

# Special Interest Groups

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## Elementary Education Special Interest Group

Thursday, February 23, 2017 ■ 4:10 p.m. – 6:30 p.m. ■ Meeting Room: Wedgewood Ballroom

Promoting Discourse and In-Depth Vocabulary Across the Disciplines in Bilingual Settings

Chair: Doris Luft de Baker, Ph.D., Southern Methodist University

Co-Chair: Paul Polanco, doctoral student, Southern Methodist University

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4:10 p.m. – 4:45 p.m.

### **A Practitioner's Guide to Teaching Vocabulary in-depth to Bilingual Students**

*Paul Polanco, Southern Methodist University*

Through the process of developing an intervention using an intelligent tutoring system to teach science and social studies vocabulary in depth to second grade bilingual students (Baker, Al Otaiba, Cole, & Ward, 2014) we have developed the knowledge to select words that matter to help bilingual students develop their academic skills across the curriculum. Using the knowledge we gained from the selection of words for this intervention, and based on empirical research on the benefits of high quality instruction when teaching diverse learners (Coyne et al., 2011; Goldenberg, 2013), a practitioners guide will be presented for bilingual teachers to implement similar strategies for their selection of science and social studies vocabulary to be taught in-depth across the curriculum. Examples for selecting and teaching meaningful words in different grade levels will be presented.

4:50 p.m. – 5:20 p.m.

### **Differentiated Instruction to Promote Mathematics Discourse within a Social Context**

*Esmeralda Orozco and Esperanza Hilts, Southern Methodist University*

Misconceptions in mathematics instruction hinder learning and prevent students from developing critical comprehension skills (Lager, 2016). Researchers suggest connecting issues of social justice with pedagogical practices of mathematics (Stinson, Bidwell & Powell, 2012). Suggestions on how to plan a unit that incorporates the social context to engage diverse learners in mathematics discourse will be provided. These suggestions address the English Language Proficiency Standards (ELPS), and the Texas Essential Knowledge and Skills (TEKS) standards including linguistic, cultural, and social competencies. This unit model can be adapted to meet teaching and learning academic standards at any grade level and in any language using differentiated instruction. The presentation will be in Spanish and in English.

5:25 p.m. – 5:55

### **The Powerful Impact of Discourse in the Science and Math Classroom. El fuerte impacto del discurso en ciencias y matemáticas en el salón de clase.**

*Christina Ledford, Southern Methodist University*

El discurso incluye las estructuras del lenguaje escrito y oral, al igual que cómo hablan, escriben y construyen sus conocimientos los miembros de la disciplina. El discurso específico de cada disciplina tiene rasgos particulares o maneras de estructurar el idioma oral o escrito (estructuras del texto) que proveen maneras útiles para comunicar el contenido (Ranney, 2013). En esta sesión, discutiremos brevemente estudios que comprueban el beneficio de que nuestros estudiantes de inglés como segundo idioma interactúen con las funciones del lenguaje necesarias para tener éxito en ciencias y matemáticas. Además, presentaremos prácticas específicas que pueden integrarse fácilmente en el plan de las lecciones.

6:00 p.m. – 6:30

### **Elementary Education SIG Business Meeting**