

### SLIFE Scenarios

1. Mr. Michaels is a physical education teacher at a middle school. He has been told that there are an increasing number of SLIFE students at the school, but he has received no training in how to support them. In one of his 7<sup>th</sup> grade classes, there are four students from Mexico and Central America. They tend to stick together and select each other as partners whenever they can. Mr. Michaels thinks that it is good that they have each other and can explain directions and rules to each other. However, sometimes he worries that they may be off task when they are speaking Spanish. These students are active participants when playing most sports, but they are not getting good grades in the class because they fail almost every written unit test about the rules of each sport they are learning.
2. Adnan is a 10<sup>th</sup> grade student from Syria. He is enrolled in a chemistry class. Every day the teacher begins the class with a written “Do Now” that students are expected to complete independently. Today the “Do Now” is for students to collect all the materials that they will need and get started on a lab that they are expected to complete independently. The teacher distributes the directions for the experiment and tells students they should get started. Adnan reads the directions carefully and then sits and waits for his teacher. His teacher is occupied across the room setting up the equipment for the final step in today’s lab. She notices that Adnan has not begun his work.
3. At an urban high school, all 9<sup>th</sup> grade students are enrolled in a series of technical education classes such as woodworking, welding, and computer programming. The technical education teachers at the high school have told the EL team that they do not think SLIFE with low levels English should be placed in their classes because they are concerned about the safety of the students. The technical education teachers feel that the SLIFE cannot understand the safety directions necessary for participating in the class.
4. Monique is a 6<sup>th</sup> grade SLIFE student who spent most of her life at a refugee camp in South Africa. Her family is originally from Ethiopia, and they speak Amharic. The school at the camp was overcrowded, had limited resources, and the teaching was inconsistent. She is fluent in oral English and can participate in group discussions, but she struggles with literacy. During the first week of school, students were assigned to make a poster about themselves and their goals for the school year. The teacher had the students display their posters and then do a gallery walk, looking at all the posters. Some students made fun of Monique’s poster because her writing was hard to read, and she had made numerous spelling mistakes. She was upset and left the classroom in tears.

**Discussion Questions**

**Your scenario:** \_\_\_\_\_

1. What is your understanding of what may be happening in the scenario from the perspective of the student(s) and teacher?

Student(s):

Teacher:

2. If you were a teacher at that school, what steps might you take to support the teacher(s) in the scenario in better understanding the needs and backgrounds of the student(s) in the scenario?
3. What systematic changes would you suggest to better support the student? What ideas could you share with administration to better support SLIFE?
4. What instructional strategies would you recommend for supporting the student(s) in the scenario?