

Life as an ELL

Objective: To experience what school is like for an English Language Learner.

Directions: Pretend you are a third grader. This is a fictional story you are reading in ELA class. As you are reading, take notes on the various ways “snoog” is used in the text.

Meanings of “snoog”	Text: An Exciting Night for Kevin
	<p>It was a quiet night in the Williams house. Marissa, the oldest daughter, was putting on snoog up in preparation for her date. Middle child, Sara, was snooging a model airplane, while Kevin, the youngest, was chatting with his snoog believe dog. Their mother was busy snooging dinner downstairs in the kitchen. Their father was on the computer, researching a new snoog of car.</p> <p>“I don’t have enough glue, but I guess I’ll have to snoog do,” sighed Sara.</p> <p>“Your problem isn’t as big as mine,” replied Marissa. “My hair is terrible, and I need a snoogover.”</p> <p>Kevin ignored his sisters. “Snoog sure you don’t step in the mud,” he warned his imaginary dog, Oreo.</p> <p>As Kevin was preparing to put Oreo in his “crate” (a cardboard box underneath the window), he noticed a strange man in a mask snooging toward the house next door. Kevin couldn’t snoog out the man’s features because of the darkness, but Kevin was certain the man wasn’t intending to snoog good.</p> <p>“Oreo, he looks like he’s up to some trouble. What if he snoogs off with my friend Daniel’s new iPad? I can’t let that happen. He’s been saving his</p>

allowance all year.”

Kevin **snooged** the decision to go after the strange man himself. He just couldn’t bear the thought of Daniel being so upset. He knew he might be in danger, but he was willing to take that risk in order to help his friend.

“Oreo, I **snoog** you the official guard dog of this house,” Kevin stated, patting his imaginary pet. Then, he put on his coat, grabbed a flashlight, and opened his window. For once, Kevin was glad his room was on the first floor of the house.

“Well, I guess it’s time to **snoog** or break it. I only hope I **snoog** it in time!”

General Reactions

How did you feel while reading this story?

How do you think a third grade ELL would feel while reading this story?

Analysis of Language

What English word is represented by “snoog” in this story?

How many definitions of “snoog” (make) were used in the text?

How many parts of speech of “snoog” (make) were used in the text?

Can you think of any other idioms using “make?” Any other definitions of “make?”

Conclusions

What did this activity teach you about the school experience of an ELL?

What did this activity teach you about academic language?

How are you going to apply what you learned from this activity in your classroom?

