



THE BIG BOOK OF ESOL ACTIVITIES:

*Preparation for Educators,
Administrators, and
School Counselors*

USING THIS BOOK

We have created more than 200 activities to introduce, reinforce, and review critical concepts, terminology, and strategies to support P-12 English learners. Activities are coded based on professional position and by content areas. They provide the opportunity to apply knowledge and skills for professional development.

Topics are alphabetized. Each topic is introduced with a review followed by respective activities to reinforce the concept, terminology, or strategy.

Through these engaging and meaningful activities, this book is also a valuable resource in preparing for teacher certification exams.

AUTHORS

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➤ EDUCATORS

Look for the "E" icon to indicate 207 activities that relate to all teachers/educators.



➤ ADMINISTRATORS

Look for the "A" icon to indicate 92 activities that relate to school administrators.



➤ SCHOOL COUNSELORS

Look for the "C" icon to indicate 92 activities that relate to school counselors and psychologists.



➤ CONTENT-RELATED

ARTS, READING, & STEM

Look for these icons to indicate activities that relate to teaching in these content areas:

➤ ARTS (58 activities)



➤ READING (89 activities)



➤ STEM (60 activities)





Dear Readers,

When we first began teaching ESOL/ESL to preservice teachers at the university level, how we wished we would have had an **activity book** like this! We were both aware of the research and well-versed on state requirements, legislative policies, and curriculum needs, but we didn't have **ready-to-go classroom activities** to guide teacher candidates in applying the newfound knowledge and skills they were learning in their teacher preparation programs.

Since no such book of activities existed, we developed our own ESOL activities over the years to share in our teacher preparation classes. Our preservice teachers became more engaged, and their confidence in working with English learners during their field experiences soared. We are now eager to share these creative, interactive, and engaging activities with you.

With decades of experience teaching undergraduate and graduate courses, we ultimately collaborated on two ESOL textbooks to support teacher training: *Preparing the Way: Teaching ELs in the Pre-K - 12 Classroom* (2021), now in its 4th edition, and *Linguistics for K-12 Classroom Application* (2020). The most common feedback we receive is how much both instructors and teacher candidates enjoy the activities in these texts. In fact, these comments were the impetus for *The Big Book of ESOL Strategies: Preparation for Educators, Administrators, and School Counselors*.

We present more than 200 of our most popular activities covering 60+ critical concepts in ESOL. We introduce each concept and provide multiple activities to reinforce and support your understanding. Topics are presented alphabetically and are coded for **Educators**, **Administrators**, and **School Counselors**. Educators will also appreciate further coding of activities in the content areas of arts, reading, and STEM.

It is our honor and privilege to share these activities with you. Everything we provide in this big book has been done with one goal in mind: **to support every English learner in every classroom**. Although we will never meet the students you teach every day, we hope these engaging activities support your understanding to help all multilingual learners grow in confidence and ability and achieve their full potential.

Sincerely,

Drs. Lovell and Govoni



ACTIVITY 4



ACADEMIC LANGUAGE

The Problem with Word Problems

Word problems are especially challenging for ELs, mainly because of the academic language scattered throughout the scenarios. Examine the word problems below, and circle any words that fall into the category of "academic language." Then, plan how you would support an EL to: a) grasp the academic language; and b) solve the math problems.

Circle the Academic Language in Each Problem

SAMPLE 1

Troop 237 was holding a fundraiser. Six scouts sold 8 boxes of cookies each. Four scouts sold 3 boxes each. One scout sold 22 boxes, but 3 were returned. What was the total number of boxes sold?

Five homes on 14th Street sold for \$235,000, \$242,500, \$217,050, \$278,900, and \$301,400. What was the mean, median, and mode of this group of sales?

A developer was clearing 27 acres using 3 bulldozers and 6 dumptrucks. Each day he cleared 3 acres. How many days did it take him to clear the land?

The family of 4 drove 93 miles to a theme park. It took them 2 hours to get there. How fast did they drive?

After **circling** the academic language, can you identify any other words or information that might present a problem? If so, **underline** these passages. Discuss with your classmates.

ACTIVITY 1



ACCOMMODATIONS

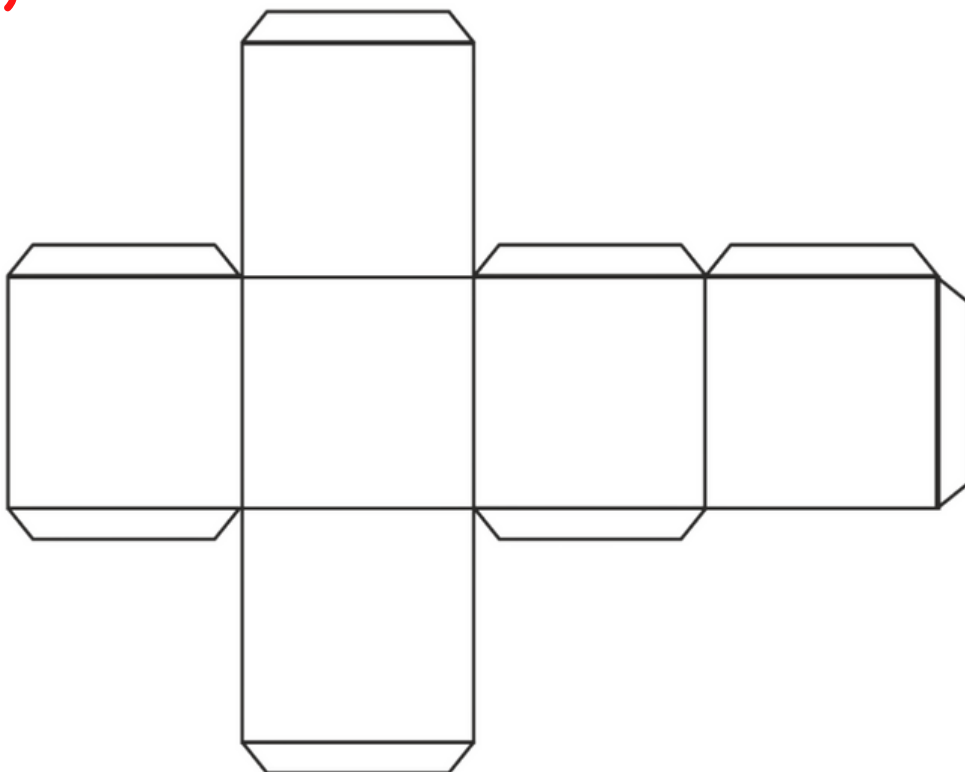
Manipulatives

Using manipulatives engages students because of the hands-on nature. Expanding language is the ultimate goal. Purchase or make blank dice. Write a language activity on each side. Have students toss a die and complete the language activity. Modify activities based on your content area. For this activity, create a die or use a regular die and follow the instructions for each number. (Or, write these on a blank die.)

Review: Accommodations for English learners (ELs) include appropriate supports for students to be successful. There are many ways to accommodate, such as allowing extra time for testing, providing a quiet place to work, simplifying the language used in instruction, using scoring rubrics instead of traditional tests, reading aloud, providing a word bank, allowing oral responses, and so much more.

Roll the dice - Review your knowledge!

1. Name 3 accommodations for English learners (ELs).
2. Explain the concept of manipulatives.
3. Explain a word bank.
4. Name 2 translation sources.
5. Describe the benefits of providing a weekly plan to students.
6. Explain one way to check for comprehension.



Based on your experiences with this activity, brainstorm other ways you can use a blank die to support ELs. Think about content areas:

Math?

Science?

Social Studies?

Language Arts?

Other?

Photocopy the template on this page to create your own blank dice. Allow students to contribute to what you write on each side.

AFFECTIVE FILTER

Highs and Lows



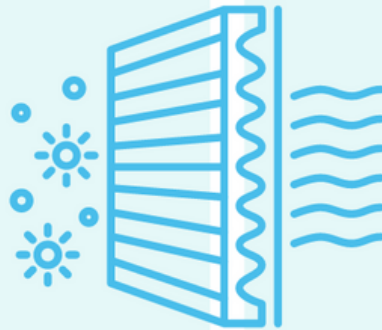
Review: Linguist Stephen Krashen emphasized the idea of emotional conditions students experience when learning a new language. Low confidence and negative feelings impact the attitudes of learners. Professionals must try to "lower" or "reduce" this affective filter and build confidence and a desire to learn.

From your perspective as an educator, administrator, or school counselor, research and list indicators of a "high" filter and a "low" filter. Describe ways you can move from high to low (or no) filter in your particular role.

What is your role at school? _____

High Filter Indicators:

Low Filter Indicators:



Ways to lower the filter:

SAMPLE 3

AFFECTIVE FILTER

Feelings



As a teacher, administrator, or school counselor, you have tremendous influence over how students (and their families) feel. Read the following quote by educator Haim Ginott, then list ideas for how to promote positive feelings in your office/classroom through your approach and the elements of your space.

"I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming." -Educator Haim Ginott

Are you an educator, administrator, or counselor? _____

Your physical space (classroom/office):

Your personal approach:

ACTIVITY 1



CHUNKING

Make a List



Write a grocery list for the week. Then, go back and organize it into categories, such as fruits and vegetables, dairy products, cleaning supplies, etc.



Review: Chunking is a strategy used to break up large pieces of information, which enables learners to recall the information more easily. Instead of recalling a large amount, they can learn 'chunks' of information. For example, phone numbers are chunked by area code, prefix, and subscriber number.

List:

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Chunking:

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How can chunking be a practical strategy for ELs? Provide one example of how you can use chunking in your teaching.

SAMPLE 5



COGNATES

3 Types of Cognates

There are 3 types of cognates: 1) words spelled exactly the same, such as 'table' in English and French; 2) words spelled with slight differences, such as 'bank' and 'banco'; and 3) words spelled differently that sound similar, such as 'equal' in English and 'igual' in Spanish. Explore a language you have studied and list ten cognates. Identify which types they are.

Review: Cognates are words that are related to each other in origin. For example, 'history' in English and 'historia' in Spanish are cognates. Cognates help English learners transfer language skills. Recognizing cognates builds confidence, which lowers the affective filter. (See Affective Filter activities.) Cognates offer a good starting place for language learning.

Which language are you exploring? _____

SAMPLE 6

Cognate in English:

Cognate in L2:

Type of Cognate?

☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀
☀ _____ ☀	☀ _____ ☀	☀ _____ ☀

Collaborate with a classmate to explore and discuss each other's lists, ways to support ELs using cognates, and any experiences you've had with cognates in your particular role (e.g., administrator).

ACTIVITY 1



COLLOCATIONS

Picture This



Consider the collocations listed below. Draw a picture of a **literal** translation. Write an **actual** definition for what each phrase really means. Then, brainstorm ideas for how you can teach these common expressions to your English learners.



Review: Collocations are pairs of words or groups of words that are commonly juxtaposed to represent a single concept. Together, they form a common expression unique to the language. These phrases can prove challenging for English learners who tend to translate them literally.

"make an effort"

"strong coffee"

"take a risk"

Definition:

Definition:

Definition:

Example: "fast food"

A **literal** translation would be a running apple. An **actual** definition would be food that is prepared and sold quickly at places like chain restaurants (e.g., McDonald's).



With a classmate, discuss ideas for teaching these examples of collocations.

COMPREHENSIBLE INPUT

Visual Instructions



Students follow directions and instructions all day long – on the school bus, in the cafeteria and the classroom, and throughout the school day. Reflect on your environment, and think of the expectations you have for students. These range from hallway behaviors to cafeteria routines to lessons in the classroom to rules, routines, and procedures. Identify an appropriate scenario from your perspective as an educator, administrator, or counselor, and create a poster with visual instructions, thus providing comprehensible input. Use words and images to sequence the instructions.

Directions/Instructions for what scenario? _____

✂️----- You can cut out your instructional poster to display at school.

Share with a classmate. Provide feedback to each other as to the effectiveness of the instructions.
What other scenarios can be supported in this way? Examine your environment and make a list.

FAMILY ENGAGEMENT

Authenticity



Research the EL population at your school. What cultures are represented? What languages? Assess how you present materials and resources to families. Do you translate materials that are sent home? Do you consider cultural differences? Do you plan family events? How can you create authentic engagement?



Review: Family engagement involves school personnel communicating regularly in a variety of ways to promote meaningful interaction that supports English learners' progress. Challenges may include linguistic and cultural differences that impact the family's responsiveness to such engagement. Benefits to authentic engagement include positive social and academic experiences. Consider family values and interests and what contributions families can add to the school experience.

Materials:

Events:

Resources:

Ways to improve:

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Name one step you can take tomorrow to begin promoting authentic family engagement at your school. Discuss with a classmate.

List of Reading Skills



Review: SIFE (Students with Interrupted Formal Education) and SLIFE (Students with Limited or Interrupted Formal Education) are English learners new to the U.S. who are below grade level in most subjects, caused by limited or interrupted schooling prior to coming to the U.S. for any number of reasons (e.g., poverty, war).

Share your list with another student in class. Reflect on how reading skills differ for students with limited or interrupted formal education (SLIFE). Consider when SLIFE begin school, formal education for SLIFE, and the quality of their prior education. Discuss with your classmate.