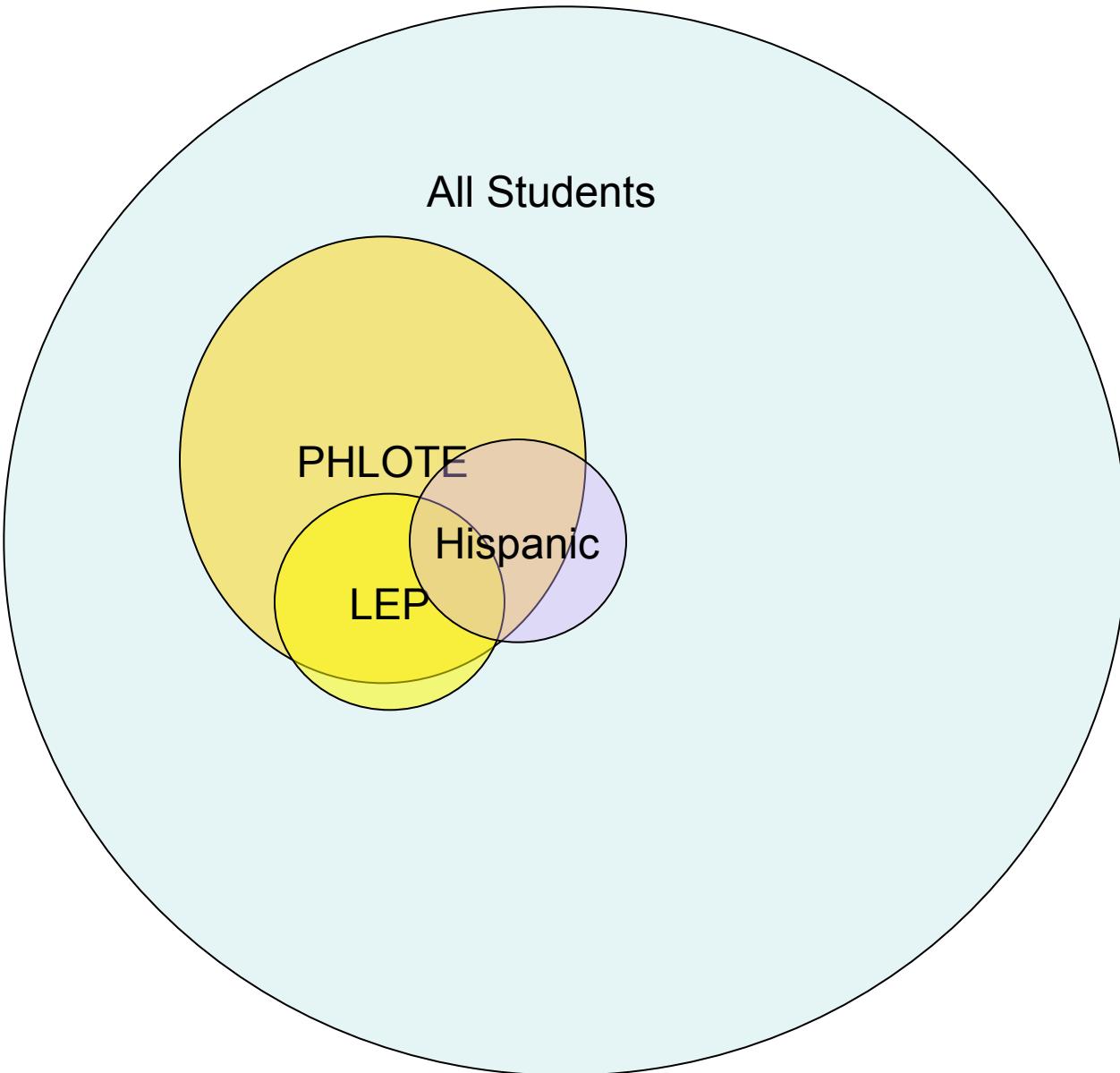


LEP

Terms and Definitions



So in your classroom you may have...

- LEP kids whose homes are not PHLOTE.
- Hispanic kids whose families do not Speak Spanish.
- Foreign born kids who are not LEP.
- U.S. born kids who are LEP.
- Hispanic kids who are not LEP.
- LEP kids who are not Hispanic.
- PHLOTE homes that do not need interpreting services.
- And many more combinations...Let's say diversity is diverse.

PHLOTE

- Primary Home Language Other Than English.

Languages other than English spoken by families or students in Waynesboro Public Schools include Spanish, Urdu, Vietnamese, Mandarin Chinese, Mixteco, Otomi, Ahmaric.

LEP

- According to the federal government definition as described in Public Law 107-110, the No Child Left Behind Act of 2001.
- (A.) who is aged 3 through **21**;
 - (B.) who is enrolled or preparing to enroll in an elementary school or secondary school;

- (C.) (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
- OR
- (ii.) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
- (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- OR
- (iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

- AND
- (D.) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
- (i.) **the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);**
-
- (ii.) **the ability to achieve successfully in classrooms where the language of instruction is English; or**
- (iii.) **the opportunity to participate fully in society.**
- [P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Hispanic

- People who identify with the terms “Hispanic” or “Latino” are those who classify themselves in one of the specific Hispanic or Latino categories listed on the decennial census questionnaire and various Census Bureau survey questionnaires – “Mexican, Mexican Am., Chicano” or “Puerto Rican” or “Cuban” – as well as those who indicate that they are “another Hispanic, Latino, or Spanish origin.” **Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person’s ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino, or Spanish may be of any race**

A little more on the word Hispanic

- **Evergreen State College**
- *Let's start by saying what it is not. It is not a racial identification. Hispanic is more of a regional identification like saying "North American."*
-
- *Hispanics come in all sizes and shapes. There are Jewish, Arab, Asian, Indian and White Hispanics as well as brown. What most Americans perceive as brown is actually a mix of Indian and White. When Spanish explorers settled the Americas...they intermarried with the Indian women...the result was a new racial identity known as mestizos.*

Academic Vocabulary Acquisition

Kate Kinsella

- “...Vocabulary knowledge is the single best predictor of second language learner’s academic achievement across subject matter domains.”

Saville-Troike, M. (1984)

What does not work...

- How long does it take a **principal** of \$25,000 at a simple **interest** rate of 5% to become \$30,000?

Copying definitions from dictionaries or glossaries.

in·ter·est

[in-ter-ist, -trist]

- noun** 1. the feeling of a person whose attention, concern, or curiosity is particularly engaged by something: *She has a great interest in the poetry of Donne.*
2. something that concerns, involves, draws the attention of, or arouses the curiosity of a person: *His interests are philosophy and chess.*
3. power of exciting such concern, involvement, etc.; quality of being interesting: *political issues of great interest.*
4. concern; importance: *a matter of primary interest.*
5. a business, cause, or the like in which a person has a share, concern, responsibility, etc.
- verb (used with object)** 16. to engage or excite the attention or curiosity of: *My stories interested him greatly.*
17. to concern (a person, nation, etc.) in something; involve: *The fight for peace interests all nations.*
18. to cause to take a personal concern or share; induce to participate: *to interest a person in an enterprise.*
19. to cause to be concerned; affect.
- Idiom** 20. **in the interest(s) of**, to the advantage or advancement of; in behalf of: *in the interests of good government.*

- **prin·ci·pal**
- [prin-suh-puhl] **adjective** 1. first or highest in rank, importance, value, etc.; chief; foremost.
- 2. of, of the [nature](#) of, or constituting principal or capital: a *principal investment*.
- 3. *Geometry*. (of an axis of a conic) passing through the foci.
- **noun** 4. a chief or head.
- 5. the head or director of a school or, especially in England, a college.
- 6. a person who takes a leading part in any activity, as a play; chief actor or doer.
- 7. the first player of a division of instruments in an orchestra (excepting the leader of the first violins).
- 8. something of principal or chief importance.

Using Context

- That skater was pumping **mongo**.
- Jacques Cartier **claimed** land for France in North America

- Mongo-(Mon-go) Noun. Pumping with your front foot instead of back.. "That skater was pumping mongo."

Telling students to “use context” – there is little research to suggest that context is a very reliable source of learning word meanings. Nagy (1988) found students reading **at grade level** had about a one in twenty chance of learning the meaning of a word from context.

What does work?

Nagy (1988) summarizes the research on effective vocabulary teaching as coming down to three critical notions;

- 1) integration – connecting new vocabulary to prior knowledge
- 2) repetition – encountering/using the word/concept many times, and
- 3) meaningful use – multiple opportunities to use new words in reading/writing/discussion/etc.

Beck and colleagues (Beck et al. 2002) conceptualize effective vocabulary instruction as beginning with explanations NOT definitions.

Definition Vs. Explanation

claim

[kleym] [Show IPA](#)

- verb (used with object)**
- 1.to demand by or as by virtue of a right; demand as a right or as due: *to claim an estate by inheritance.*
 - 2.to assert and demand the recognition of (a right, title, [possession](#), etc.); assert one's right to: *to claim payment for services.*
 - 3.to assert or maintain as a fact: *She claimed that he was telling the truth.*
 - 4.to require as due or fitting: *to claim respect.*

- When you say that something is yours, you claim it.
- You can claim the window seat in your car if you do not want to sit between your aunt and your grandma on a long trip.



An effective explanation includes

- Language a student already knows.
- Examples from the students life experience.
- Images



Dictionaries...what does not work

- Bilingual dictionaries (some times)
- Adult thesauri
- Collegiate dictionaries

Translation does not teach new concepts

- Circunferencia goniométrica: Unit circle



Learner's dictionaries Vs. Collegiate Dictionaries

1 **claim** /'kleɪm/ **verb**

claims; claimed; claim·ing

2 b : to say that (something) belongs to you or that you deserve (something)

- The terrorist group *claimed* responsibility for the attack.
- New Yorkers proudly *claim* the artist as one of their own.
- Both of them *claimed* credit for the idea.
- No one ever *claimed* authorship for the poem.

4 : to take (something that belongs to you or that you deserve)

- She *claimed* her baggage and left the airport.
- The exiled king returned to *claim* his rightful place on the throne.

From Merriam Webster's Learner's Dictionary

claim

[kleym] [Show IPA](#)

verb (used with object) 1. to demand

by or as by virtue of a right; demand as a right or as due: *to claim an estate by inheritance*.

2. to assert and demand the recognition of (a right, title, [possession](#), etc.); assert one's right to: *to claim payment for services*.

3. to assert or maintain as a fact: *She claimed that he was telling the truth*.

4. to require as due or fitting: *to claim respect*.

From Dictionary.com

- [http://
oald8.oxfordlearnersdictionaries.com/
dictionary/interest](http://oald8.oxfordlearnersdictionaries.com/dictionary/interest)

Choosing Words to Teach

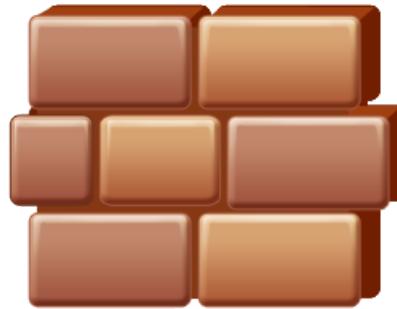
- To an English Language Learner many words are new and equally important.
- As teachers we need to guide them to the key content words they will really need.

Vocabulary Vs. Concepts

Teaching vocabulary is teaching new labels/finer distinctions for familiar concepts. In contrast teaching concepts involves introducing students to new ideas/notions/theories/etc.

Graves & Graves (1994)

Vocabulary Vs. Concepts



- Beautiful: gorgeous, pretty, striking, handsome.
- Probability, label, associative, solution, consumer

Teaching New Vocabulary

- **Food Chains and Food Webs**
- All food comes from producers. Plants are producers. Plants make food from water, sunlight, and air. Consumers are animals that eat producers or other consumers. An insect is a consumer. Humans are also consumers **since** they cannot make their own food.

- **Since** may be a new word for English Language Learners, but it is not a new concept. Yet, understanding this word is helpful to understanding the paragraph.
- In this case, simply giving the student the synonym **because** may be enough to grant comprehension.

- Teach synonyms
- Teach antonyms
- Ask the student to paraphrase the meaning of the word
- Ask the student to provide non examples

9 How are a tree and grass **alike?**

A Both make wood.

B Both have roots.

C Both need moonlight.

D Both have short lives.

How to select new words for in depth teaching

- Select words that represent new concepts, instead of new words for concepts already understood.

This is useful for many students in our classrooms, even for native English speakers.

Explicit Vocabulary Teaching Routine

- Guide students in reading and pronouncing the word a few times.
- Have students clap/tap out the syllables for polysyllabic words.
- Direct students to copy the word correctly.
- Explain the meaning using familiar language.
- Provide two examples within students' experiential realm.

- Structure an oral task with an engaging context to create some “vocabulary velcro”.
- Model an appropriate response with a sentence frame.
- Lead students in chorally repeating your response.
- Partner students to share before calling on individuals.
- Guide making a quick, simple sketch of abstract words.
- Assign a writing task with a frame that requires application of the appropriate form of the word (plural, tense, etc.) and relevant content.

Examples of sentence frames...

Vocabulary frame.

A _____ (word) is a _____
(category) that _____ (modifier).

1. *The square root of ___ is ___.*
2. *Since the square root of ___ is ___,
then ___ squared must be ___.*
3. *If the side of a square measures ___,
then the area of the square is ___.
Therefore, the square root of ___ is ___*
___.

1. _____ wanted _____,

but _____

so _____.

2. In this story, the problem starts when _____.

After that, _____.

Next _____.

Then, _____.

The problem is finally solved when _____.

The story ends when _____.

3. Empathy exercise:

_____ (character) is feeling _____ because _____.

Assessing Vocabulary Acquisition

Assessment Formats

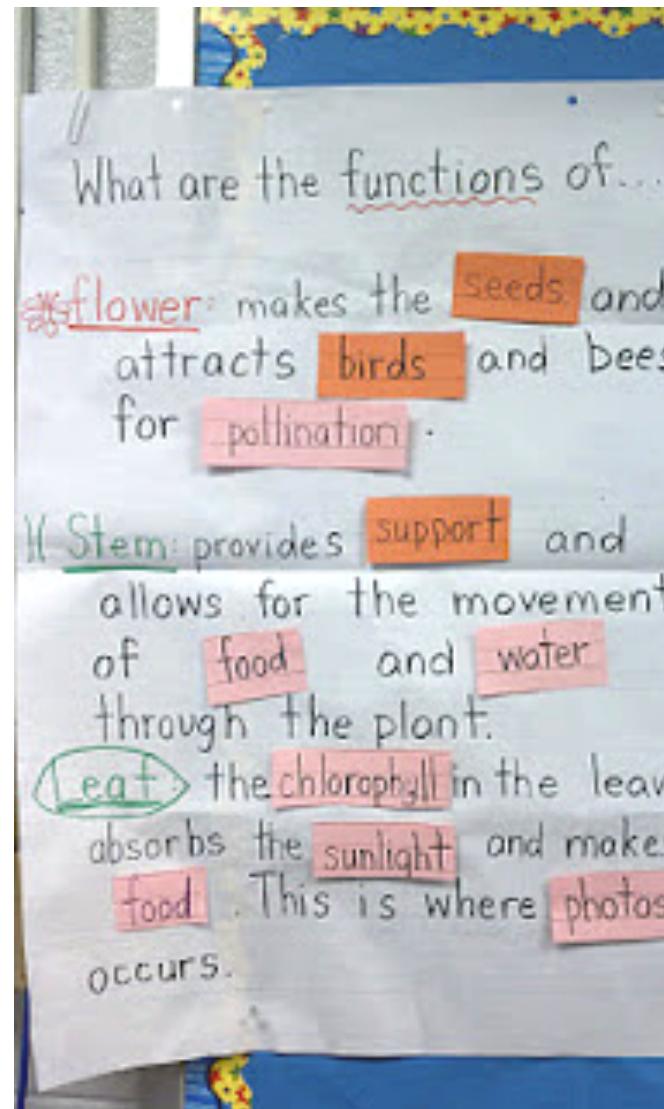
1) Select only four to six important words and embed each in an accessible and contextualized sentence followed by a semicolon. Ask students to add another sentence after the semicolon that clearly demonstrates their understanding of the underlined word.

The word: capital (money that is available to be spent on a business)

- My family worked really hard to raise enough capital;_____

Modified Cloze

Write a paragraph using four to six target words used as the students will find them in content. Then delete the words and allow them fill the blanks and explain their choice of words.



I speak some French...

Comic Relief

Ricky reads a bedtime story in English (I Love Lucy) - YouTube.flv