum is your opportunity to offer opinions and perspectives about content-related topics and to share ideas among colleagues.

Three TOTAL forum prompts are required for this course; choose the three that interest you the most, but please know you are welcome to respond to additional prompts.

Access the discussion forum from the tool bar on the left of the screen.

Assignment Submission
1. To learn about the assignment text box, click HERE.
2. To access the text box for the Module 1 Assignments, click HERE.

Module 2

Steve Martin learns to pronounce English words in *The Pink Panther*.

https://www.youtube.com/watch?v=uvpikUEIaLI

In our ongoing quest for current and relevant course content, you may notice that some of the material in this Module has been changed. Our Online Course Revisions have been completed following end of session. If you have already completed your work based on the previous material, have no fear – please go ahead and submit that work, and rest assured that your work will be accepted based on the quality of your work. Otherwise, please proceed with the following material as written. As always, if you have any questions, please contact instructor@learnersedgeinc.com. Thank you for choosing Learners Edge.

Readings

- Section III in the text: *50 Strategies for English Language Learners,* by Adrienne L. Herrell **PAGES 84-138**

Assignments

1. Activity: *Bilingual Education*
Watch this video "Parents Take On Bilingual Education," and then reflect on your own beliefs about this system.

https://www.youtube.com/watch?v=CCJm1NFu_tE

As the video stated, many parents believe that bilingual education is something that is not working in our education system, while parents of ELLs believe it to be a necessary part of their child's education. What do you think, based on your experiences and beliefs? Please explain, in 2-3 paragraphs.

2. Activity: *Language Development*
You will get to design 2 more activities, this time based on language development.
For this activity, please complete (and attach, if needed) two (2) of the following three (3) *Strategies for Language Development*– feel free to substitute one strategy in this group with another strategy from this section. Please make note of your substitution if you choose to do so.

Please Note: Remember to keep in mind three activities from this and/or other applications to implement and evaluate.

Total Physical Response: Ch. 12
After reading the description of this strategy and the examples provided, design a total physical response activity. Be sure to describe how students will be physically engaged in the activity.

Vocabulary Role-Play: Ch. 15
After reading the description and the examples, design an activity that builds vocabulary through some sort of dramatization. The two examples in the text provide good models.

Leveled Questions: Ch. 16
After reading the description of this strategy and the examples provided, design a set of leveled questions for a concept in your curriculum. Be sure to identify the concept you are teaching and each level of question.

3. Activity: *Exchanging Information*
Please watch the following videos, "How Do You Support Second Language Learners in the Classroom" and "Every Teacher - A Teacher of English Language Learners - preview.video.4." Reflect on the philosophy of everyone becoming a second language learner.

https://www.youtube.com/watch?v=iXDJLNrsNgI	https://www.youtube.com/watch?v=Q0QfRf-I9Vw

Both videos discuss and show ways that teachers can guide their ELLs to exchange information – ways to say things in different languages – to assist them in learning a new language. In 1-2 paragraphs, infer why you believe (or don't believe) this to be an effective strategy.

Assignment Submission
1. To learn about the assignment text box, click HERE.
2. To access the text box for the Module 2 Assignments, click HERE.

You are halfway through the course! Time for a quick break – enjoy this brief skit from the Brits!

https://www.youtube.com/watch?v=ULLfH5O8wS0

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If you have already completed your work based on the previous material, have no fear – please go ahead and submit that work, and rest assured that your work will be accepted based on the quality of your work. Otherwise, please proceed with the following material as written. As always, if you have any questions, please contact instructor@learnersedgeinc.com. Thank you for choosing Learners Edge.

Readings
- Section IV in the course text, *50 Strategies for English Language Learners,* by Adrienne L. Herrell

Assignments
1. Activity: *Helping English Language Learners*
Please watch the video, "ESL Struggles and Strategies," considering some of the ways we can best help English Language Learners.

https://www.youtube.com/watch?v=-bWU238PymM

There are a couple of different areas that we would like you to think about with this video.

a. The beginning of the video gives us a rare opportunity to hear what non-native English speakers feel in mainstream classrooms. How do you react to these testimonials? Have you considered these perspectives before (speed, not understanding, unclear directions, etc)? Reflect on your reaction to what these students have to say, in 1-2 paragraphs.

b. Describe the kinds of supports you provide to help your students be academically successful. Tell us if you have asked your students what they need to be academically successful and what they told you they needed. If you have not asked them, will you? Explain.

c. The video also shows several strategies in action. Many of these strategies are for classes that only include ELLs, but could be incorporated into a mainstream classroom. Choose one of the demonstrated strategies, and explain in 1-2 paragraphs how you would incorporate that strategy in your classroom.

2. Activity: *Literacy Development*
You now have the opportunity to design 2 more activities, this time based on literacy development. Start by taking a look at this video:

https://www.youtube.com/watch?v=HugSKISrqhQ

Please complete (and attach) two (2) of the following three (3) *Strategies for Literacy Development*– feel free to substitute one strategy in this group with another strategy from this section. Please make note of your substitution if you choose to do so.

Please Note: Heads up! You have already completed 4 activities, and you will need to choose three to implement and evaluate for an application in Module 4.

Sorting Activities: Ch. 25
After reading the description and the examples, design a sorting activity for your students. The examples in the chapter provide a good illustration of this strategy.

Read, Pair, Share: Ch. 32
After reading the description of this strategy and the examples provided, design an activity around Read, Pair, Share. Model your plan on the examples presented in the text. Be sure to indicate the selection you plan to read as part of your plan.

Cloze: Ch. 34
After reading the description and examples of the Cloze strategy, design an activity that uses this strategy. Attach your sample to your completed coursework.

3. Activity: *Reflection Requirement*
The purpose of this assignment is to provide you the opportunity to dig deep and think critically about teaching and learning. We are more interested in the quality of writing/reflection than in the quantity; however, to get at the depth intended, your response should be a minimum of 2 pages.

As you have moved through this course, you have had many opportunities to consider your attitudes and perceptions about English Language Learners. Consider all aspects of your interactions with students learning English, and, using the following as a guide, reflect on the ways in which you can improve in your working relationships with English Language Learners.

- What are some ways in which you can ensure that students who do not speak English are always included in the discussions and interactions within the classroom?
- In what ways can you make sure questions are always answered, and understood? Do you assess English Language Learners differently than you assess native English speakers? Why or why not?
- Are there elements of your classroom environment that could be more welcoming to an English Language Learner?
- In what ways is the English Language Learners' culture (beyond food, costumes and celebrations) included in your classroom community?
- How can you assist other colleagues in making sure that ELLs are included and welcomed in your school?

Assignment Submission
1. To learn about the assignment text box, click HERE.
2. To access the text box for the Module 3 Assignments, click HERE.

First, watch this *StoryCorps* video, "The Icing on the Cake," about a daughter interviewing her mom, who is an immigrant. We think it's worth the look.

https://www.youtube.com/watch?v=jZK7rayEptw

In our ongoing quest for current and relevant course content, you may notice that some of the material in this Module has been changed.
If you have already completed your work based on the previous material, have no fear – please go ahead and submit that work, and rest assured that your work will be accepted based on the quality of your work. Otherwise, please proceed with the following material as written. As always, if you have any questions, please contact instructor@learnersedgeinc.com. Thank you for choosing Learners Edge.

Readings
   •   Section V in the course text, *50 Strategies for English Language Learners,* by Adrienne L. Herrell **PAGES 221-272**

Assignments

1. Read and Respond: *Resource Requirement*
Here is your opportunity to explore additional aspects of course concepts and to further customize your learning experience.

To meet this requirement, please identify two resources related to the course content that will both enhance your professional practice and deepen your understanding of the course. Resources selected may be blogs, wikis, websites, articles, books journals or a combination thereof. Resources selected should be recent - published within the last three years

Summarize what you learn from each resource in 2-3 paragraphs. Include an explanation about how information presented in the resource will impact your professional practice.

For each resource, include:
   •   Title
   •   Author
   •   Copyright or publishing date
   •   URL if applicable

Submit your summaries in a .PDF attachment, or copy/paste them into the text box.

2. Activity: *Content Instruction*
You now have the opportunity to design 2 more activities, this time based on content instruction.

For this activity, please complete (and attach, if needed) two (2) of the following three (3) *Strategies for Content Instruction*– feel free to substitute one strategy in this group with another strategy from this section. Please make note of your substitution if you choose to do so.

Please Note: This is the last opportunity for you to design activities! Do you have a few activities in mind to implement and evaluate?

Learning Strategy Instruction: Ch. 38
Design an activity that teaches a Learning Strategy or Strategies. Use the examples and applications in the chapter for inspiration.

Attribute Charting: Ch. 40
After reading the description of this strategy and the examples provided, design an activity incorporating Attribute Charting. You may model your activity around the examples in the chapter.

Dictoglos: Ch. 41
Choose a reading selection and outline an activity using a Dictoglos. For help, examples and adaptations are provided in the chapter.

3. Activity: *Implement and Evaluate*
Time to pick three of your favorite designed activities to implement and evaluate!

Choose 3 of the activities from this and the previous three Modules, and implement these activities with your students. (See note below) Reflect on the success of the activities you implemented. Each of the following sections should be roughly 2 paragraphs.

a. Aspects of the activities that particularly pleased you.

b. What parts of the activities need improvement? What changes would you make before doing these activities again?

c. The reactions of students: Did they enjoy the lesson? Did they meet your goals/objectives?

Note: If you are taking this course during the summer, do not have access to students, or if this application is not a good "fit" for your schedule/curriculum, then you may complete the following option in lieu of the above:

Design an additional 3 activities for use in your classroom following the guidelines used in the Application Requirements in Modules 1-4. You may choose new strategies introduced in the text, or you may use three of the strategies not completed in this or earlier Modules.
Discussion Forum
Reminder! A TOTAL of three discussion forum responses are required for this course.
Assignment Submission
1. To learn about the assignment text box, click HERE.
2. To access the text box for the Module 4 Assignments, click HERE.

Finishing your course...
1. Submit the **Final Assignment** - To complete the last assignment of the course, click HERE.

2. Assignment Review
   • Verify each assignment is completed and graded
   • If no grade is given--"ungraded" --a resubmission of the assignment may be necessary. ***If an assignment is in need of resubmission, a grade cannot be given.***
   • Evaluator feedback will be given for each assignment
3. We would love to hear from you! Please complete the Course Survey.

Final Assignment

**Please make sure all assignments are complete prior to submitting the Final Assignment to ensure accurate processing of your grade. To verify all requirements have been met, please go back and open each assignment. If an assignment is in need of resubmission, a grade cannot be posted.

For the B requirement:
1. Type "Completing for a B" or if completing the course for audit, type "Completing for Audit" in the text box below.
2. Submit the assignment.

For the A requirement:
1. Type your response in the text box below, or create a separate document and attach.
2. Save any attachments you wish to submit as a PDF. Only documents saved in a .pdf format will be evaluated. Instructions for saving a file as a PDF can be found by clicking on Course Support from the Course Tools menu.
3. If you need help in attaching documents, please refer to Course Support.

Please complete ONE of the following options:
Option 1:
View the accompanying DVD. Comment on the following two prompts:
a. How have the four teachers depicted in the DVD inspired you to be a better teacher?

b. If you had to choose one of the four teachers to be your mentor, which one would you choose? Why?

Option 2: Tech S-T-R-E-T-C-H -
Pick one strategy from the section, *Technology Strategies for English Learners*, and design an activity for a group of English language learners. Be sure to label which strategy you are using! Each strategy presented contains at least one example. You may choose to model your activity on the example provided.