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**SECED 6760**  
**ESOL Instructional Strategies**  
**Grade level: 9-12**  
**Subject: Sociology/Reading**

**Content Objective:**

Students will read three case studies on isolated children and their development.

**Language Objectives:**

Students will:

- ☀ Be assigned three case studies readings to be read.
- ☀ Have an open discussion with their individual groups to compare and contrast each of the three readings
- ☀ Write a brief summary on one of the case study reading
- ☀ Share their findings and summary with the group while the rest of the group listen

**Activities and Procedures:**

1. Students will be put in 3 heterogeneous groups of 6 people and each group will be in charged of reading one case study.
2. The teacher and students will brainstorm about experiences they may have seen, read, or heard about children being isolated before separating to their individual groups.
3. The teacher will model and example of what she/he is looking for and have students discuss their case studies using the examples. Here the more English Proficient students can facilitate discussions that will lead to self-discovery.
4. Students will write down important key points from the reading and share findings with their individual group.
5. Student will read their findings to the group and discuss their conclusion from th case study reading
6. Teacher will ask students to break apart and get in other groups where one student will be the case study # 1 expert, and another group case study # 2 & 3 expert
7. After the “jigsaw” activity, students can do their comparison and contrast of the readings
8. When they are finished, students is asked to divide into homogeneous pairs and discuss their conclusion from the three case study reading

## Adaptations for ELL Students at each stage of Language Acquisition

<p><b>Stage A &amp; B Pre-Emergent/Emergent</b></p>	<ul style="list-style-type: none"> <li>* Provide case study reading in L1 and L2, using key vocabulary in L1 and L2</li> <li>* Discuss the reading in L1 or L2. Students can chose to respond to the reading in L1 or L2</li> <li>* L1 students may choose to record their findings in their native language</li> <li>* Students are not required to read their findings in L2, but they can listen and take notes on key vocabulary words they recognize</li> <li>* Students may share their findings in L2, using pictures and one-two word descriptors.</li> </ul>
<p><b>Stage C Intermediate</b></p>	<ul style="list-style-type: none"> <li>* Provide case study reading in L1 and L2, using key vocabulary in L1 and L2</li> <li>* Discuss the reading in L1 or L2. Students may chose to response to the reading in L2 using simple sentences</li> <li>* L1 students may choose to record their findings first in their native language and write a few sentences in L2</li> <li>* Students are not required to read their findings in L2, but they can listen and take notes on key vocabulary words they recognize</li> <li>* Students may share their findings in L2, using pictures and simple sentences.</li> </ul>
<p><b>Stage D &amp; E Advanced/Fluent</b></p>	<ul style="list-style-type: none"> <li>* Provide case study reading in L2</li> <li>* Discuss the reading in L2. Students response to the reading in L2</li> <li>* L1 students write their findings in L2 in full detail</li> <li>* Students will read their findings in L2 and share their findings using pictures and key vocabulary words</li> <li>* Students will present their findings in L2 in full detail</li> </ul>

**Grouping:** Heterogeneously and Homogeneous for this activity.

The heterogeneous grouping of 6 people will provide opportunities for L2 English proficient students to model for L1 students ways to discover, listen, read, and present findings from the reading. The homogeneous pairing of 2 is to provide opportunity for students to orally express fluency, self-discovery, and understanding in a comfortable setting.

**Teaching strategies:**

**Cognitive:** “Reading aloud.” & “Note taking.” Students are encourage to read, listen, and take notes from each case studies to understand relationship . Students will also

use their notes to enhance comprehension.

**Metacognitive:** “Making connections.” Students will formulate thoughts and ideas from the reading by connecting key points.

**Herrell/Jordan:** “Cooperative learning (#18) will help students enhance language through their interaction with others. Collaborative reading (#24) will also be used to help students to share thoughts and ideas about the case studies. It will also provide multiple perspectives on the reading.

**Assessment:**

**Formative:** Teacher will visit each group and see how well they are doing on the reading, discussions, and use of note taking and their ability to listen for understanding. Teacher will closely monitor students participation and facilitate student learning when needed.

**Summative:** Each group will turn in their written findings and share with the class the overall result of each isolated child from the case study they were assigned. The teacher will review all written assignments and provide feedback to each group.