



To listen to the information for each slide, click the speaker icon located in the top left corner of each slide. When the sound bar appears, press play.

*Ware County*  
**ESOL**  
*English to Speakers of Other Languages*

Be sure to complete the exit quiz and feedback survey at the end of the presentation to receive credit for this professional development course.

The following presentation was created by members of the Ware County ESOL Team. This presentation is another part of our yearly training for teachers of ELs. Be sure to complete the exit quiz and feedback survey at the end of the presentation to receive credit for this course. If you have any questions or concerns, please reach out to the ESOL teacher at your school.



# *Lesson Delivery and Review and Assessment*

The components presented in Module 4 are Lesson Delivery and Review and Assessment.



# *Lesson Delivery*

View the video to learn more about Lesson Delivery

<https://www.youtube.com/watch?v=IVGbz4EgyGs>

Have you ever written the best lesson plan ever? It had everything and was perfect, but when you taught the lesson it went far differently than what you had planned? The lesson might be too easy or too hard. It might be too long or too short. A student might ask a great question that takes up unexpected minutes. It's a common problem. It's one thing to write the lesson and another to deliver it. You must have clear content and language objectives and instruction must support these objectives. Watch the video to learn more about the Lesson Delivery component.



## *Features of Lesson Delivery*

- ❖ Content objectives clearly supported by lesson delivery.
- ❖ Language objectives clearly supported by lesson delivery.
- ❖ Students engaged approximately 90% to 100% of the period.
- ❖ Pacing of the lesson appropriate the the students' ability level.

The features of lesson delivery are: your content and language objectives should be clearly supported by the delivery of your lesson, students should be engaged approximately 90 to 100 percent of the period and the pacing of the lesson should be appropriate for the students' ability level. The next slides will look at each feature of the Lesson Delivery component.



## *Content objectives clearly supported by lesson delivery*

- ❖ Content objectives must be stated orally and displayed
- ❖ Written, student-friendly objectives provide focus to the lesson
- ❖ Allow students to know the direction of the lesson
- ❖ Can evaluate the extent to which lesson delivery supported the objectives

Content objectives should be stated orally and should be displayed for students and teachers to see. You should use written, student-friendly objectives that allow the students to know the direction of the lesson and then stay on task. Throughout the lesson and at its conclusion, the teacher and students can evaluate the extent to which the lesson delivery supported the content objectives.



## *Language Objectives Clearly Supported by Lesson Delivery*

- ❖ Objectives may be related to: an English as a Second Language standard (WIDA) or the teacher's scope and sequence of language skills that their own students need to develop
- ❖ Teacher needs to address objective explicitly during instruction.
- ❖ The presence of objectives can discipline the pace of the lesson.
- ❖ The investment in writing and teaching good objectives pays off in student achievement.
- ❖ Objectives should be noticeable throughout the lesson.
- ❖ Should always be reviewed at the end

Language objectives may be related to ESL standard or the teacher's scope and sequence of language skills. Language objectives are an important part of lesson delivery. Teacher and students benefit from having a clear, language objective written for them to see and review during the lesson. It should be addressed explicitly during the lesson. Language objectives should involve listening, speaking, reading and writing. Content and language objectives should be noticeable throughout the lesson. You can check with your ESOL teacher to find out more about WIDA language objectives.



## *Example Language Objective*

- ❖ If students in a language arts class have to “defend a position” as their language objective in a lesson on *To Kill a Mockingbird* by Harper Lee and the task will be to argue in favor of Atticus’s decision to act as the lawyer for Tom Robinson, then we would expect the teacher to spend some time of the period discussing and modeling persuasive speech. (SPEAKING, WRITING)
- ❖ Students will be able to analyze the life cycle of amphibians by writing a summary from cloze sentences. (WRITING)

Note in these two examples the students are using listening, reading, speaking and writing. Language objectives will focus on these skills within the content area.



## *Students Engaged Approximately 90% to 100% of the Period*

### ❖ Three aspects to student engagement:

- **Allocated time**- decisions teachers make regarding the amount of time to spend studying a topic and a given academic task
- **Engaged time** - the time students are actively participating in instruction during the time allocated
- **Academic learning time** - focuses on students' time on task when the task is related to the materials they will be tested on

Being engaged means the students are paying attention and are on task. It does not mean that they need to be highly active the entire time, but they are following the lesson, responding to teacher direction and performing the activities as expected. Three aspects of student engagement are: allocated time - the decisions teachers make regarding the amount of time to spend studying a topic and a given academic tasks. Engaged time - the time students are actively participating in instruction during the allocated time and Academic learning time- the time the student are on task when the task is related to the materials they will be responsible for. Student engagement is enhanced when activities like, Think-Pair-Share are utilized. Chunk and Chew is another great activity to use for student engagement. English learners are the students who can least afford to have valuable time squandered through boredom, inattention, socializing and other off task behaviors. Time can also be wasted when teachers are not prepared, have poor classroom management or spend too much time on non-instructional tasks like passing out papers, or



sharpening pencils.



## *Pacing of the lesson Appropriate to Students' Ability Levels*

- ❖ Pacing- the rate at which the information is presented during a lesson
- ❖ Pace depends on nature of content and students' background knowledge
- ❖ Finding an appropriate pace requires practice but gets easier as teachers understand their students' skills.

Pacing refers to the rate at which information is presented during a lesson. The pace of the lesson depends on the nature of the lesson's content, as well as the level of students' background knowledge. When working with English learners it can be challenging to find a pace that doesn't present information too quickly yet is brisk enough to maintain students' interest. Using differentiated instruction and prorating tasks are two options for managing a lesson with multiple proficiency levels. One important fact to remember: if a teacher wastes five minutes of a class period daily, by starting late, or finishing early, over the course of 180 days fifteen hours of instructional time will be lost. One thing to remember is to maximize the way we use time when English learners are in the classroom.



## *Activities for Lesson Delivery*

The following slides will share suggested activities to provide support for English learners through lesson delivery.

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## *Think-Pair-Share*

Think-Pair-Share is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. The strategy requires student to think individually about a topic or answer to a question and share ideas with classmates. Students feel safer and more relaxed when sharing with small groups instead of the entire class.

### Reading

When your class finishes a book, use Think-Pair-Share to check their comprehension. Invite your students to discuss the five Ws (who, what, when, where, and why) to understand all parts of the story. Have them discuss who their favorite character was and why. Ask them, "What if you changed the plot of the story? What would happen if...?"

### Mathematics

Make use of the Think-Pair-Share strategy when dealing with word problems. These complex situations can sometimes be difficult for young children to grasp, and this strategy can help your students work together to find the correct answer. You're not limited to word problems, either. Pairs can review the steps to finding the product or quotient in simple multiplication and division problems, too.

Think-Pair-Share is not a new strategy. It was developed by Frank Lyman, a professor at the University of Maryland, in 1981. Many people may remember it as a Learning Focused strategy. It's tried and true and is a wonderful way to engage English learners. Read slide



## *Think-Pair-Share*

### Science

There's a wide variety of scientific topics students can discuss. For instance, if some students are struggling to understand the process of plant growth, why not lead a discussion on how plants start as little seeds and grow into the final product? Space travel is also a great discussion topic. How much do your students know about the International Space Station? How do astronauts live, eat, and work?

### Social Studies

Use this strategy to spark conversations about your social studies curriculum. Because many areas of this subject connect to real life, this activity can also help you to get to know your class. Try asking questions like "Why is it important for families to work together?" or "How does your family celebrate holidays?" You can connect these inquiries to the class curriculum, learn about your students, and give your students the opportunity to bond and learn about each other.

Read slide



## *Think-Pair-Share*

View the videos below to see Think-Pair-Share in action.

[Classroom Protocols in Action: Think-Pair-Share](#) (Elementary)

[Think Pair Share - Instructional Strategy Overview and Examples](#) (Skip video ahead to 4:33 to see Middle School math class using Think Pair Share)

[Think, Pair, Share](#) (Elementary)

[Think Pair Share/Post It Pile It - Teacher Training](#) (College and High School Levels)

The video links on this slide will show Think-Pair Share being used in classrooms.



## *Chunk and Chew*

The Chunk and Chew strategy allows teachers to deliver small chunks of information. The students “chew” on the information individually, with a partner or in small groups.

Use the “ten and two” strategy. For every ten minutes of instruction, allow the students two minutes to process the information.

Adjust the time frame for various proficiency levels and grade levels.

\*View the videos to see Chunk and Chew in action and learn more about the Ten Plus Two strategy.

[Chunk and Chew](#)

[Instructional Strategies -- The Ten Plus Two Teaching Method](#)

Chunk and Chew ensures that students are not inundated with input from the teacher without being given time to process information. The Chunk and Chew strategy allows teachers to deliver small “chunks” of information giving students time to “chew the information individually , with partners or with groups. For every ten minutes the teacher talks, allow 2 minutes for the students to process the information. Time frames vary and should be adjusted to the language proficiency and grade level of the students. .



## *Magic Buttons*

For this strategy, the teacher provides each student with a two-sided card that has the words, “I’m thinking!” on one side, and “I got it!” on the other. All students begin with the “I’m thinking!” side of the card facing up. When they feel prepared to respond to the question, they turn their cards over to the “I got it!” side. This lets teachers know when their whole class is ready to answer the question and eliminates guesswork.

\*To see the Magic Button strategy in use view the video below.

[Magic Buttons - ESOL Teaching Strategy Video](#)

Magic Buttons allow students think time during a lesson. Each student is given two buttons: and “I’m thinking” button and and I’ve got it!” button. After the teacher poses a question, the student hands should remain on the “I’m thinking” button until they have sufficient time to process the information. Once they are ready to respond they move their hand to the “I’ve got it!” button. This allows students to monitor their own thinking and processing about a topic by deciding when they are ready to respond. Click the link to see Magic Buttons in use.





## Response Cards

- ❖ Response cards allow students to provide a non-verbal answer.
- ❖ Provide a structured opportunity for all students to respond.
- ❖ Help create a classroom culture where all students are expected to respond.
  
- ❖ How it works:
  - Each student gets their own response cards printed on cardstock or placed inside a plastic sleeve.
  - The teacher asks a series of questions that could be answered with the response cards using answers such as yes/no, true/false, 1, 2, 3, 4 or a, b, c, d.
  - Students hold up the cards facing the teacher, with the selected answer upright so the teacher can scan the room/answers.

\*View the video clip below to see a teacher using response cards. See resources at the end of the module for additional ideas for response cards.

[Aimee Ayers McDonald - Response Cards](#)

Although we encourage English learners to speak as often as possible there are times when students may be more at ease using non-verbal communication. Response cards allow students to respond to questions with 1 -4 or a-d answers. Response cards provide a structured opportunity for student to respond and help create a classroom culture where all students are expected to respond. We encourage you to to have many opportunities for English learners to speak, but there are times when Els may be more comfortable responding non-verbally. This is especially true for English learners in the beginning stages of learning English.

# *Review and Assessment*



Review and assessment are not what teachers do at the end of a lesson, but should occur throughout each lesson and again as the lesson concludes. During each meaningful activity, teachers have the opportunity to assess student progress toward meeting the content and language objectives. For English learners, review is a **MUST!** Teachers need to take time to highlight and review key information and explicitly explain what students' should focus on to ensure English learners know what is important. When assessing, it is important to remember that one assessment is insufficient for all students, but especially for those who have difficulty articulating their level of understanding. Teachers should assess throughout the lesson to gather information about what students understand or do not understand so they can adjust their instruction accordingly.



## *Review and Assessment*

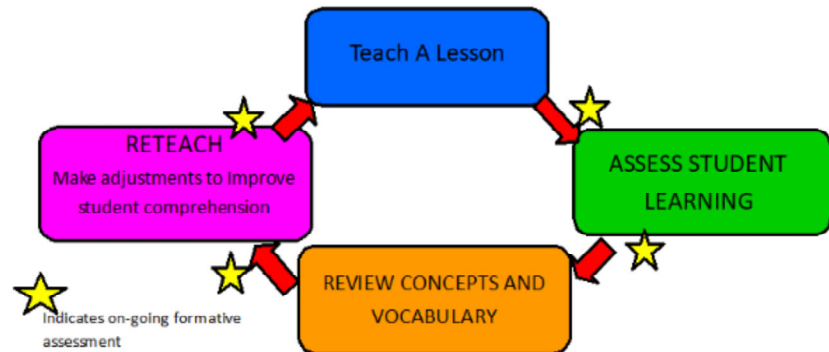
- ❖ The process of reviewing and assessing is an ongoing process.
- ❖ We should assess before, during and after instruction.
- ❖ Review should take place throughout the lesson and should be comprehensive.
- ❖ Assessment of language learning needs is helpful when writing language objectives that target students' academic language proficiency level.

Reviewing and assessing is an ongoing process. You should assess before, during and after instruction. Review should take place throughout the lesson and should be comprehensive. Assessment of language learning needs is helpful when writing language objectives that target students academic language proficiency level.



## *Features of Review and Assessment*

- ❖ Review key vocabulary
- ❖ Review key content objectives
- ❖ Provide regular feedback
- ❖ Ongoing assessment of all lesson objectives



Review and assessment contain four features. One, review key vocabulary, two review key content concepts, three provide regular feedback and four provide ongoing assessment of all lesson objectives. A look at this lesson evaluation cycle reveals that throughout the lesson we are constantly giving formative assessments. However, we often forget to review concepts and vocabulary.



## Review Key Vocabulary

### ❖ Word Study Books

A student made personal notebook that includes frequently used words and concepts. Vocabulary might be organized by language structure, content, or topic

### ❖ Help students review and practice in a non print way

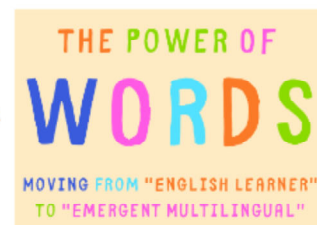
Students may draw a picture or demonstrate through gestures. Games like pictionary and charades might be a great way to review vocabulary.

### ❖ Model/Review academic tasks vocabulary

Review vocabulary related to what you want students to do. This may include vocabulary related to test directions or prompts (EX: Which of the following is *not* a type of food?) Student need to recognize they are asking which is NOT instead of which is.

### ❖ Use analogies to help students understand terms

### ❖ Point out synonyms and antonyms



It is important to review key content vocabulary. Reviewing key vocabulary involves drawing students' attention to tense, parts of speech, and sentence structure. Multiple exposure to vocabulary builds familiarity, confidence and English proficiency. It is important to remember that it is ineffective to teach vocabulary through the "dreaded word list" on which students must write (or copy) dictionary definitions. Research is clear that this method is ineffective and does not promote vocabulary and language development. Vocabulary needs to be reinforced through a variety of modalities. Some ways to review vocabulary might be: (read screen)



## *Review Key Concepts*

- ❖ It is essential that English learners have key content concepts reviewed during and at the end of a lesson.
- ❖ Understandings are scaffolded when you stop and briefly summarize, along with student help, the key content to that point.
- ❖ It is important to link review to the content objectives.
- ❖ Using Outcome Sentences is a great way to wrap things up

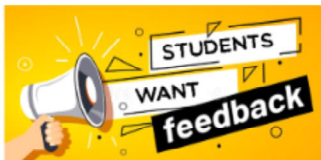




## *Outcome Sentences*

Use outcome sentences to analyze the students' understanding of vocabulary.

I wonder...  
I discovered...  
I still want to know...  
I learned...  
I still don't understand...  
Something I will remember is...



## *Feedback, Praise, Advice, or Evaluation*

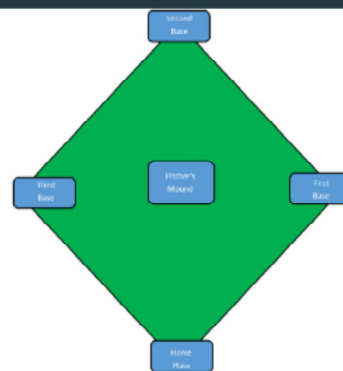
Good start!  
Well organized!  
Try to make your introduction more interesting.  
Candy and soda are good examples of unhealthy food. Can you think of any more? What food do you eat?

The next slides will share some activities for review and assessment. Outcome sentences are a great way to check for understanding. Some examples begin with I wonder, I learned, I still want to know... Effective feedback is concrete, specific and useful. It provides actionable information. Students may also provide feedback to their peers. A teacher models how to give peer feedback and they can also provide sentence frames to assist students.



## *All-American Baseball*

- ❖ Draw a baseball diamond on an interactive board.
- ❖ Prepare questions at different levels for a topic of your choice.
- ❖ On game day, divide the class into two “teams”.
- ❖ You are the pitcher. You “throw out” questions as each team member comes to bat. You can use markers to track team members progress as they bat and move around the bases. Each team member may choose their level of question. They may choose first base, second base or third base. Three incorrect answers for a team is a strike out and it is the other teams chance to bat.
- ❖ Students love this exciting game as you assess their knowledge of skills.



All students enjoy games in the classroom. This All American Baseball activity provides students with an opportunity to review while having fun. Teachers may also use this activity for informal assessment. **Read slide**





## *“Stock Market” Review*

*Gr 3-12*

View the video on the Stock Market review strategy. Great for grades 3 and up.

[https://www.youtube.com/watch?v=DUQxTf\\_S6r0](https://www.youtube.com/watch?v=DUQxTf_S6r0)

Stock Market Review Sheet

[https://drive.google.com/file/d/1g4if-DeAJo0t-xDvYDHfvtpz5z0Laj-G/view?usp=share\\_link](https://drive.google.com/file/d/1g4if-DeAJo0t-xDvYDHfvtpz5z0Laj-G/view?usp=share_link)

Click the link for a site with printable paper dollars if monopoly money is not available.

<https://www.papertraildesign.com/play-money-printable/>

Stock Market is a great activity to do with your students at the end of a unit to review prior to testing. This activity works well with students in grades 3 -12. Click the link to watch a video on how to use “Stock Market” review in your classroom. You may also want to get a copy of the Stock Market review sheet to use. If you don’t have monopoly money available, there is a link provided for printable play money.



## *Provide Regular Feedback*



- ❖ Periodic review enables teachers to provide specific feedback that clarifies and corrects misunderstandings.
- ❖ Students must understand the performance criteria that will be used.
- ❖ Feedback helps develop English proficiency when it is supportive and validating.
- ❖ Specific feedback can be given orally or written. It may also be provided through facial expressions or an encouraging look.
- ❖ Students may provide feedback to each other.

Periodic review of language, vocabulary, and content enables teachers to provide specific feedback. Students must understand the criteria that will be used to assess their learning. Students will improve when they have the capacity to monitor the quality of their own work. By providing students with specific performance criteria we can help them know where they are, how far they've come and how far they have to go to meet objectives. Specific feedback is usually given orally and in writing. It can also be given through facial expressions and body language. A nod, a smile, a pat on the shoulder may help to take away fear for English learners. Students may also provide feedback to one another.



## *Provide Assessment Throughout the Lesson*

- ❖ Review and Assessment is an ongoing process
- ❖ Educators often blur the line between assessment and evaluation using evaluation for both formative and summative.
- ❖ Assessment should occur throughout the lesson and in periodic reviews.
- ❖ Authentic assessment is characterized by its application to real life.
- ❖ Teachers should incorporate activities and techniques that allow them to assess how well students are progressing in their comprehension of the key content and language concepts.
- ❖ Lessons should require a great deal of student engagement and interaction which allows teachers to assess throughout the lessons.

Jody Conn said, “Review and Assessment benefits students because they need repeated exposure to concepts, words and skills and teachers need to continually check for understanding and make adjustments or reteach as necessary”. Read slide



## Ongoing Assessment Ideas

1. **Tell Your Partner:** At any point in the lesson, stop and say, "tell your partner what I am trying to tell you." While students share, you can eavesdrop and hear how their understanding matches your own.
2. **Don't Explain:** Sometimes we've got to stop teaching in order for the learning to start taking place. We have to stop explaining/correcting/revising/critiquing and ask our students to do it. After all, they are the ones who need to practice.
3. **Don't Do:** Whenever you get the sense that you are doing for them what they could be doing for themselves, you should stop and challenge the students to do it. This means correcting something on the board, bypassing out papers, and even grading them.
4. **Self-Assess:** Give students plenty of time and support to assess their own progress and to share that assessment with their peers and with you.

Assess Yourself Sheet

[https://drive.google.com/file/d/1wCCpZd2ZxU0H48hd5mrw\\_EzGpbQLPhH9/view?usp=share\\_link](https://drive.google.com/file/d/1wCCpZd2ZxU0H48hd5mrw_EzGpbQLPhH9/view?usp=share_link)

Some ideas for assessment might include: READ SCREEN.  
Click to the link to access an Assess Yourself sheet for students to use.



## *Find Someone Who Activity*

*Gr 2-12*

- ❖ Students help each other review previously taught information.
- ❖ Provide students with a sheet of review questions.
- ❖ Students circulate around the room to find help in answering the questions on the sheet. They approach other students with the question(s). If the student who was asked the question knows the answer then the student writes it on his/her paper. If the student they asked doesn't know they continue to look for a student who does.
- ❖ Each student may give information for one question on another student's paper.
- ❖ After a given amount of time the teacher leads the students in a review of the answers so students can check their work for accuracy.

Find Someone Who involves students helping each other review previously presented information. Students are given a review sheet and move around the room to find help to answer questions on the sheet. They ask someone a question. If the student they asked knows the answer, the student asking the question writes the answer on the sheet. The student who provides the answer initials next to the answer. Each student may give information to no more than one question on another student's paper. After a given time students take their seats and the teacher leads a review of the answers so students can check their papers.



## Review and Assess

Review often happens at the end of the unit. However, teachers are often surprised when ELs don't perform well on summative assessments. That's possibly because we haven't weaved in opportunities to meaningfully review content throughout the unit.

	<b><u>Reinforce Vocabulary</u></b> Provide opportunities that allow students to talk, write, and read about targeted vocabulary words.		<b><u>Create with Content</u></b> Design tasks that require ELs to create using content knowledge.
	<b><u>Provide Feedback</u></b> Mini-conference with your students to clarify students' understanding and support building new skills.		<b><u>Assess Throughout</u></b> Check for understanding throughout your lessons, especially when new content and topics are introduced.

Read slide and information in the chart.



## *The Bottom Line...*

Review and assessment must match student readiness and instructional practices.

Read slide



## *Additional Resources*

**Sample lessons page 7-13**

[http://ed491.weebly.com/uploads/8/4/6/1/8461140/siop\\_ch8.pdf](http://ed491.weebly.com/uploads/8/4/6/1/8461140/siop_ch8.pdf)

**Magic Buttons**

<http://ptgmedia.pearsoncmg.com/images/9780205627561/downloads/MagicButtons.pdf>

**SIOP Lesson Delivery**

<https://www.youtube.com/watch?v=IVGbz4EqyGs>

**Article on Review**

<https://tankhuynh.com/assessing-learning/>

**Other ideas for Response Cards**

<https://www.youtube.com/watch?v=3tggOkAKY1Y>

**Vocabulary Review**

6th grade Social Studies

Sample Vocabulary review

[Vocabulary Review](#)

The next two slides provide resources for Review and Assessment. The Sample lesson link displays a sample lesson on pages 7-13. Magic Buttons is a link to a paper resource for creating “magic buttons”. SIOP Lesson Delivery is a video reviewing the lesson delivery component with videos from classrooms. The link for the Article on Review will share an article with ideas for review and vocabulary. Using response cards is a great way for quick assessment. The Other ideas link will show ideas for other ways to use response cards. The Vocabulary Review link is a link to a sample 6th grade lesson on vocabulary review using Prezi.





## *Additional Resources*

### **Websites with Resources**

[https://drive.google.com/file/d/1\\_QB\\_25fikaPGrF4-n3jeKpdnNQflwPf0/view?usp=share\\_link](https://drive.google.com/file/d/1_QB_25fikaPGrF4-n3jeKpdnNQflwPf0/view?usp=share_link)

### **Useful Information**

[Review and Assessment Bookmark.pdf](#)

### **One-Pager Google Slides Activity**

[https://docs.google.com/presentation/d/1yVMAhPEN5sHDymRuyvyYTrCxxGiWyyvN5HIHTvLXxRII/edit?usp=share\\_link](https://docs.google.com/presentation/d/1yVMAhPEN5sHDymRuyvyYTrCxxGiWyyvN5HIHTvLXxRII/edit?usp=share_link)

Fist to Five- strategy for quick check of knowledge

[https://drive.google.com/file/d/1SGVtuHcY7cKmdE5VSwhi0ORbXNHQXQI9/view?usp=share\\_link](https://drive.google.com/file/d/1SGVtuHcY7cKmdE5VSwhi0ORbXNHQXQI9/view?usp=share_link)

Ten Plus Two Strategy

[https://www.youtube.com/watch?v=Y2udPWz\\_3vg](https://www.youtube.com/watch?v=Y2udPWz_3vg)

The Websites with Resources link provides a list of useful websites. Useful information shares information to help with review and assessment. One-Pager, Fist to Five, and Ten Plus Two are strategies you may like to use with your students.



Be sure to complete both, the exit quiz and feedback survey to receive credit for this course. Your feedback is used in planning future EL professional development courses.

[Exit Quiz](#)

[Feedback](#)

[Survey](#)

The checklist linked below is a helpful reference tool you can use to ensure you are implementing information from this course. The designated evaluator at your school will also use the checklist while conducting observations to monitor the use of these strategies in the classroom.

[Lesson Delivery/Review and Assessment Classroom Checklist](#)

Click the link above to take the Exit Quiz for this presentation. The exit quiz must be completed in order to receive credit for this course.