Power Language Exercises

Across the 4 Language Domains

Learning Centers for Language Development in
Reading, Writing, Listening & Speaking

Grapevine Colleyville Learning Institute 2019-2010
Presenters Jesica Leguizamón & Leonor Morales from Silverlake Elementary
with World Languages Coach Cynthia Rial Graham
Let’s explain HOW we did it!

Data Summary

Jesica’s English learners grew between 125% to 1700%

Leonor’s English learners grew between 17% to 800%

Jesica’s Spanish learners grew between 200% to 1300%

Leonor’s Spanish learners grew between 33% to 900%

Our students celebrated major success!
The basic **principles** of **language acquisition** should be on building self-confidence, introducing **language** with ease, building vocabulary and developing the learning process by creating interest in the **language** itself.
**Listening**
- Allow to work in pairs.
- Allow to show understanding using visuals. (thumbs up).
- Allow students to follow along in reading to listening to recorded books.
- Use visual, gesture and movement.
- Provide extended wait time for processing.

**Speaking**
- Provide opportunities to practice language accepting one word or short responses.
- Provide sentence frame.
- Reduce the speech rate and monitor articulation.
- Ask questions to prompt students to speak more.
- Provide vocabulary and phrases that will be need it for speaking activity before hand.

**Reading**
- Allow students to listen to recorded readings of text as they follow along with the copy of the text. (Reading AtoZ)
- Use outlines and graphics organizers in lesson delivery.
- Use visuals and technology to fill in background knowledge and vocabulary into lessons.
- Use hands-on activities to reinforce comprehension.

**Writing**
- Focus on simple sentence structure.
- Model writing exercises and provide writing samples.
- Provide extensive time to write informally and formally.
- Use visual to fill in background knowledge and vocabulary.
- Allow labeling, copying or listening.
Listening
- Epic/audio book
- Brainpop
- Reading alouds
- Shared reading

Speaking
- Sentence stems
- Explicit vocabulary
- TPR
- Anchor charts

Reading
- Epic/Classroom library
- Syllables station
- Synonyms/antonyms station
- Rhyming station
- Compound Words station

Writing
- Sentence stems
- Journals (stations)
- Writing station
- Word banks
Visuals

Such as anchor charts, pictures and props help students to think, refer, check their work, validate their points and make connections.

Explicit vocabulary

Pre-teaching vocabulary is always helpful, especially when learning a new language. This will give them the chance to identify words and then be able to place them in context and remember them.

Sentence Stem

Sentence frame: intentionally model complete sentence during instruction and conversations. If we encourage students to answer during class discussions and when they share in complete sentences, it supports more rapid development for oral and written communication in properly structured sentences.

TPR

Total physical response (TPR) is a language teaching method developed by James Asher. It is based on the coordination of language and physical movement.
Anchor chart

Explicit vocabulary

TPR

Sentence Stems
Spanish Reading Levels Mrs. Leguizamon's class 2018-2019.

The diagram shows a comparison of English speakers' reading levels at the beginning of the year (BOY) and end of the year (EOY) for various students. The students are coded as follows: AK, AL, BV, BJ, BM, EGA, FL, GR, HC, HI, KN, OS, SE, and WA. The readings levels range from 0 to 30.
Spanish Reading Levels Mrs. Morales' Class 2018-2019

[Bar chart showing reading levels for different students compared to District Expectations and Spanish Speakers Level both at the beginning of the year (BOY) and end of the year (EOY).]

Legend:
- Spanish Speakers Level BOY
- Spanish Speakers Level EOY
- District Expectations 18+
Credits

Learning Centers for Language Development in
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Images:
Jones Air Conditioning Listening Skills
TOEIC Training
Google Images
123 RF

Language Acquisition Principles for EL’s:
Bright Hub Education
Thank You!
Questions, ideas or suggestions?

Contact us!

Jesica.Leguizamón@gcisd.net
Leonor.Morales@gcisd.net
Cynthia.Graham@gcisd.net