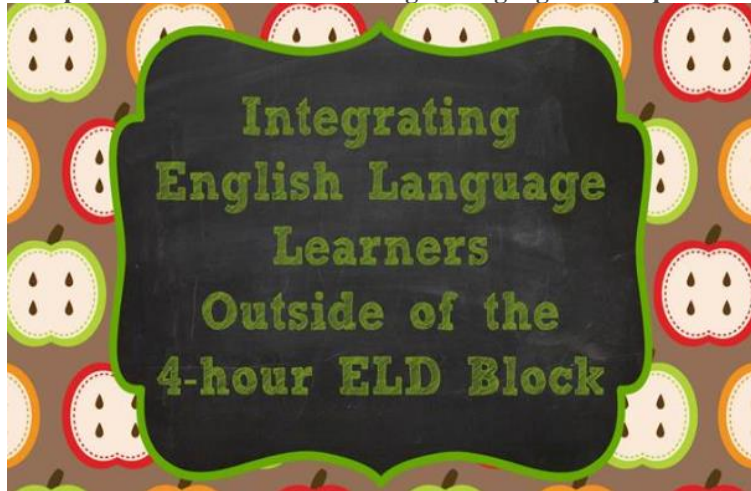


# **APPENDIX V – 79**

**Integrating English Language Learners Outside of the 4-hour  
English Language Development Block  
Wiki Space Resource  
Avenues4ELD.pbworks.com**

**Also Found on TUSD ELD Curriculum Page in ELD Binder Tab “Integration Ideas”  
<https://tusd1.sharepoint.com/sites/CIPDA/SitePages/Language%20Acquisition%20Elem.aspx>**



## **Survey Results**

- Math, Field Trips, PE, all school activities.
- My students are integrated on the playground and lunch room. Additionally, they are a big part of the afterschool tutoring program. I also integrate as much as possible in math and science with the other classes.
- OMA, PE, library, Peer Mediators, Science Wright Flight
- Reading buddies with upper level classes. I have also done an intervention with other 3rd grade classes where we would level the students and break them up into groups and teach based on needs.
- PE, band, orchestra, team teach with mainstream teachers, interventions, field trips, tutoring
- co teach with 1st grade non ELL teacher
- We do activities/projects together as well as field trips.
- I instruct 2nd and 3rd grade ELL students.
- Students are integrated in other classrooms, including our 1st grade and 2nd grade classrooms for OMA music, Opera, dance ,science and math instruction.
- Students study buddy and share read with kinders.
- I lesson plan closely with all, including my ELL first grade and 3/4 ELL instructors. We do this during our PLC time each week.

- My ELL students are fully integrated and participate in all aspects of the curriculum. As we are a Spanish language dual immersion school, our ELL students are some of our greatest resources as strong Spanish models for the rest of our students.
- Science I use many activities that create hands on experience so that they can relate the concepts they learned in class and so on. I keep my Reading, Listening, Speaking, writing and visual literacy throughout the day so that my students can understand better and learn simultaneously. On Wednesday afternoons my students integrate with the other 3rd grade classes for specials. Student switch topics/ teachers every quarter. In my plans I integrate this into the Reading/ Oral English block.
- When I use math centers to review and apply vocabulary as they work .
- OMA I ask the teacher to assist me with the new words they are learning using visual aids and kinesthetic movement.
- Library sessions: the librarian works with me using vocabulary from my thematic units. Science I use many activities that create hands on experience so that they can relate the concepts they learned in class and so on. I keep my Reading, Listening, Speaking, writing and visual literacy throughout the day so that my students can understand better and learn simultaneously. We have a walk to math where students are grouped by ability. We also have joint PE classes.
- Students play together, eat together, and do many activities in the school across grade levels and class designations.
- Students play with other students at lunch time and/or other recess time. Also our class and another would have "technology time" together. Special speakers that come in, students from other grade levels sit together and share ideas.
- On Tuesdays, 3rd grade does a reading rotation/intervention where we split up the students based on reading levels to better help them and help promote them to the next level. We do this for an hour every Tuesday.
- I also help to implement testing strategies with other 5th grade classrooms as we prepare for AzMERIT. This looks like peer review as my students are paired with other classmates from mainstream and dual language classrooms where they all teach each other testing strategies for both Math and ELA.
- During Math, Social Studies, Science and Thematic Learning. I make sure I use all domains of language Listening, Reading, Writing, Speaking and Visual Literacy along with the 4 Linguistic components of English: Grammar, Phonology, Vocabulary and discourse. I create activities that are appealing for my students and which reinforces the learning. (i.e. vocabulary, graphic organizers, matching games, visuals etc.).
- Some of my students go to Gate Bilingual for Math
- I do inclusion with my kindergarten class and a special ed classroom.

- In Physical education
- I am a kinder mixed SEI teacher so I have ELL's and non ELL's in my class.
- I have students in my room each morning from other non ELL classrooms during math. These students are from exceptional education classrooms and come with a teaching assistant.
- P.E. time, math exchange (I have 2 grade levels) band, orchestra, interventions, or other activities planned with grade level.
- They are all on the playground together at lunch recess and we have a 30 minute reading intervention that includes all first graders.
- PE with non-ELLs students, Walk To Math- Engage New York for 1st and 2nd graders, special activities on campus and field trips. A few times I have non-ELLs in my classroom.
- Students are integrated at lunch, P.E. and field trips.
- We have Walk-to-Intervention, in which 5th grade students get regrouped into intervention and enrichment groups depending on how they perform on a particular math skill.
- At recess
- Through Social Studies and Science instruction that includes reading and writing.
- Math
- Students have recess with other classes. We have non-ELL cross-age helpers.
- We have Kindergarten rotations, such as Dr. Seuss Day, where all students rotate through each K classroom & do activities related to the theme.
- We have Walk to Math four days a week. Students are grouped according to performance levels.
- My classroom is a SEI mix, so my ELLs are always with non-ELLs all day.
- Science lessons with general education/special education students from other classrooms, 2x per week.