Index

A
A-B-C (Answer, Back it up, Comment) strategy, 198–199, 256
ABC Fast Phonics (online phonics practice), 60
Academic vocabulary, 118; instruction: word charts and word walls, 132–134
“Accelerated reading” programs, 28
Acquisition, language, versus learning, 8
Action projects, 178
Adenauer, Konrad, 96
All about Animals (animals online site), 111
All About Me Bag activity, 20–21
Alphabet Game, 245–246
Analytic Writing Placement Examination (AWPE), 191–192
Anansi (folk tale), 291
Ancient China data set, 220
Anecdotes and observations, 168
Animal report example: parrots, 110
Annenberg Media, 145
“Are You Sleeping?” (song), 98
Asher, James J., 61
Assessment, 83–88, 178; See also ELLs, assessing
Audioboo (online audio recording), 56
AWPE. See Analytic Writing Placement Examination (AWPE)

B
Back to the Screen technique, 67, 145, 271
Banking on Your Future (online money site), 105
Bassano, Sharron, 58
BBC Roar (online animals site), 111
Bear, The (movie), 109
Beatles (rock group), 62
“Best Digital Storytelling Resources” (larryferlazzo.edublogs.org), 48
“Best Good, Inexpensive, and Simple Classroom Technology Tools” (larryferlazzo.edublogs.org), 267
“Best Multilingual and Bilingual Sites for Math, Social Studies, and Science” (larryferlazzo.edublogs.org), 210
“Best Music Websites for Learning English” (larryferlazzo.edublogs.org), 63
“Best Places Where Students Can Write Online” (larryferlazzo.edublogs.org), 54
“Best Resources for Helping Teachers Use Bloom’s Taxonomy in the Classroom” (larryferlazzo.edublogs.org), 202
“Best Resources for Learning How to Best Give Feedback to Students” (larryferlazzo.edublogs.org), 284
“Best Videos Illustrating Qualities of a Successful Language Learner” (larryferlazzo.edublogs.org), 258, 261
“Best Videos Showing the Importance of Being Bilingual” (larryferlazzo.edublogs.org), 254
“Best Ways ESL/EFL/ELL Teachers Can Develop Personal Learning Networks” (larryferlazzo.edublogs.org), 265
INDEX

“Best Ways to Access Educational YouTube Videos in School” (larryferlazzo.edublogs.org), 178, 257
“Best Websites for Developing Academic English Skills and Vocabulary” (larryferlazzo .edublogs.org), 134
“Best Websites for K-12 Writing Instruction Reinforcement” (larryferlazzo.edublogs.org), 178
BICS (basic interpersonal communicative skills), 7–8
Big Book, 104
Big Lebowski (movie), 98
Bilingual dictionaries, 211
Bing Translator, 20
“Bingo Was His Name” (song), 94
Birkenstein, Cathy, 144
Bloom’s Taxonomy, 73
Book selection, 272–274
Book Talks, 49, 127, 269
Book trailers, online, 131
Booth, David Wallace, 153
“Bowling Song” (Raffi), 98
Boyle, Owen, 55, 92, 153
Brown, H. D., 61
Bruner, Jerome, 53, 207
Buddha, Siddhartha Gautama, 220

C
Caine, Geoffrey, 207
Caine, Renate Nummela, 207
Calendar data set, 96–97
Calhoun, Emily, 43, 141
California, 6; Writing Project, 292
CALP (cognitive academic language proficiency), 7–8
Cambourne, Brian, 60
Career One Stop (online jobs and careers online), 109
Carrot Search Engine, 173
Category poster for data set, 187
Causes category, 163, 164, 186
Center for Applied Linguistics (CAL), 113
Chants, 63–64
Chaplin, Charlie, 103
Chase, Chevy, 100
Chavez, Cesar, 130
Cheaper by the Dozen (movie), 105
Child Called It (Pelzer), 128
China, 219
Chinese language, 6
Christ, Jesus, 101
Christmas songs, 100
Churchill, Winston, 292
Classroom management, 271–272
Classroom picture sentences, 42
Clozes, 136–139, 157; creating, online, 139; and formative assessment process, 283; initial or diagnostic assessment of, 278–280; and Persuading My Parents cloze and mimic write, 138–139
CNN, 243
Collaborative story writing, 56–58
“Collection of ‘The Best...’ Lists for Online Books Accessible to Ells” (larryferlazzo.edublogs.org), 51, 68, 112, 247
Common Core State Standards Initiative, 287, 292
Communicative competence, 7–8. See also CALP (cognitive academic language proficiency)
Communicative Dictation Activities, 51–52; and Dictogloss, 51–52; and interactive dictation, 51; and picture dictation, 52
“Compelling input,” 4
Computer lab work, 270
Concept attainment, 53, 188
Concept map, 29–30
Confucius, 219
Connect with English (Annenberg Media), 145
Conner, Jenny, 135
Constructivist approaches, 227
Content areas, 211–213
Conversation “Cheat Sheet,” 77–80
Conversation Log, 74, 75, 150
Corkboard Me (online tool), 44
“Corner Grocery Store” (song), 105
“Course of Study for English Language Development” (Sacramento City Unified School District), 40
“Crazy over Vegetables” (song), 105
Crime Suspect Game, 96
Critical pedagogy, 45–48, 156
Critical thinking questions, 168
Cummins, Jim, 7, 27, 208

D
Data set, category poster for, 187
de Lotbiniere, M., 252
Deci, Edward, 250
“Describing Things” data set, 45
Dialogue journals, 114–115, 270
Dialogue, 64–66, 145–147, 166; example of, 65
Dictionaries for Learning English (online dictation exercise), 52
Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers (Fairbairn and Jones-Vo), 206
Dipity (online timeline), 217
Discovery, guided, 227
Dodgson, Dave, 266
“Doo Wah Diddy” (song), 94
Dopamine, 63
Dracula (movie), 100
Dreifus, C., 252
Dresser, Norine, 157, 192, 193
Dweck, Carol, 208

E
Editing, 176
Edublogs, 32, 259
Education data set, 94–95
Effects category, 163–165, 186
EFL (English as a foreign language): definition of, 6
El Civics, 103
eLanguages, 115
ELD (English language development), definition, 6
ELD Domains, California, 40, 43, 85, 124, 251, 257; clozes correlation with, 137; concept attainment correlation with, 54; critical pedagogy correlation with, 47; dialogues correlation with, 64; Free Voluntary Reading correlation with, 51, 127; Language Experience Approach correlation with, 55; mimic writing correlation with, 141; music correlation with, 62; Picture Word Inductive Model (PWIM) correlation with, 43; teaching phonics correlation with, 60; Text Data Sets correlation with, 44, 141; Total Physical Response correlation with, 61; use of 3–2–1 correlation with, 67, 147; use of chants correlation with, 63–64; and Communicative Dictation Activities, 51–52; and Concept attainment, 53; and dialogues, 64–66; and Free Voluntary Reading and reading strategies, 48–51; and improvisation, 67–69; key elements of, 41–69; and Language Experience Approach (LEA), 54–55; listening and speaking in, 61–69; and music, 62–63; and phonics, 58–61; and Picture Word Inductive Model (PWIM), 41–43; reading and writing in, 41–61; and video, 67; and writing collaborative stories, 56–58
ELLs, curriculum for beginning: and book review trailer, 131–132; and clozes, 136–139; and dialogues, 145–147; key elements of, 123–147; and Library Goal Sheet, 126; listening and speaking domain of, 145–147; and mimic writing, 141; and persuasive word chart, 133; and read-alouds and think-alouds, 134–136; reading and writing domain of, 125–144; reading goals for, 125; reading strategies data set for, 128–130; and sentence frames, 144; and “Speed Dating” presentation, 147, 178; Text Data Sets for, 140–141; and using images to generate writing, 144
ELLs, daily instruction for beginning, 71–119; and academic vocabulary, 118; and assessing class and teacher, 73; and assessment, 83–88; and dialogue journals, 114–115; and field trips, 82–83; and giving instructions, wait time, using gestures, and checking for understanding, 118–119; and higher-order thinking, 73–74; and homework, 74–81; and idioms, 114; and K-W-L charts, 117; and Past, Present, and Future Chart, 116; and Picture Word Inductive Model Unit Plan, 85–88; and puppets, 116; and Readers Theater, 116; and reflection, 71–74; and relevance, 73; and sample week in two-period beginning ESL class, 88–92; and self-assessing, 72; and summarization, 72; and teaching words within spectrum, 116; and tongue twisters, 114; and Venn diagrams, 117; and “Words You Want To Know,” 118; and year-long schedule, 92–113; year-long schedule for, 92–113
ELLs, daily instruction for intermediate, 149–202; assessment, 153; and fields trips, 150–153; and gallery walks, 199; and graphic organizers, 201; and homework, 150; and inductive lesson plan, 184–191; and quick-writes, 199; and reflection, 149; and
Revised Bloom’s Taxonomy, 202; sample unit: problem-solution, 153–180; and sample week in two-period intermediate class, 180–184; and sentence modeling, 200; and sequencing activities, 199; and using text to generate analytical writing plan, 191–198; weekly reading sheet for, 151

End of Quarter evaluation, 25

Engagement activity, 241

English as a foreign language. See EFL (English as a foreign language)

English as a second language. See ESL (English as a Second Language)

English Central (online video tool), 68, 81, 243

English Club Dictations (online dictation exercise), 52

English language development. See ELD (English language development)

English Language Development Standards, 40

English language learner. See ELL (English language learner)

English Language Learners: Teaching Strategies That Work (Ferlazzo), 88, 206

English Listening Lesson Library Online (online dialogue), 66

English Online Dictations (online dictation exercise), 52 ePals, 115

Error correction, 176, 265–266

ESL (English as a Second Language) instruction: big picture of, 3–12; and definition of ESL, 6; and sample week in two-period beginning ESL class, 88–92

ESL best practices: and checking for understanding, 11–12; and encouraging development of L1, 12; and giving instructions, 11; and modeling (demonstrating), 10; quick tour of, 10–12; and rate of speech and wait time, 10–11; and use of nonlinguistic cues, 11

ESL classroom basics: and building positive and effective learning environment, 13–35; and building relationships, 14–26; and establishing routines, 32–35; and primary language use in ESL classroom; and resources, 26–32; and sample week in two-period intermediate ESL class, 180–184

ESL Courses, Festivals, and Celebrations, 103

ESL Education Games, 248

ESL Holiday Lessons, 103

ESL Kids (online worksheet), 246

ESL research: and BICS and CALP, 7–8; and L1 (primary language), 7; and L2 (acquired language), 7; and language acquisition versus language learning, 8; primer on, 7–10; and proficiency levels, 9–10; and stages of language development, 8–9

Ethnobotany, 224

Ethnomathematics, 232

Ethnoscience, 224

Everyday Life (online money site), 105

Exploratree (graphic organizer resource), 201

Extensive Reading. See Free Voluntary Reading

F

Fairbairn, S., 206

Family Literacy Project (Luther Burbank High School), 18–19, 31

Farr, Roger, 135

“Feelings” (song), 111

Ferlazzo, L., 25, 34, 88, 150, 292

Field trips, 82–83, 150–153

Figurative language data set, 142–143

Final Jeopardy (game), 241

“Find Someone in This Class Who...” scavenger hunt, 22–23

Fleishman, P., 279

Flickr, 216

Florida, 6

Fluency assessments, 280

Foldables (graphic organizers), 201

Folding Story (online collaborative storytelling), 58

Food pyramid data set, 106

Formative assessment process, 281–285; and cloze and fluency assessments, 283; and goal sheets, 282–283; and observation, 283; and online audio recording, 283; rubrics for, 284–285; and student conferences, 284; and student self-assessment and reflection, 282; and weekly “tests,” 281–282; and writing prompts, 282

Fotobabble (online audio recording), 56, 131, 147, 176, 256, 280, 283

Four squares activity, 23, 24

Four Words sheet, 74, 75, 150

4–3–2 Fluency Activity, 66, 147

Frames, 174

Frankenstein (movie), 100

Free Sound (online sound effects), 242

Free Voluntary Reading, 28, 33, 48–51, 60, 125–132

Free Willy movies, 109

Freire, Paulo, 45

Friday test, sample, 84

Friends of the Library Program (Davis, California), 29

Funniest Home Videos, 98
Helping Students Motivate Themselves: Practical Answers to Classroom Challenges (Ferlazzo), 25, 150, 272
Herron, Jan, 67
Hess, Natalie, 67
Holiday data set, 100–101
Holt (graphic organizer resource), 201
“Homeward Bound” (song), 104
Homework, 74–81, 270
Hooks data set, 163–164, 186; types of, 167–169
Hot Shot Business (online jobs and careers site), 109
How Stuff Works, 243
I
I Am activity, 21, 212
“I Feel Good” (song), 111
I Felt Like I Was from another Planet: Writing from Personal Experience (Dresser), 157, 191–193
“I Just Called to Say I Love You” (song), 111
I Spy (game), 243, 247
Idioms 4 You (online idiom practice), 114
Idioms activity, 114
iEarn (online sister classes), 115
“I’m Your Puppet” (song), 112
Improvisation activity, 67–69
In 2 English (online idiom practice), 114
Indiana, 6
Inductive Lesson Plan, 141, 157, 184–191
Initial assessment, 279
Instructional Strategies (Pebble Creek Labs), 135, 137
Internet4Classrooms Virtual Trips, 83
Into Thin Air (Krakauer), 200
Introducing Me: Three Object activity, 20–21, 212
“It’s a Small World” (song), 104
“I’ve Been Working on the Railroad” (song), 104
J
Jazz chants, concept of, 63
Jefferson County Schools, 118
Jellema, Henny, 61
Jibbigo Voice Translation, 20
Jigsaw, 188
J@M from the British Council (online dialogues), 66
Johnson, David W., 17
Johnson, Roger T., 17
Jones-Vo, S., 206
Jordan, Michael, 258, 259
Journal of Educational Psychology, 49
Joyce, Bruce, 141
K
Karaoke, 63
Kathy Shrock’s Assessment Rubrics, 179
Keaton, Buster, 103
Kidshealth.org, 161, 162
Kindersay (online vocabulary reinforcement), 95
King, Martin Luther, Jr., 100, 101
Krakauer, John, 200
Krashen, Stephen, 4, 8, 58, 60, 266
K-W-L charts, 117, 201, 217–219
L
L1 (primary language): encouraging development of, 12; ESL research and, 7
Labeling Game, 240, 246
Language Experience Approach (LEA), 18, 54–57, 67, 82, 145
Language Guide (online vocabulary reinforcement), 95
Lanternfish (online worksheet), 246
Lao Tsu, 220
LEA. See Language Experience Approach (LEA)
Learning Chocolate (online vocabulary reinforcement), 95
Learning Edge (online jobs and careers site), 109
Learning games, using, 239–248; and board games, 248; and classroom games, 240; and games that focus on speaking practice, 243–244; and games that require students to create materials, 244–245; and games using small whiteboards, 241–243; and online learning games, 247; and qualities of good learning game, 240; research support for, 241
“Leaving on a Jet Plane” (song), 104
LEP (limited English proficiency), 6
Les Miserables (theater), 98
Lesson cycle, 233
Lincoln, Abraham, 101
Linoit (online tool), 44
Linquanti, Robert, 281
“Lion Sleeps Tonight” (song), 108
Listen and Write (online dictation exercises), 52
Literacy Techniques for Building Successful Readers and Writers (Booth and Swartz), 153
“Lollipop” (song; Chordettes), 105
Look Again Pictures: For Language Development and Lifeskills (Olsen), 246–247
Luther, Martin, 218
Luther Burbank High School (Sacramento, California), 18

M
Make and Break activity (Pebble Creek Labs), 199
Making Books (graphic organizer resource), 201
Mallow, Amy, 201
Marsh, D., 252
Martin, Margary, 14
Marzano, J. S., 16
Marzano, Robert, 71, 72, 240
Math, teaching, 229–235; and building relationships with students and accessing prior knowledge, 230–232; and identifying and mentoring students’ leadership potential and learning by doing, 232–233; and making math relevant, 229–230; and mathematics worksheet, 234; and reflection, 235
Matrix movies, 67
Me Bag activity, 20–21
Medline Plus (National Institutes of Health), 113
MES English (online worksheet), 246
Messenger and Scribe (game), 243
Metaphors, categorized, 143
Mexico, 74
Michelle Henry Holidays (online holiday information), 103
Mimic writing, 141, 166, 188
Minithemes, 166
Modeling, 27
“Money, Money, Money” (song), 108
Money cloze and data set, 107, 108
Money Pit (movie), 103
“Monsey and Michelle,” 191–193; prereading strategies, 194; summarization sheet, 194–195; writing prompt, 195
“Moonshadow” (song), 112
Mr. Bean videos, 105, 112; “Back to School,” 94; “Christmas Dinner,” 98, 100; “Hair by Mr. Bean of London,” 96
Mr. Ferlazzo’s Family cloze, 98, 99
Multilevel classes, 267–270
Music, 62–63
My Big Fat Greek Wedding (film), 98
My Bodyguard (movie), 46
My Textbook (online homework), 81

N
Nasrudin, Mulla, 205
Nation, Paul, 66, 147
National Geographic, 243
National Geographic Creature Features, 111
National Institutes of Health, 113
National Lampoon’s Christmas Vacation (movie), 100
National Writing Project, 292
Native Americans, 101
Neuroscience, 63
New York, 6
New York Times, 243
Nike commercial (Michael Jordan), 258
Ninety-Five Theses, 218
Note-taking strategies, 211

O
Obesity read-aloud, 189–190
Observation, 283
“Old McDonald Had a Farm” (song), 108
On the Tip or My Tongue (online idiom practice), 114
“On Top of Spaghetti” (song), 105
On-demand writing practice, 179
Online audio recording, 283
Online resources. See Tech tools
Online translating resources, 19–20
Only Connect (BBC game show), 244–245
Oral outlining, 176
Organizing Cycle, 205, 206, 228; add-ons, 210–213; and assessing prior knowledge (especially through stories), 207–208; and building strong relationships with students, 206–207; description of, 206–213; and
identifying and mentoring students' leadership potential, 208–209; and learning by doing, 209; and reflection, 209–210
Outlines, 174

P
Packmule (uploading field trip photos), 82
Pappas, Peter, 73
Parent-Teacher-Home Visit Project, 18
Past, Present, and Future chart, 116–117
Pebble Creek Labs, 135, 137, 198, 199, 291
Peer tutors, 270
People to People (online sister classes), 115
Perego, Suzanne, 55, 92, 153
Personification, categorized, 143
Persuasive word chart, 133
Phantasy Quest, 247
Phonicball, 248
Phonics, 58–61
Photocollect (uploading field trip photos), 82
Pictionary (game), 245
Picture data sets, 44
Picture Stories for Adult ESL Literacy (Center for Applied Linguistics), 113
Picture Word Inductive Model (PWIM), 41–43, 53, 82, 83, 89, 93, 104, 108, 109, 140, 269; and classroom picture sentences, 42; example of photo used in, 41
Picture Word Inductive Model Unit Plan, 85–88
Pimentel, Allyson, 14
Pink Panther (movie), 103
Pollard, Laurel, 67
Popham, W. James, 282
Portfolio directions, 286
Portfolios, 285
Potential challenges, handling, 249–274; and advantages of being bilingual or multilingual lesson plan, 251–256; and bilingual or multilingual advantages read-aloud, 252; and bilingual or multilingual advantages read-aloud, 252; and bilingual or multilingual advantages survey, 253; and error correction, 265–266; and limited access to educational technology, 266–267; and multilevel classes, 267–270; and student motivation, 250–251; and textbook integration, 264–265
Practice essays, 166
Practicing English Sheet, 146
Presenting, 178
Problems All Around quick-write, 154–155
Problem-solution, sample unit (daily instruction for intermediate ELLs), 153–180; and autobiographical incident word chart, 159; and building background knowledge and academic language, 156–173; and completed problem-solution cloze, 161–162; and key elements of writing genre unit, 179–180; and problem dialogue, 170; and problem-solution cloze, 161; and problem-solution features data set, 163–165; and problem-solution interview, 171–172; and problem-solution outline, 174–175; and problem-solution peer checklist, 176–177; and problem-solution sample essay, 190–191; and problem-solution word chart, 156, 158; and problem-solution writing prompt, 157; and response-to-literature word chart, 160; and scaffolding writing process, 173; and student connections and prior knowledge, 154–156
Protagonize (online collaborative storytelling), 58
Protestant Reformation, 218
Pryzbylewski, Roland, 239
Publishing, 178
Puppets, use of, 116

Q
Qeej, 18
Qualities of a Successful Language Learner Plan, 72, 209, 257–265
Quick-writes, 199
Quintura (search engine), 173
Qwiki (search engine), 173

R
R Campus (online rubrics), 179
Raffi (singer), 98
Rafi.ki (online sister classes), 115
“Ram Sam Sam” (song), 94
Rasinski, Timothy V., 136
Raz-Kids (online homework), 81
Read a Children’s Book sheet, 150, 152
Read-alouds, 48, 134–136, 157
Readers Theater, 116
Reading, Writing, and Learning in ESL (Peregoy and Boyle), 93
Reading Bear (online phonics practice), 60
Reading Log, 50, 74, 127, 150
Recreational reading. See Free Voluntary Reading
REEPWorld Health English, 113
Reflection, 71–74; and assessing class and teacher, 73; and higher-order thinking, 73–74; and relevance, 73; and self-assessment, 72; and summarizing, 72
Relationships, building, 14–26, 212; activities for, 20–26; evaluations of, 24–26; and student-student relationships, 16–17; supporting research on,
INDEX

14–15; and teacher-parent relationships, 17–20; and teacher-student relationships, 15–16
Renshaw, Jason, 264
Research, 166
Resources: and basic art supplies, 26; and bilingual dictionaries, 27–28; and binders and folders, 26–27; and classroom library, 28–29; and classroom walls, 29–30; in ESL classroom, 26–32; and peer tutors, 29; and technology basics, 31
Rethinking Homework: Best Practices That Support Diverse Needs (Vatterott), 74–75
“Review of ‘When Being Overweight is a Health Problem’” (Kidshealth.org), 161, 162, 190
Revised Bloom’s Taxonomy, 73, 74, 127, 202, 247
Revising, 176
“Rock Around the Clock” (song), 96
Rodier, Anne, 178
Romeo and Juliet (Shakespeare), 207
Roseth, Cary, 17
Routines, establishing, 35–37; and computer routines, 34–35; and modeling routines and making modeling routine, 34; and opening and ending procedures, 33; and posting agenda and schedules, 33–34; and procedures for distributing materials, 33
Rubistar (online rubrics), 179

S
Sacramento City Unified School District, 40, 124, 289
San Diego County Office of Education, 292
San Diego Zoo Animal Bytes (online animals site), 111
Santa Claus dialogue, 100, 102
Saunders, William, 271
Savings Quest (online money site), 105
Science, teaching, 223–228; and building relationships with students and accessing prior knowledge, 224–225; and identifying and mentoring students’ leadership potential, 225–226; and learning by doing, 227; and one size does not fit all, 223–224; and reflection, 227–228
Scrabble, 248
Scribble Maps, 217
Second language acquisition, stages of, 8–9
Seedfolks (Fleishman), 279
Self-efficacy, 226
Sellers, Peter, 103
Seneca, 209
Sentence modeling, 200
Sequencing activities, 199
SIFE (students with interrupted formal education), 5
Silent Sustained Reading. See Free Voluntary Reading
Similes, categorized, 143
“Sing” (song; Carpenters), 111
SLAP (game), 240
Social Studies, teaching, 215–222; and accessing prior knowledge through stories, 217–218; and Ancient China data set, 220; and building relationships with students, 215–216; and connecting personal stories in other ways, 218; and graphic organizers, 221; and identifying and mentoring students’ leadership potential, 218–219; and K-W-L charts and presentations, 217–218; and learning by doing, 219–221; reflection in, 221; and reviews and summaries, 227
Sock Puppets (online audio recording), 56
Solutions category, 163–165, 186
Sound Bible (online sound effects), 242
Sound Effects Game, 103
Sound feedback, 284
Sound Snap (online sound effects), 242
Sounds Easy! Phonics, Spelling, and Pronunciation Practice (Bassano), 59, 60
Soungle (online sound effects), 242
South Carolina, 6
Spanish speakers, 6
Speaking and listening assessments, 280
Speaking rate, 210–211
Spectrum exercise, 96, 116
“Speed dating,” 147, 178, 255
Spot the Difference (classroom game), 240, 246, 247
Sprinkle, Melinda, 201
“Stand By Me” (song), 111
Standardized testing, 287–288
Stations (game), 246
STOMP videos, 112
StoryTimed (online collaborative storytelling), 58
Student self-assessment and reflection, 282
Study Ladder (online homework), 81
Suárez-Orozco, Carola, 14
Successful Language Learner Goal Sheet, 260, 263
Successful Language Learner Assessment, 262–263
Summative assessment, 285–288; and end-of-semester or end-of-year exam, 287; and portfolios, 285
Survival language, 124
Swartz, Larry, 153
Synthesis, 188
Synthesis chart poster, student sample of, 189
**INDEX**

**T**
- Taboo (board game), 248
- “Take Me Out to the Ballgame” (song), 98
- Talk to Me-Text to Speech, 20
- Talking and Walking activity, 26
- Taxonomy of Student Reflection (Pappas), 73
- Teacher from the Black Lagoon (Thaler), 94
- Teacher-Student Letter Exchange activity, 21–22; sample letter for, 22
- Teaching English Language Learners: Across the Content Areas (Haynes and Zacarian), 206
- “Teaching English Language Learners: What the Research Does—and Does Not-Say” (Goldenberg), 34
- Tech & Learning journal, 34
- Tech tools: and academic vocabulary online resources, 134; for Bloom’s Taxonomy, 202; and classroom blogs, 32; and creating clozes online, 139; and digital storytelling, 48; and graphic organizer resources, 201; and interactive content class resources, 222; and learning about animals online, 111; and learning about health online, 113; and learning about holidays online, 103; and learning about jobs and careers online, 109; and learning about money online, 105; and learning music and art online, 112; and making online maps and timelines, 276; and music sites for ELLs, 63; and online audio recording, 55–56; and online book trailers, 131; and online books, 51; and online collaborative storytelling, 58; and online compare-and-contrast tools, 117; and online dialogues, 66; and online dictation exercises, 52; and online homework, 81; and online idiom practice, 114; and online multilingual support, 210; and online resources: translating, 19–20; and online rubrics, 179; and online sister classes, 115; and online sound effects, 242; and online Total Physical Response, 61; and online videos, 68; and online worksheets, 246; and online writing practice, 54; and online writing resources, 178; and phonics practice, 60; and photos on Web, 44; and search engines for English Language Learners, 173; and uploading field trip photos, 82; and using online video sites in classroom, 242–243; and virtual field trips, 83; and vocabulary reinforcement, 95
- Technology, limited access to educational, 266–267
- Telephone (game), 243
- Terrell, Tracy, 8
- Texas, 6
- Text data sets, 43–45, 53, 127, 140–141, 157
- Textbook integration, 264–265
- Thaler, Mike, 94
- Thematic teaching, 153
- Thesis category, 163–164, 186
- They Say, I Say: The Moves That Matter in Academic Writing (Graff and Birkenstein), 144
- Think-alouds, 48, 49, 134–136, 157; persuasive, 136
- ThinkLink (online tool), 44
- Think-write-pair-share reflection activity, 72
- “This Land Is Your Land” (song), 104
- 3–2–1 exercise, 66–67, 147
- Thumbscribes (online collaborative storytelling), 58
- Time data set, 96–97
- Tongue twisters activity, 114
- Total Physical Response, 61, 89, 91, 93, 94
- TPR. See Total Physical Response (TPR)
- Transfer assignments, 211
- Tripline (online maps and timelines), 216
- Troovi (uploading field trip photos), 82
- Turturro, John (actor), 98
- “Tutti Frutti” (song), 94
- “Twist and Shout” (song), 94
- Two Truths and a Lie activity, 23

**U**
- “Under the Boardwalk” (song), 98
- “Unit Project on Reformers” (online compare-and-contrast tool), 117
- University of California, 191–192
- University of Toronto, 7
- U.S. Department of Education, 6, 82
- USA Learns (online homework), 81
- Using Text To Generate Analytical Writing Lesson Plan, 16, 157, 179, 191–198
- Utah Education Network Virtual Field Trips, 83

**V**
- Vatterott, Cathy, 74–75
- “Velcro Ball Dartboard,” 248
- Venn diagrams, 117, 201
- Video activity, 67
- Vietnamese language, 6
- Visuals, 211
- Vocabhead (Website), 134
- Vocaroo (online audio recording), 56
- Voki (online audio recording), 56
- “Vowel Song,” 94
INDEX

W
Wait time, 210–211
Wallwisher (online tool), 44
Wang, S. S., 252
Washington, George, 101
“We Are Family” (song), 98
Web 2.0 sites, 256
Weekly Reading Sheet, 74, 150
Weekly Reflections activity, 23–24
WestEd, 281
“What a Wonderful World” (song), 95, 104
“What Are You Doing in That Computer Lab?” (Tech & Learning), 34
“What Are Your Reasons for Learning English?” (video; Englishcentral.com), 118
When in Time (online timeline), 217
Willis, Judy, 139, 240
Wire, The (television series), 239
Word charts, 132–134, 156–157, 211
Word walls, 132–134
“Words You Want To Know” activity, 117
Wrigley, Heide Spruck, 82
WRITE Institute (San Diego, California), 292
Writing, initial or diagnostic assessment of, 278
Writing prompts, 282
Y
Yogile (uploading field trip photos), 82
“You Are So Beautiful” (song), 95
“You Can Get It If You Really Want” (song), 94
Young, Kelly, 198, 199, 291
YouTube, 131, 252, 257
“You’ve Got a Friend” (song), 96
Z
Zacarian, D., 206
Zanate, Juan (folk tale), 74
Zero Prep: Ready-To-Go Activities for the Language Classroom (Pollard, Hess, and Herron), 67
Zondle (online homework), 81