

Learning Strategies for Students with Limited English Proficiency

1. Point out new vocabulary words in context and practice using the words as much as possible throughout the activity.

Frequent	Encounter	Alchemist	Renaissance	Insight
Terminals	Apparatus	Immersed	Contaminate	Polish
Exhibit	Vigorous	Malleable	Dull	Brittle
Analyzed	Divisible	Preoccupied	Inquiry	Initially
Luster	Enabled	Strategy	Differentiate	Assessment

2. Differentiating metals from nonmetals involves comparing and contrasting. This is an important science skill that is difficult for students. Breaking down the work into simpler steps helps students master this skill. Ask students to compare (say what is similar) and contrast (say what is different) about metals and nonmetals. Set up a chart as follows to organize ideas. Offer one example and then let students continue with more. Several similarities and differences are included here—students should be able to come up with these and more, based on the activity they have done. Finally, ask students to use the chart to write a paragraph comparing and contrasting metals and nonmetals. The paragraph should have a topic sentence, a body with supporting statements, and a concluding sentence.

Metals vs. Nonmetals	
Compare (Similarities)	Contrast (Differences)
1. are elements	1. metals are shiny, nonmetals are dull
2. are solids (all the elements tested in this activity are solids, although it is not true that all elements are solids at room temperature)	2. metals conduct electricity, nonmetals do not
3. have chemical and physical properties	3. most metals react with HCl, nonmetals do not react with HCl (in experience of this activity)
<i>etc.</i>	<i>etc.</i>