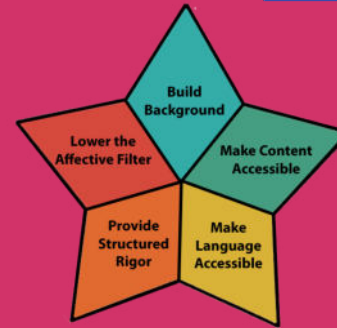


DISTANCE LEARNING ANCHORS OF SUPPORT & VOCABULARY DEVELOPMENT



presented by Betsy Markman

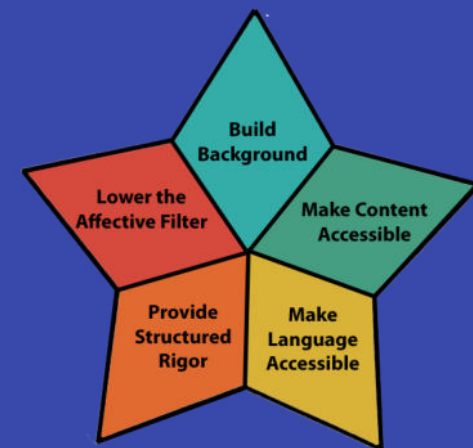
NOTE:

All slides with one of these symbols originated with the Austin ISD Multilingual Education Team, though they may have been modified since.



Great advice from the district:

<https://spark.adobe.com/page/hbTUJunTV08ww/>





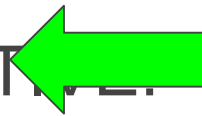
TODAY WE WILL ...

CONTENT OBJECTIVE:

- ...**share and expand our collective knowledge about what anchors of support are and are not, WHY we should use them, WHO benefits from the use of anchors, and HOW we could use them.**



(ELPS) LANGUAGE OBJECTIVE



- ...**speak in pairs about our existing and new knowledge about Anchors of Support.**
- ...**write reflections about new understandings.**

Making Content Comprehensible

1

Slow down your rate of speech, use pauses, and enunciate clearly when presenting content. Limit teacher talk to 5-10 minutes, give students 2 minutes to process, then check for understanding of your instructional delivery. REPEAT.

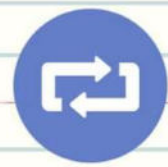


Use gestures, body language, pictures, and objects to accompany speech. Gestures and visual aids assist students in organizing and making sense of information presented verbally. Think TPR (total physical response) and whole brain teaching.

2

3

Provide a model of a process, task, or assignment. Break it down; *step by step*. Provide steps orally and in writing. Numbered thinking steps and color coding steps can be helpful.



Provide repeated exposures to words, concepts, skills, and models. Provide repeated exposures to words, concepts, skills, and models. Practice. Practice. Practice. Brain research tells us that repetition strengthens connections in the brain.

4

5

Use anchor charts, formula guides, reference sheets, vocabulary word walls during entire units for students to refer to when practicing and applying learning independently.



Recording Lessons?

Here are some ideas.

An excellent resource for online scaffolding.

Scaffolds for ELs

to Support Receptive Skills
(Listening & Reading)

to Support Productive Skills
(Speaking & Writing)

Adjust playback speed to .75



Use closed captions in Slides and YouTube



Record presentations with Screencastify



Use Pixabay to find visuals



Ss Use Voice Typing in Google Docs & Slides



Ss use Google Translate in Docs, on the web, and on phones.



Provide feedback with Talk & Comment



Translate any text with One Click Translate



Use Mercury Reader to remove ads & distractions



Use Immersive Reader in Flipgrid



Ss use storyboards to help explain visually or in writing.



Ss use whiteboard mode in Flipgrid to support oral responses.





What is an English-Language Learner?

A student whose primary language is a language other than English and whose English language skills are such that the student has difficulty performing ordinary class work in English.

Defined in Texas Education Code 29.052

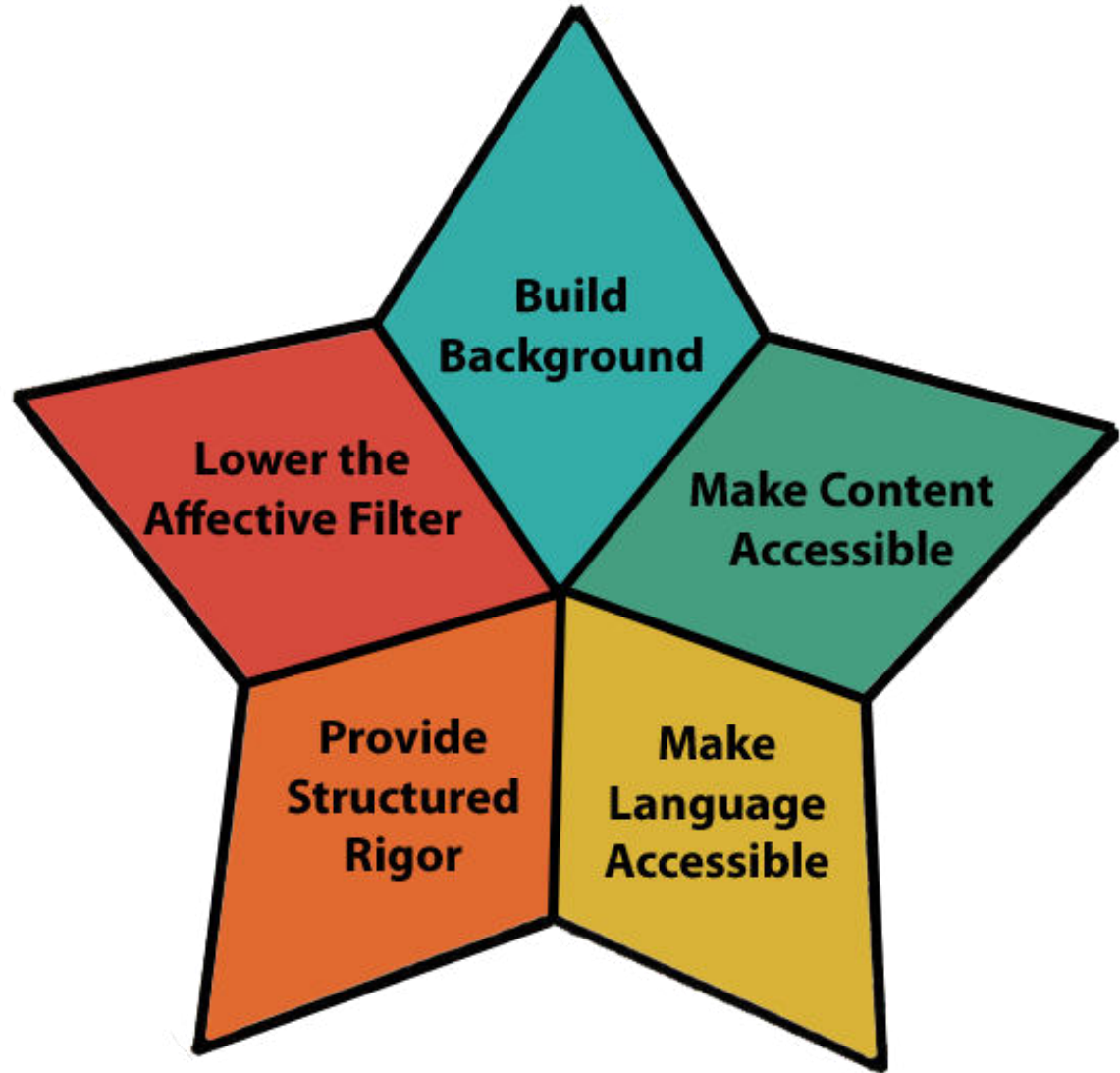
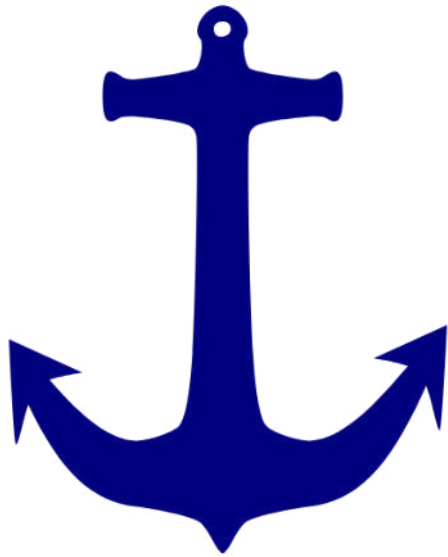
Texas description of English language proficiency descriptors (PLDs):

<http://www.esc4.net/Assets/telpas-plds.pdf>

Betsy takes issue with the definition above.

- ⊠ It is very possible that a student had an original home language that wasn't English, but their home has changed.
- ⊠ A child may have a home language that is not their dominant language by age 6 or 8 or 10.
- ⊠ **Really, an ELL is weak in at least one domain of academic English. Period.**

FIVE PURPOSES OF ANCHORS





WHAT IS A SCAFFOLD?



DEFINITION:

An intentional support provided by the teacher to help learners acquire content meaning and language. Scaffolds are provided until the student can demonstrate learning independently.



How long has the student been in U.S. schools?

Is the student literate in another language?

What types of educational experiences has the student had?

Things

to

CONSIDER if you have an

English Learner

@ValentinaESL

What is the student's level of English language proficiency in listening, speaking, reading, and writing?

What are the student's hobbies & passions?

Harmony colleagues: you can access this info in ELlevation.

Reminders about second language development

1 WORDS as VISUALS

• aqueduct • aque aqua
• Roman aqueduct • duct "carry"

★ Keep them on display

- Word boundaries
- similarities to home language
- additional memory tool

2 NONLINGUISTIC VISUALS

Graphs Pictures Multimedia

Maps, Globes Puzzles Sketches

3 VISUAL NOTETAKING

- Student connections
- Formative assessment
- Brain "break" to consolidate & synthesize

4 ACADEMIC LANGUAGE

Specific CONTENT words & Concept of "Register"

Friends boss youth elderly

★ different styles of speaking according to audience & purpose

5 LANGUAGE POLICY

RATIO of ENGLISH to NATIVE LANGUAGE USE in your CLASSROOM

What makes sense?
What are the learning objectives?

10 QUICKSTART PLANNING IDEAS for OUR ELs

WENDI PILLARS @WENDI1322

6 ASSUMPTIONS

LANGUAGE PROFICIENCY ≠ INTELLIGENCE

Everyone has Knowledge

7 QUESTIONS

- Assess
- Engage
- Provoke
- Scaffold

8 OUTCOMES

- Tangible measures of understanding
- PRODUCTIVE LANGUAGE via Writing or speaking

9 AUDIENCE

- Expand your classroom
- Authenticate purpose of learning
- Heighten accountability

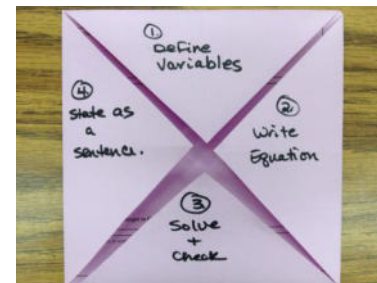
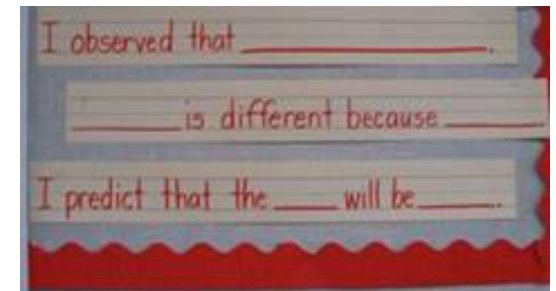
10 ASSESSMENT

- So many micro-decisions!
- Assess, reflect, try again or extend
- Multiple types and styles of assessment!

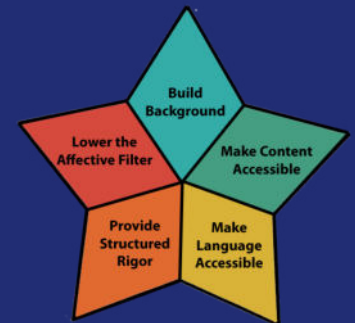
WHAT ARE ANCHORS OF SUPPORT?

□ Anchors of support are visual aids such as posters, graphics or other organizational representations made by the teacher and students to help “anchor” new content and language learning to previously covered concepts or strategies.

□ An anchor helps to **GROUND** a student’s understanding.

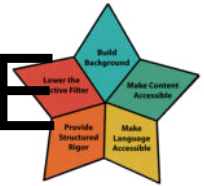


HERE ARE SOME ANCHORS TO GUIDE YOUR INSTRUCTION IN THE CONTENT CLASSROOMS



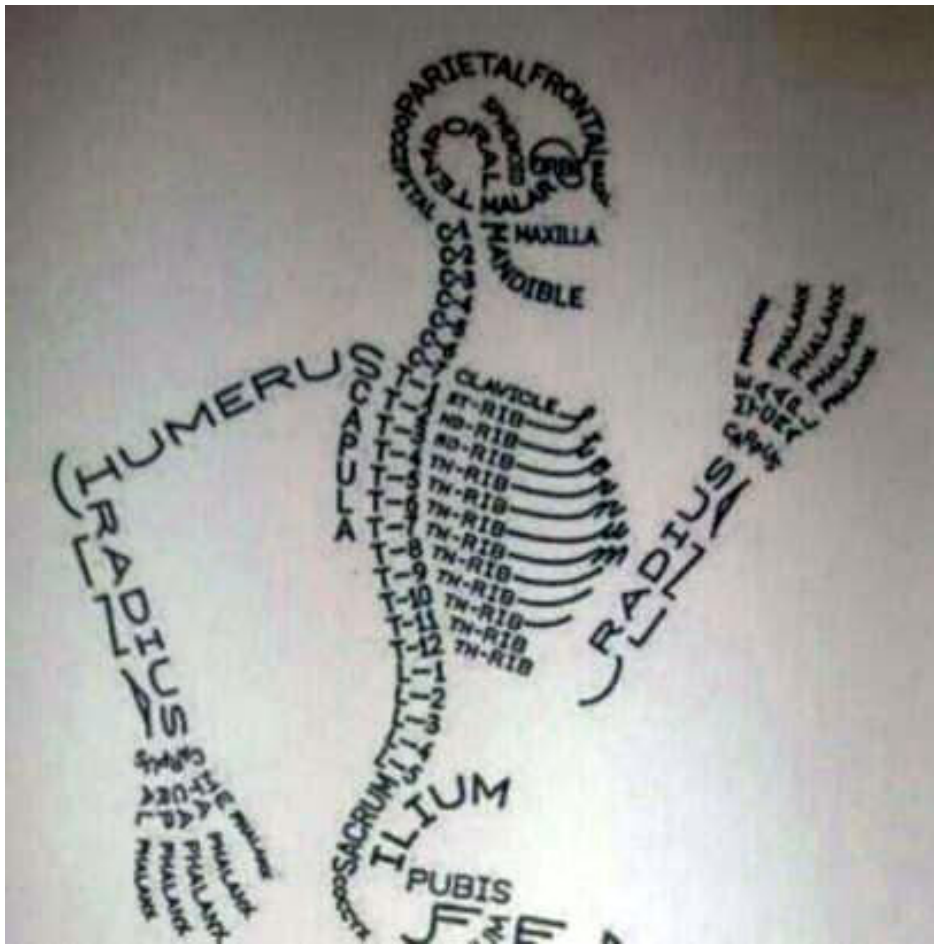


HOW TO MAKE OUR INSTRUCTION ACCESSIBLE



Provide visuals and realia whenever possible

Use graphic organizers to clarify or simplify dense material



Realia might be manipulatives, actual objects, or objects that stand in for other objects.

Phases of the moon

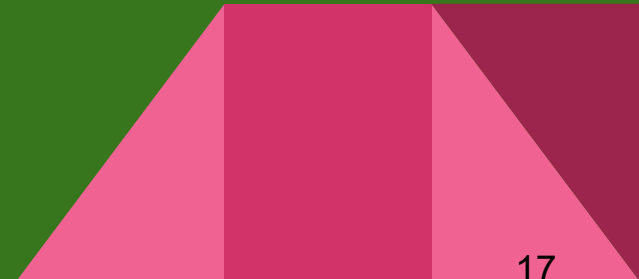
Use visuals & realia in science.



In the age of COVID



Green slides show
COVID-19 distance
learning
accommodations
and suggestions.



Even simple photos help students focus on the math task rather than the language.

1. Which situation represents the greatest percent of change?

a) An Azalea bush grew from 24 inches to 36 inches in two weeks.

$$(\text{---} - \text{---}) \div \text{---} \times 100 = \text{---}\% \text{ increase or decrease?}$$



b) The PE class enrollment went from 85 students to 80 students the second semester.

$$(\text{---} - \text{---}) \div \text{---} \times 100 = \text{---}\% \text{ increase or decrease?}$$

c) A 4-pound kitten weighed 10 pounds after four months.

$$(\text{---} - \text{---}) \div \text{---} \times 100 = \text{---}\% \text{ increase or decrease?}$$



d) A painting originally priced at \$300 sold for \$400.

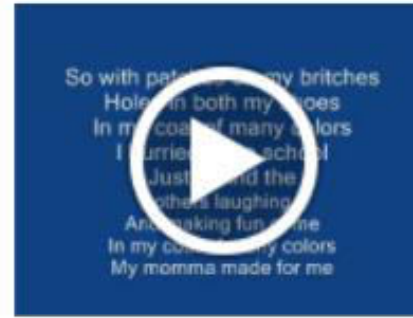
$$(\text{---} - \text{---}) \div \text{---} \times 100 = \text{---}\% \text{ increase or decrease?}$$

In order from greatest to least: _____ _____ _____ _____



From an ESL intermediate middle school a memoir unit, in using a song as an example of memoir:

A memoir can also be a song.



The Youtube is captioned in English.

Song Vocabulary	Way down in the fall = late autumn, November	Britches = pants
Seasons of my youth = when I was young	Bless it with a kiss = kiss it for good luck	Hurried = ran or walked quickly
Rags = old clothes or pieces of unwanted cloth	Rich = lots of money	Making fun of = laughing at
Put to use = to use	Patches = small pieces of cloth sewn on clothes	Stitch = one small bit of sewing

Easy definitions for some vocabulary.

Selected words are illustrated.



A rag



Sew a stitch with a needle.





mechanical
erosion



**Eat only spicy
food?**



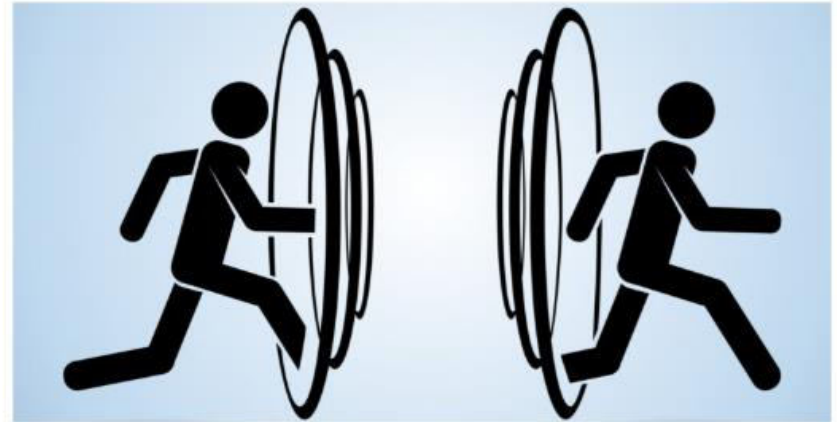
or



**Eat only
salty food?**

[Here's my folder](#) of Would You Rather for
beginner and intermediate ELLs.

**Would you
rather?**

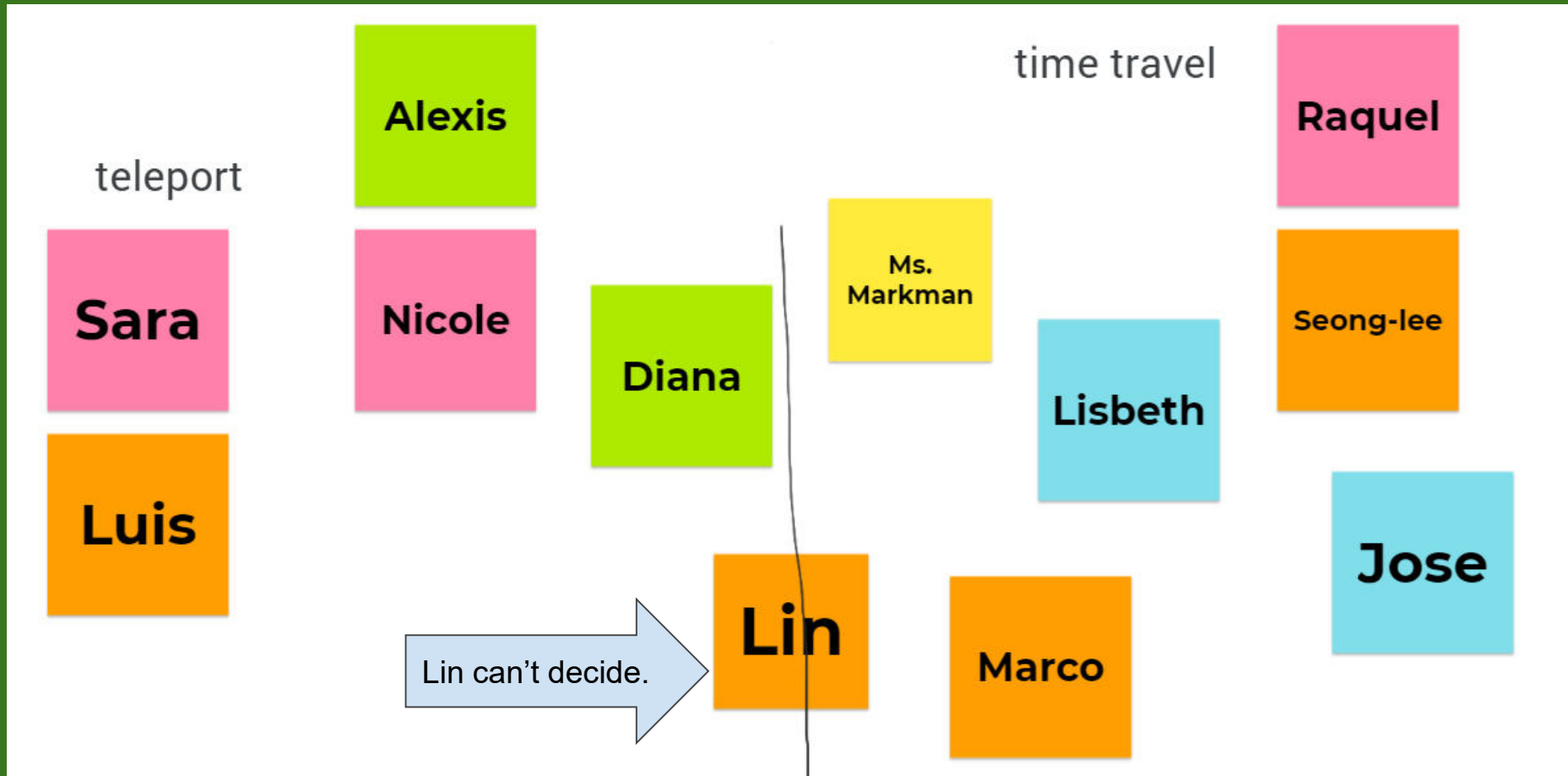


Be able to teleport

Or

Time travel?

We use jamboard to show where we are in “Would You Rather.” At school, we would move from one side of the class to the other.



Picture dictionaries are also helpful, especially for independent writing, and many include sentence stems.

This document is created with trial version of Image2PDF Pilot 2.16.94.

Press Esc to exit full screen

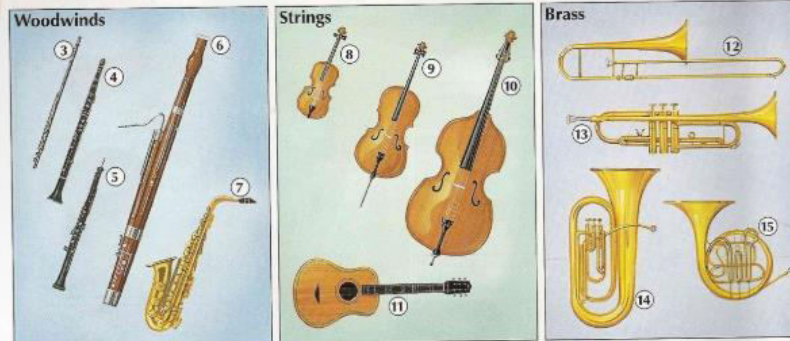
This document is created with trial version of Image2PDF Pilot 2.16.94.

Các Môn Học Khác More School Subjects

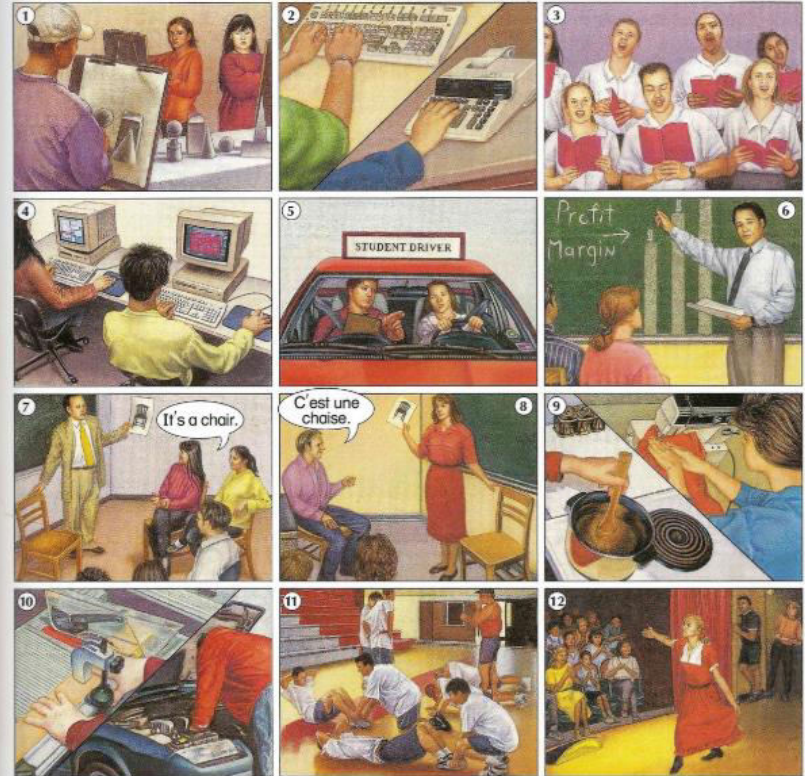
Music Âm-Nhạc



- A. play an instrument
chơi nhạc / chơi một nhạc cụ
- B. sing a song
hát nhạc / hát một bài hát
1. orchestra
gián nhạc / ban hòa tấu
2. rock band
ban nhạc mạnh / ban nhạc rock



3. flute
sáo
4. clarinet
kèn clarin-ét
5. oboe
kèn ô-boa
6. bassoon
kèn fagôt
7. saxophone
kèn sắc-xô-phôn
8. violin
vi-cầm
9. cello
dàn xe-lô
10. bass
dàn bass
11. guitar
dàn ghi-ta
12. trombone
kèn trom-bôn
13. trumpet / horn
kèn trom-pét
14. tuba
kèn tu-ba
15. French horn
kèn Pháp
16. piano
dàn dương cầm
17. xylophone
dàn xy-lô-phôn
18. drums
trống
19. tambourine
trống nhỏ-vàng
20. electric keyboard
dàn or-găng điện
21. accordion
dàn phong cầm
22. organ
dàn or-găng



1. art
mỹ thuật
2. business education
ngành thương nghiệp
3. chorus
ban hợp xướng
4. computer science
ngành điện toán
5. driver's education
ngành dạy lái xe
6. economics
kinh-tế-học
7. English as a second language
Anh ngữ là ngôn ngữ thứ hai
8. foreign language
ngoại ngữ
9. home economics
kinh tế gia đình
10. industrial arts / shop
mỹ thuật kỹ nghệ / xưởng
11. PE (physical education)
môn thể dục
12. theater arts
môn kịch nghệ

More vocabulary

core course: a subject students have to take
elective: a subject students choose to take

Share your answers.

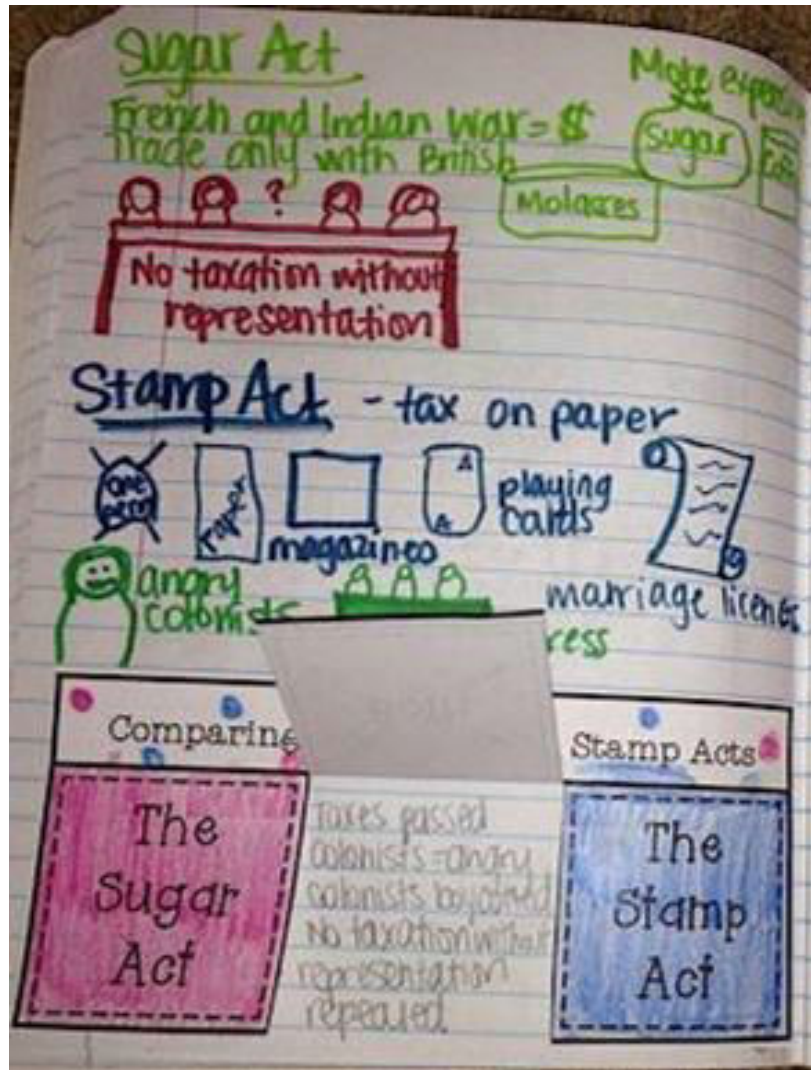
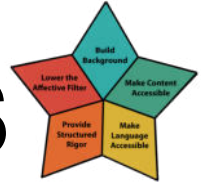
1. What are your favorite subjects?
2. In your opinion, what subjects are most important? Why?
3. What foreign languages are taught in your school?

In the age of COVID

This might include students using real items found in their kitchen, or might include the teacher finding items in their own home to share.



INTERACTIVE NOTEBOOKS



The student creates something, takes notes, adds to teacher notes, and keeps it for the semester or year. They often involve flipping.

Point of View

LIMITED
POINT OF VIEW

the narrator is an outside observer that focuses on the thoughts and feelings of only one character

First Person

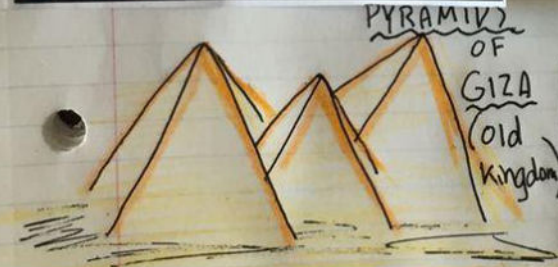
Third Person Omniscient

Third Person Objective

THE TWO LANDS: Ancient Egypt

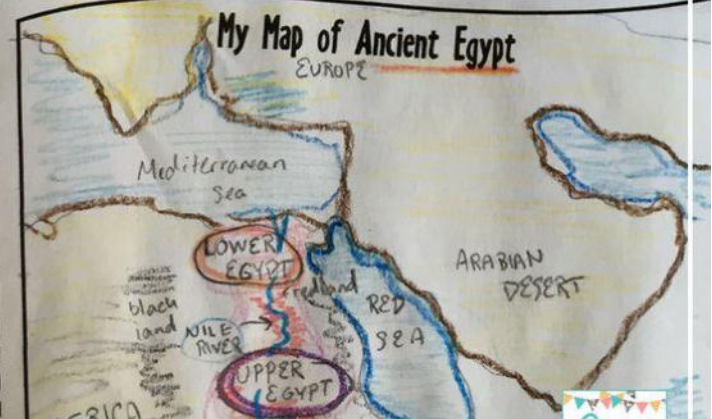
Directions: Draw a map of Ancient Egypt to include the Nile River and label Upper Egypt, Lower Egypt, black land (desert), red land soil.

What were the differences between "Upper Egypt" and "Lower Egypt"? How does it relate to the flow of the Nile River?



Map Key

Upper Egypt	-	purple square
red land	-	red square
Nile River	-	blue square



Noun functions in a sentence

subject

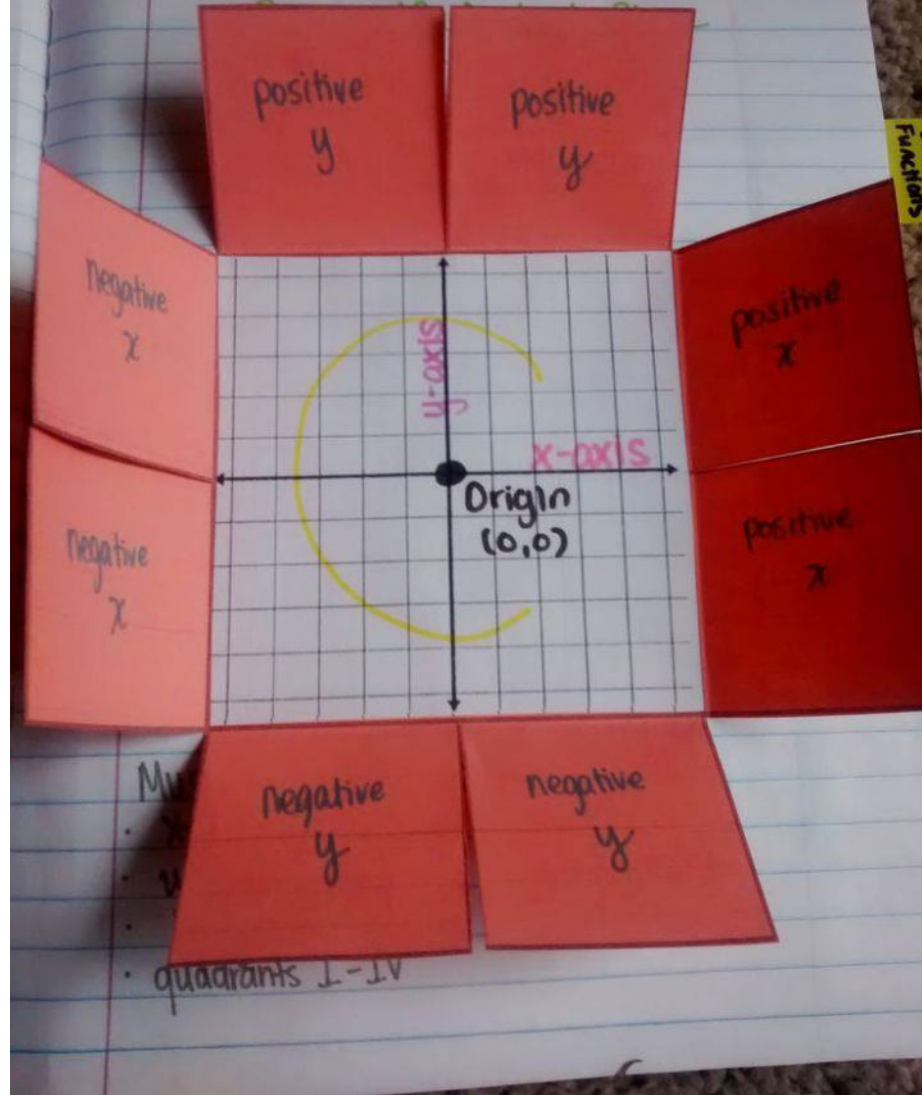
predicate
noun

Direct
object

Indirect
object

object of
preposition

Appositive

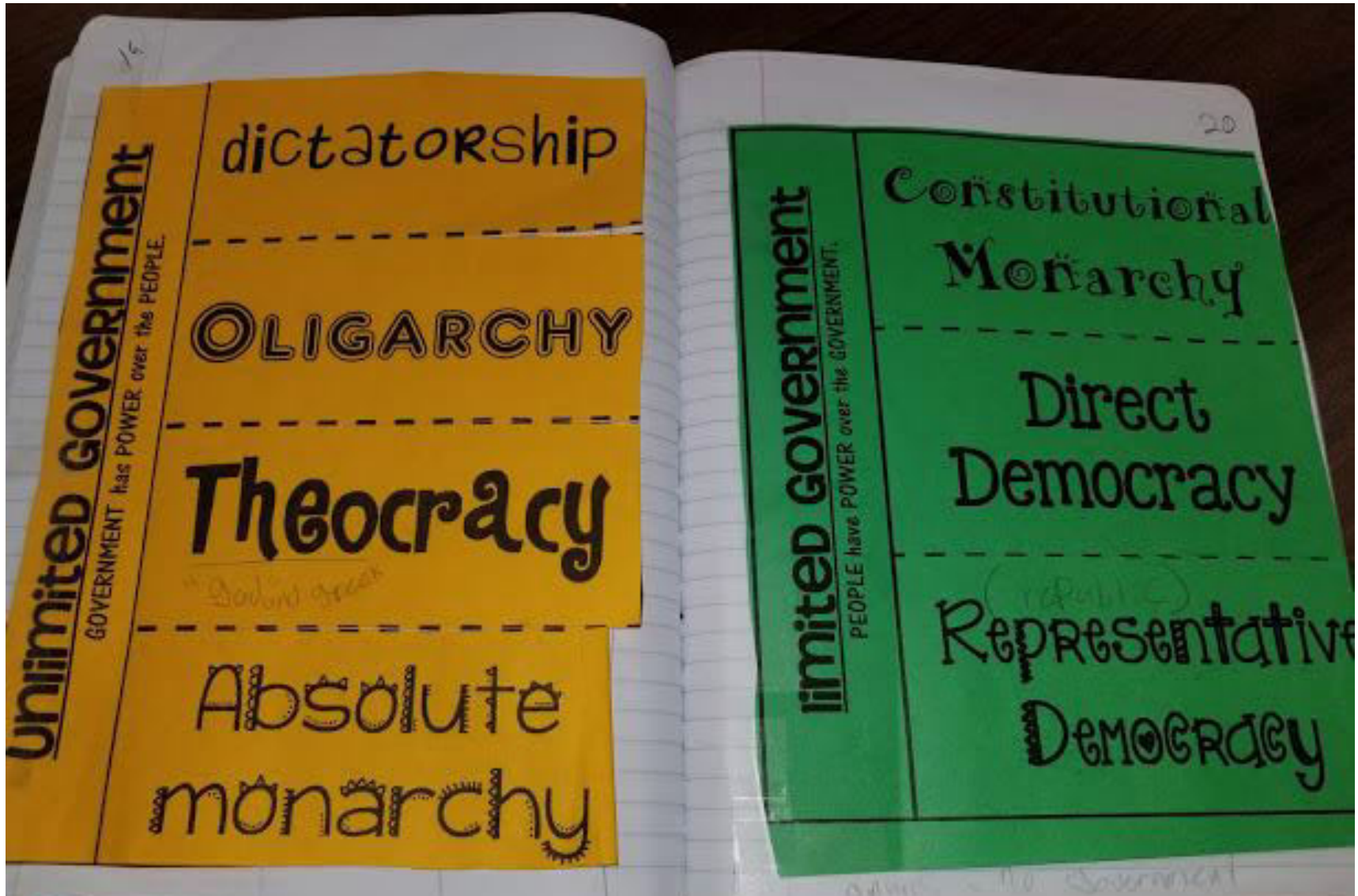


Webb Middle School teachers are the masters of this!

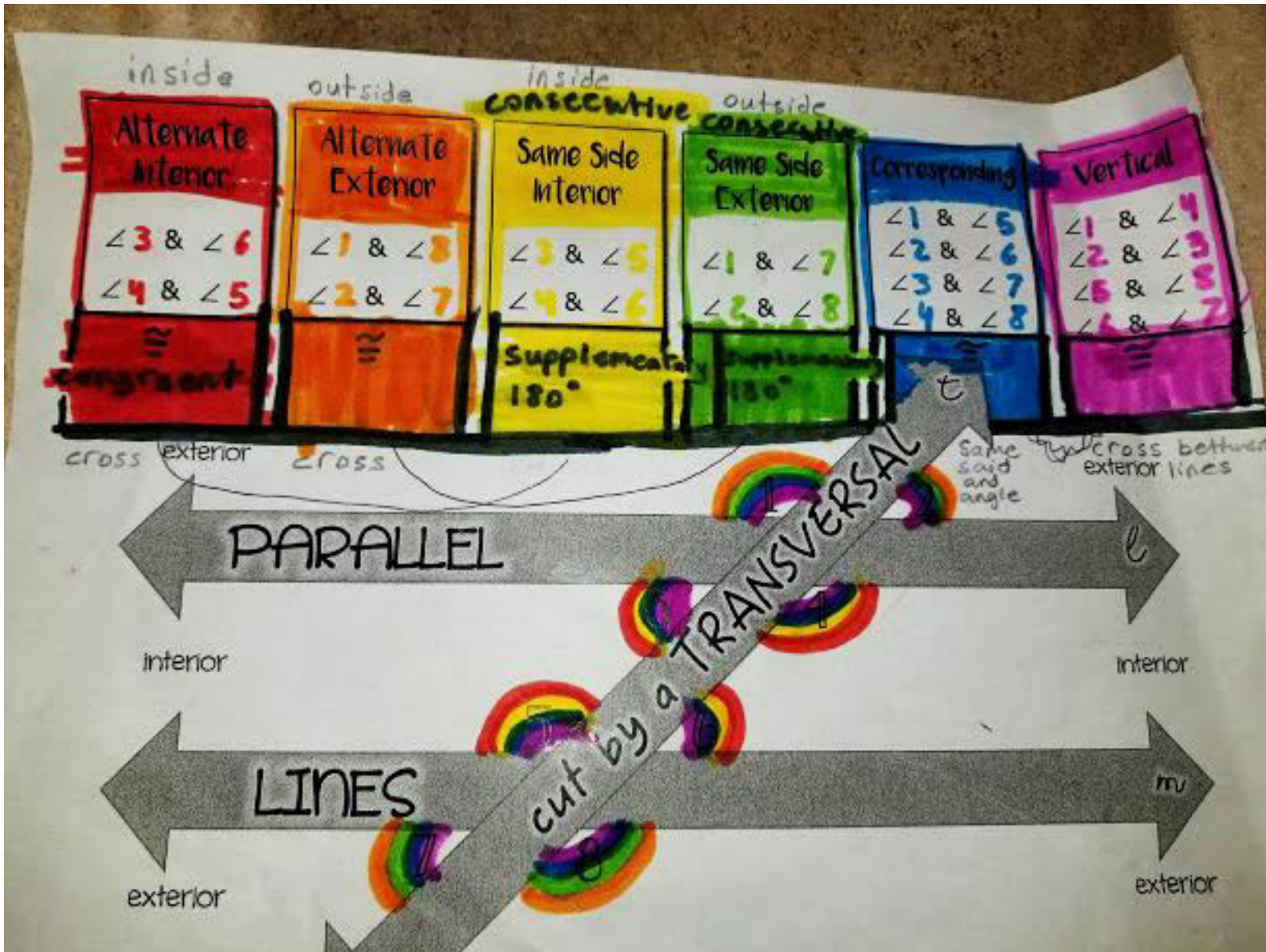
These are all the pages their 7th graders had in their math notebooks by May.



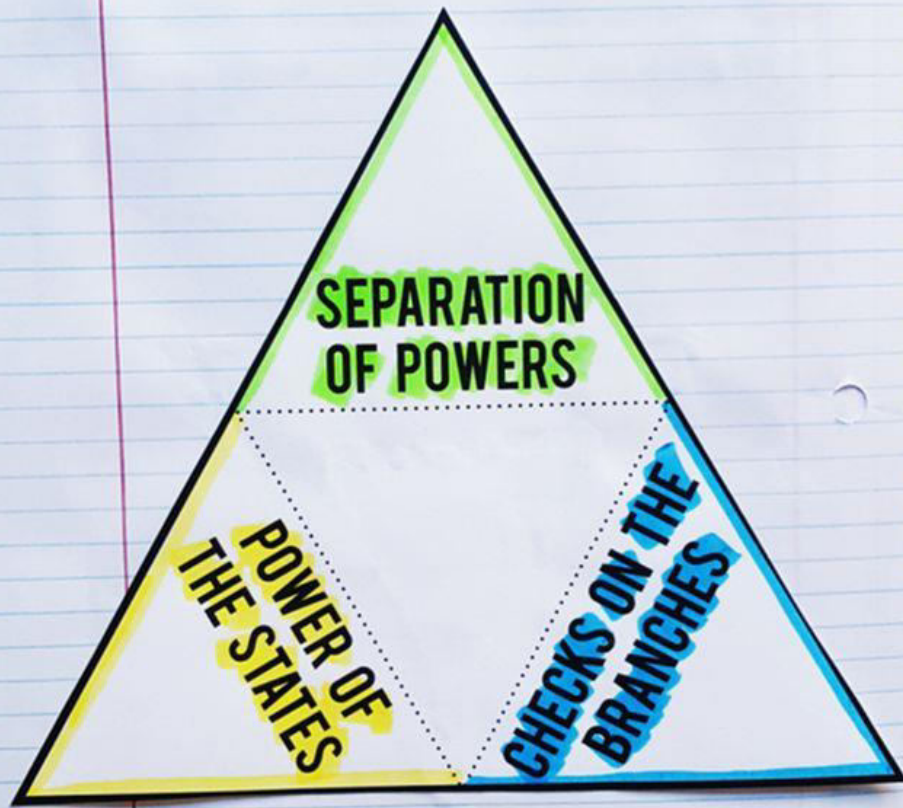
Many of these are from 6th grade world cultures.



Use color for a purpose.



CHECKS & BALANCES



Pairs Created by Parallel Lines Cut by a Transversal
Cut out the squares on page 5 and glue them to the corresponding squares
"Congruent" or "Supplementary" for each box to say what the angles are

Alternate Exterior Angles
The angles are _____

a page out of

Note from Betsy:

I actually use both an interactive notebook and a reference folder that I create for students at the beginning of the year. The folder better includes students who arrive after parts of the notebook are made.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Vocab word: **MOBILITY**:
When students move schools or districts during a school year.

Fractions, Percents, and Decimals

<u>Fraction</u>	<u>Percent</u>	<u>Decimal</u>
1	100%	1.0
1/2	50%	0.5
1/3	33.3%	0.33
1/4	25%	0.25

Let's talk about money in the United States!

Name _____

Vocabulary:

penny = cent = 1¢	dime = 10¢ = \$0.10	half-dollar = 50 ¢ = \$0.50
nickel = 5¢ = \$0.05	quarter = 25¢ = \$0.25	dollar = 100¢ = \$1.00 = \$1

How to read money:

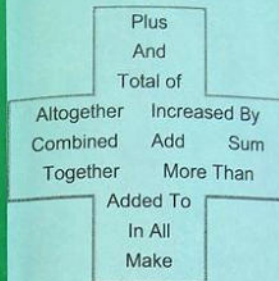
- \$6 = six dollars
- \$6.50 = six dollars fifty cents OR six fifty
- \$0.25 = twenty-five cents = 25¢

Sentence frames:

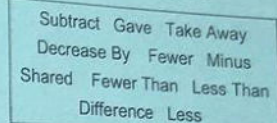
1. One _____ costs \$_____.
2. I buy _____.
3. I spend \$_____.
4. How much does a _____ cost?
5. How much do _____s cost?

Words and Phrases to Math Symbols

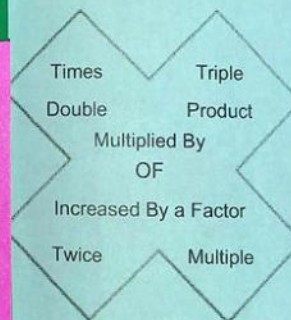
Addition



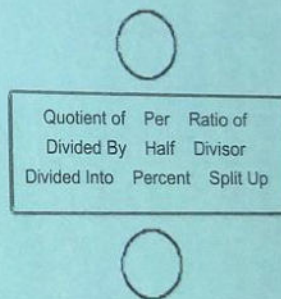
Subtraction



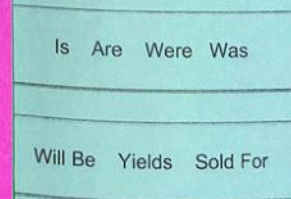
Multiplication



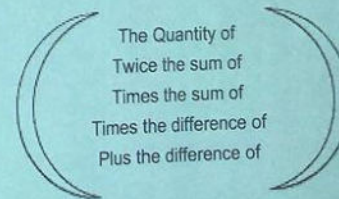
Division



Equals



Parenthesis Words



Let's talk about money in the United States!

Name _____

Vocabulary:

penny = cent = 1¢	dime = 10¢ = \$0.10	half-dollar = 50 ¢ = \$0.50
nickel = 5¢ = \$0.05	quarter = 25¢ = \$0.25	dollar = 100¢ = \$1.00 = \$1

How to read money:

- \$6 = six dollars
- \$6.50 = six dollars fifty cents OR six fifty
- \$0.25 = twenty-five cents = 25¢

Sentence frames:

1. One _____ costs \$____.
2. I buy _____
3. I spend \$____.
4. How much does a _____ cost?
5. How much do _____s cost?

This is the bright pink money handout that's difficult to see on the previous page.

In the age of COVID

Slidesmania is a source of online interactive notebooks.

This is one for Betsy's math class.



and one for her writing class.

Sometimes an interactive notebook is based on a theme.

Thanksgiving Vocabulary

People

Foods

Places

Plymouth

ideas

pie

turkey

William Bradford

Gratitude = being thankful

feast

Venison = deer meat

corn

Native Americans

Here's an interactive notebook just about Thanksgiving, for intermediate ELLs.



The Thanksgiving notebook directs students to videos, has writing boxes, and even links to a jamboard.

What do you already know about Thanksgiving? Write words or sentences. (You don't have to be correct.)

-
-
-

1. Watch [this video about the Thanksgiving story](#) in Discovery.

Thanksgiving	noun	Pie
Visit		Native American
Turkey		Pilgrim
Eat		Mayflower
Table		Travel
Cook	verb	Corn

noun	noun	noun	noun	noun
verb	verb	verb	noun	noun



I would rather eat only turkey for a week.



I would rather eat only corn for a week.

Put the words in order by size. Smallest at the top and largest at the bottom.

big

tiny

gigantic

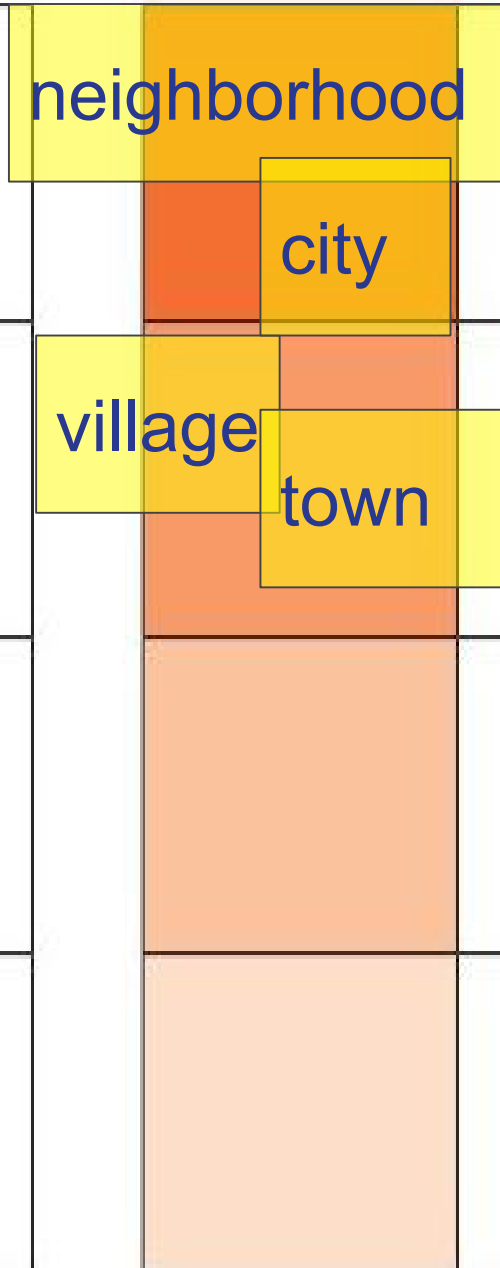
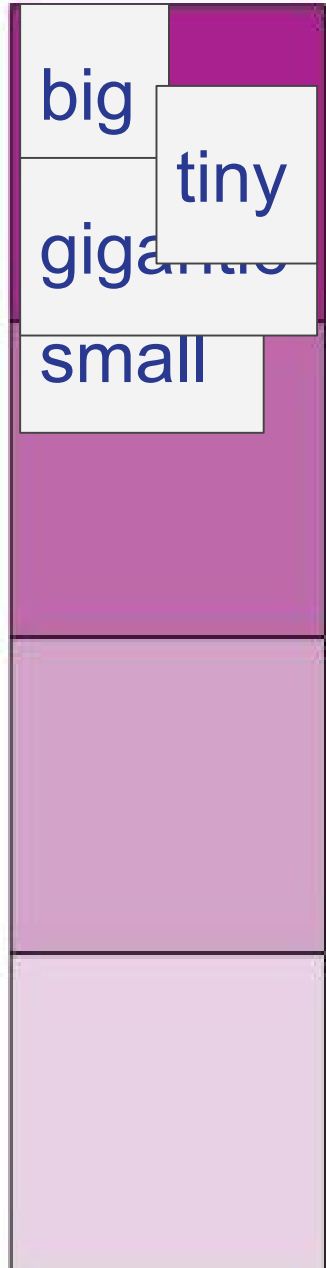
small

neighborhood

city

village

town



The Lotus Seed

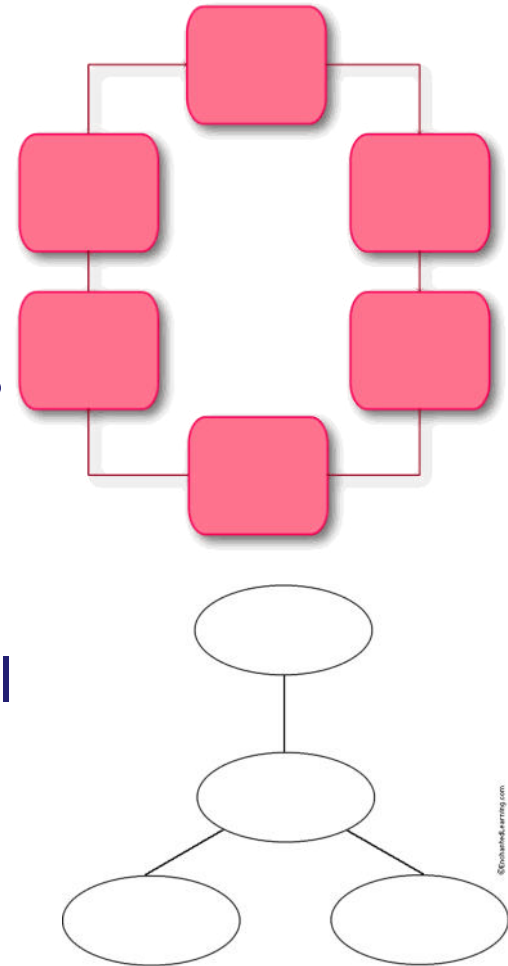
Quizlet

Word in its Original Sentence (underline word)	What I Think it Means by the Way It's Used	A Dictionary Definition	A Picture to Remember it by
silk			
throne			

Graphic Organizers

Definition

A graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.



Types of Graphic Organizers

Webs, concept maps, mind maps and plots such as stack plots and Venn diagrams are some of the types of graphic organizers used in visual learning to enhance thinking skills and improve academic performance on written papers, tests and homework assignments.

<http://www.inspiration.com/visual-learning/graphic-organizers>

Examples

Clock

Cluster/Word Web 1

Cluster/Word Web 2

Cluster/Word Web 3

Describing Wheel

E-Chart

Fact and Opinion

Five W's Chart

Flow Chart

Four-Column Chart

Garden Gate

Goal-Reasons Web

Ice-Cream Cone

Idea Rake

Idea Wheel

Inverted Triangle

ISP Chart

(Information, Sources, Page)

KWL Chart

KWS Chart

Ladder

Observation Chart

Persuasion Map

Planning Chart

Problem-Solution

Chart

Sandwich

Sense Chart

Sequence Chart

Spider Map

Step-by-Step Chart

Story Map 1

Story Map 2

Story Map 3

T-Chart

Ticktacktoe

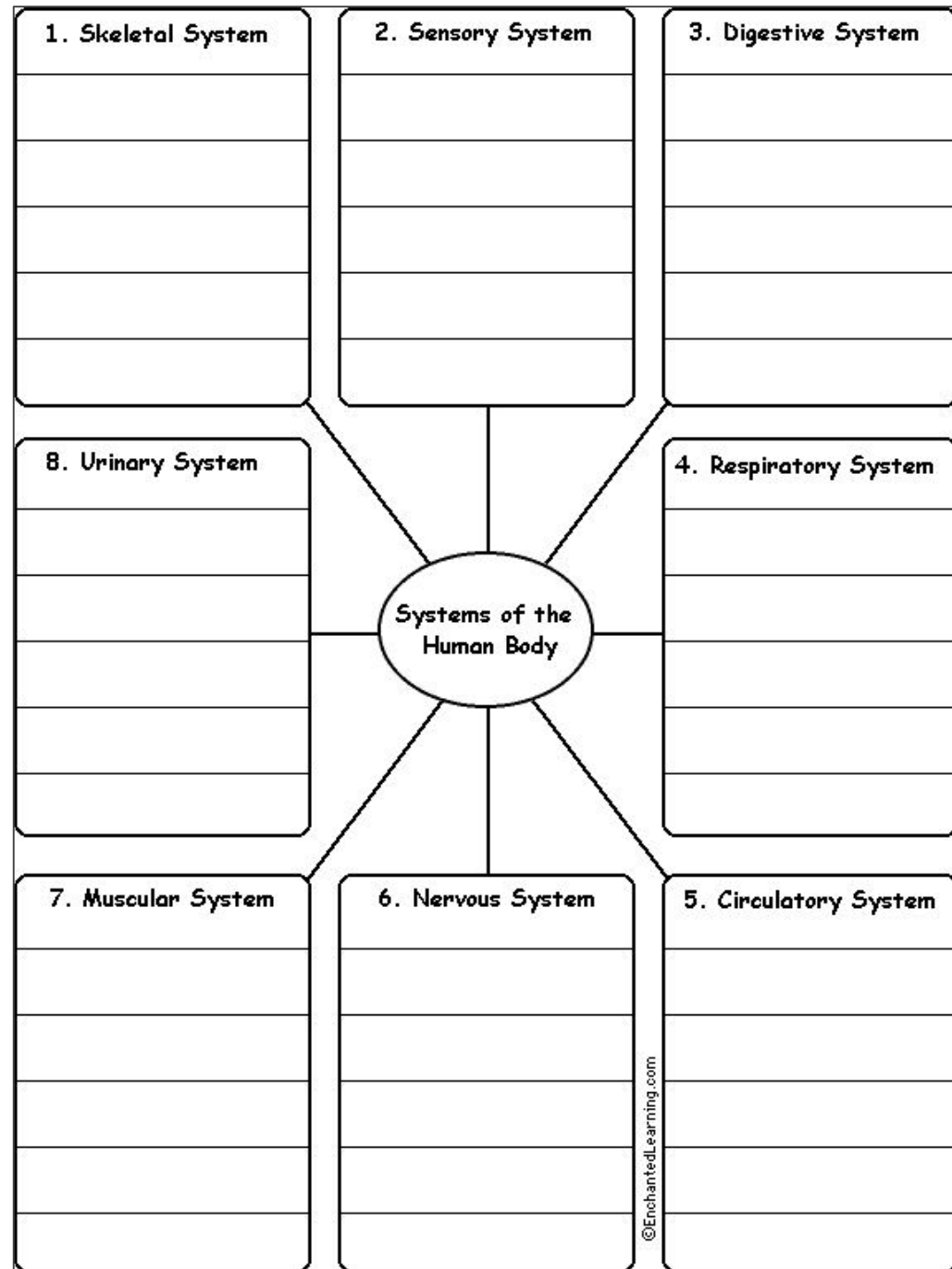
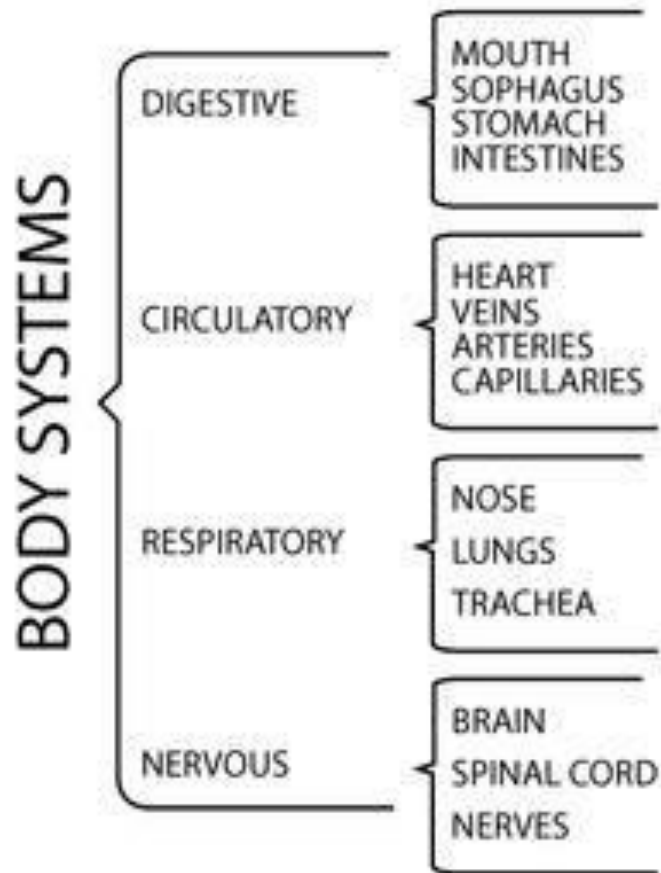
Time Line

Time-Order Chart

Tree Chart

Venn Diagram

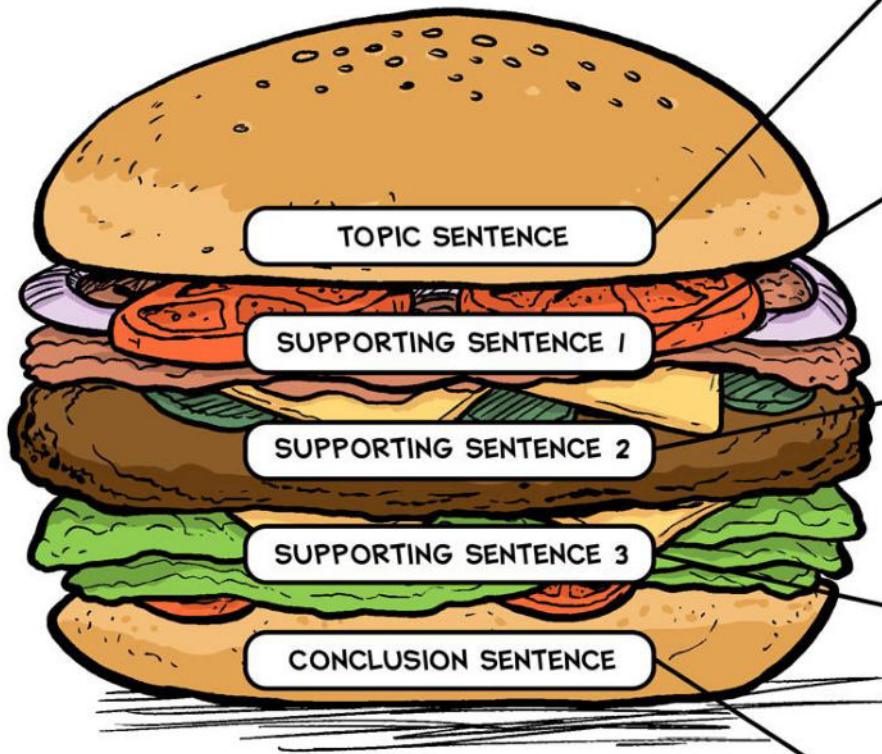
Examples



Name _____

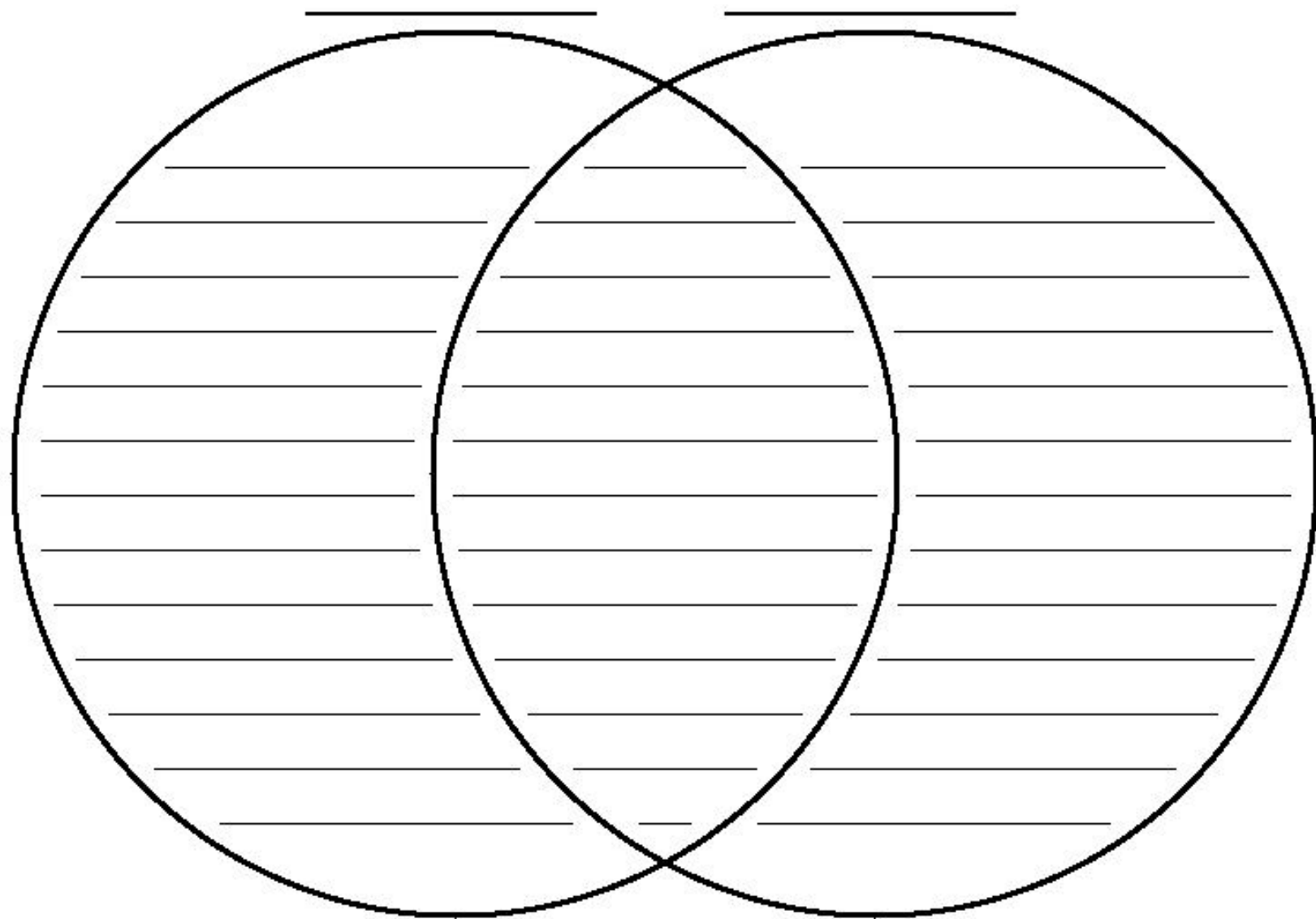
Date _____

The Hamburger Paragraph



Name : _____

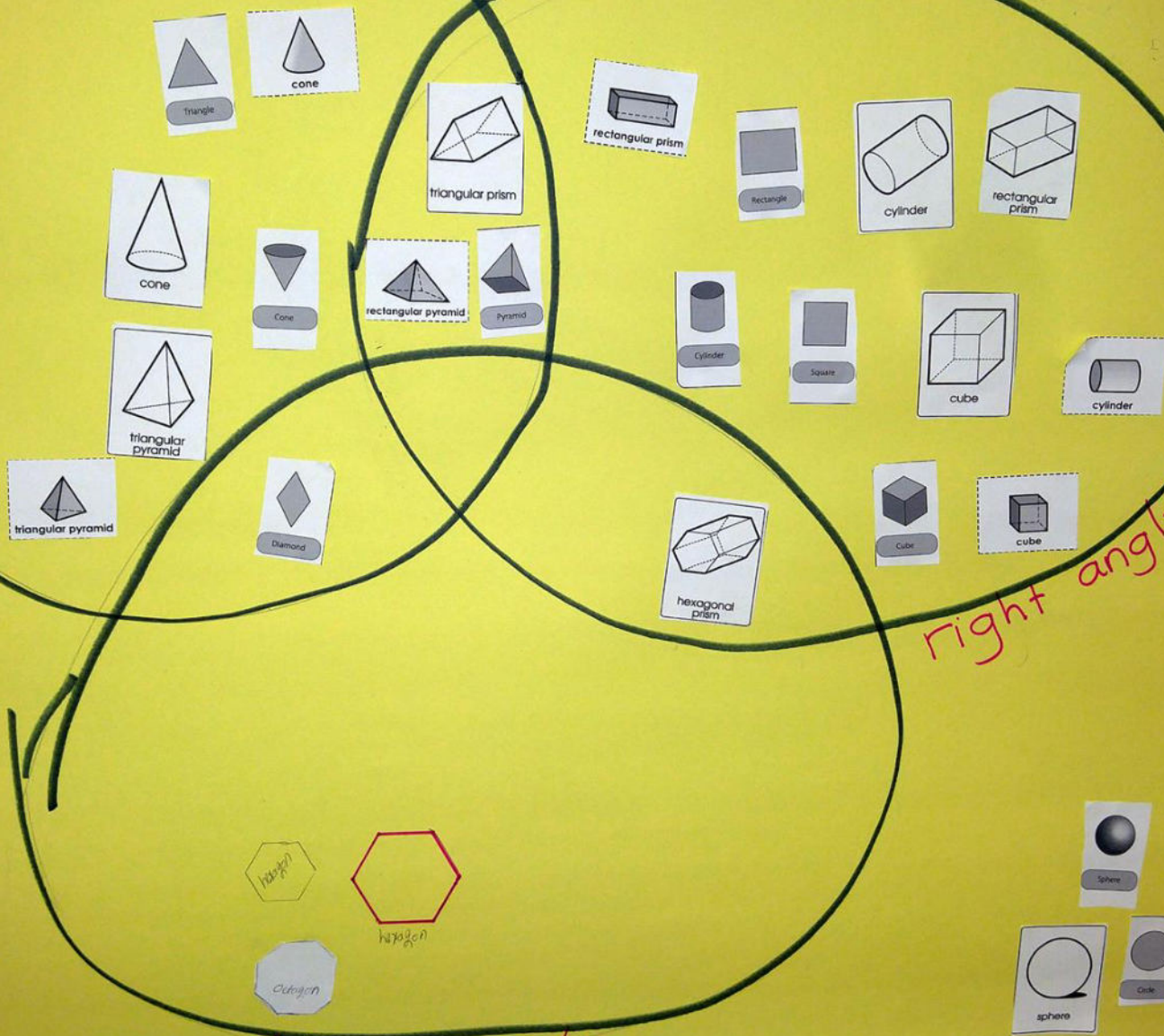
Venn Diagram



acute angles

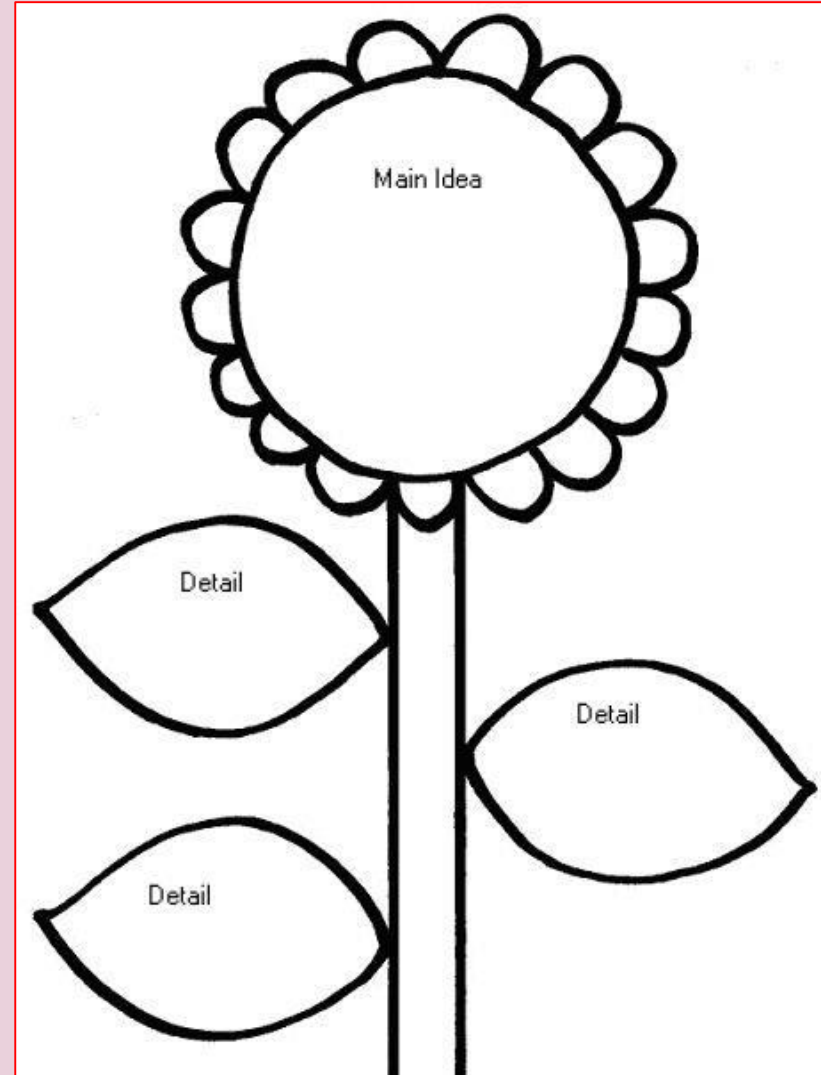
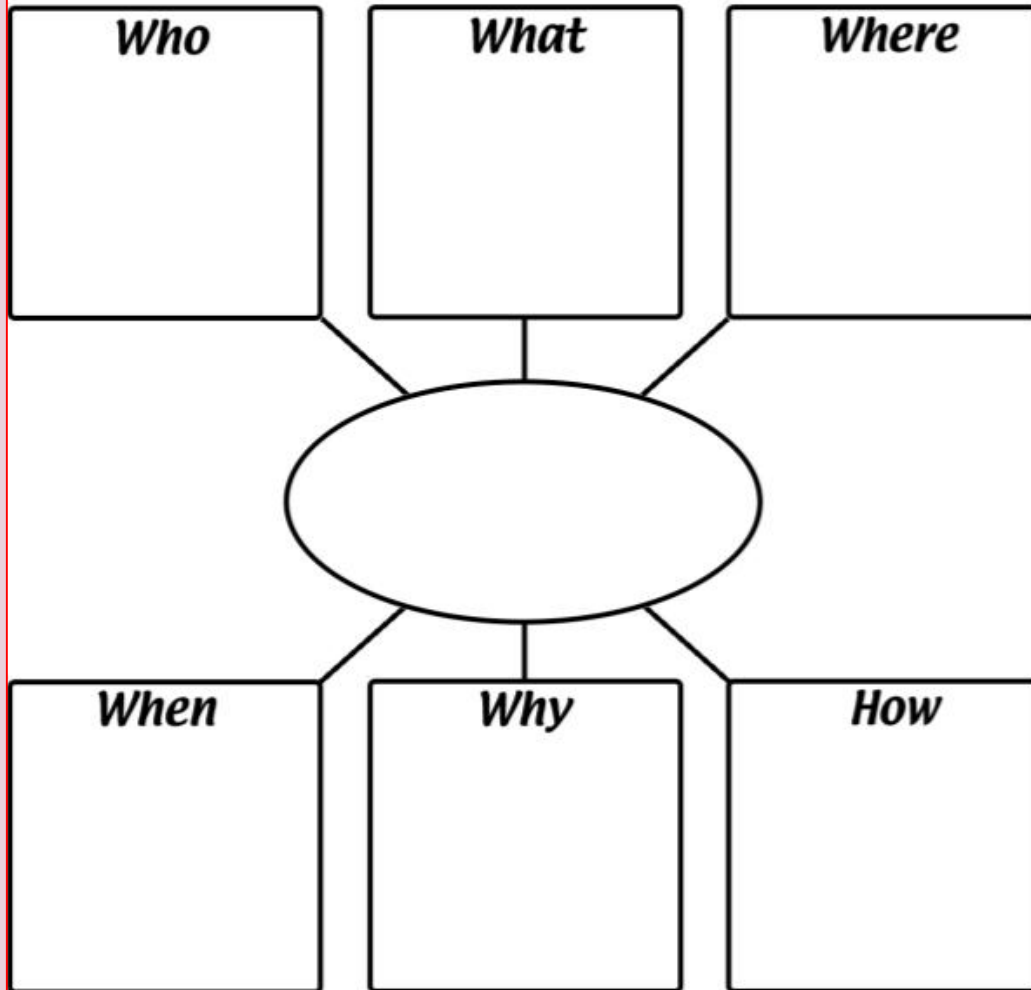
right angle

obtuse angles

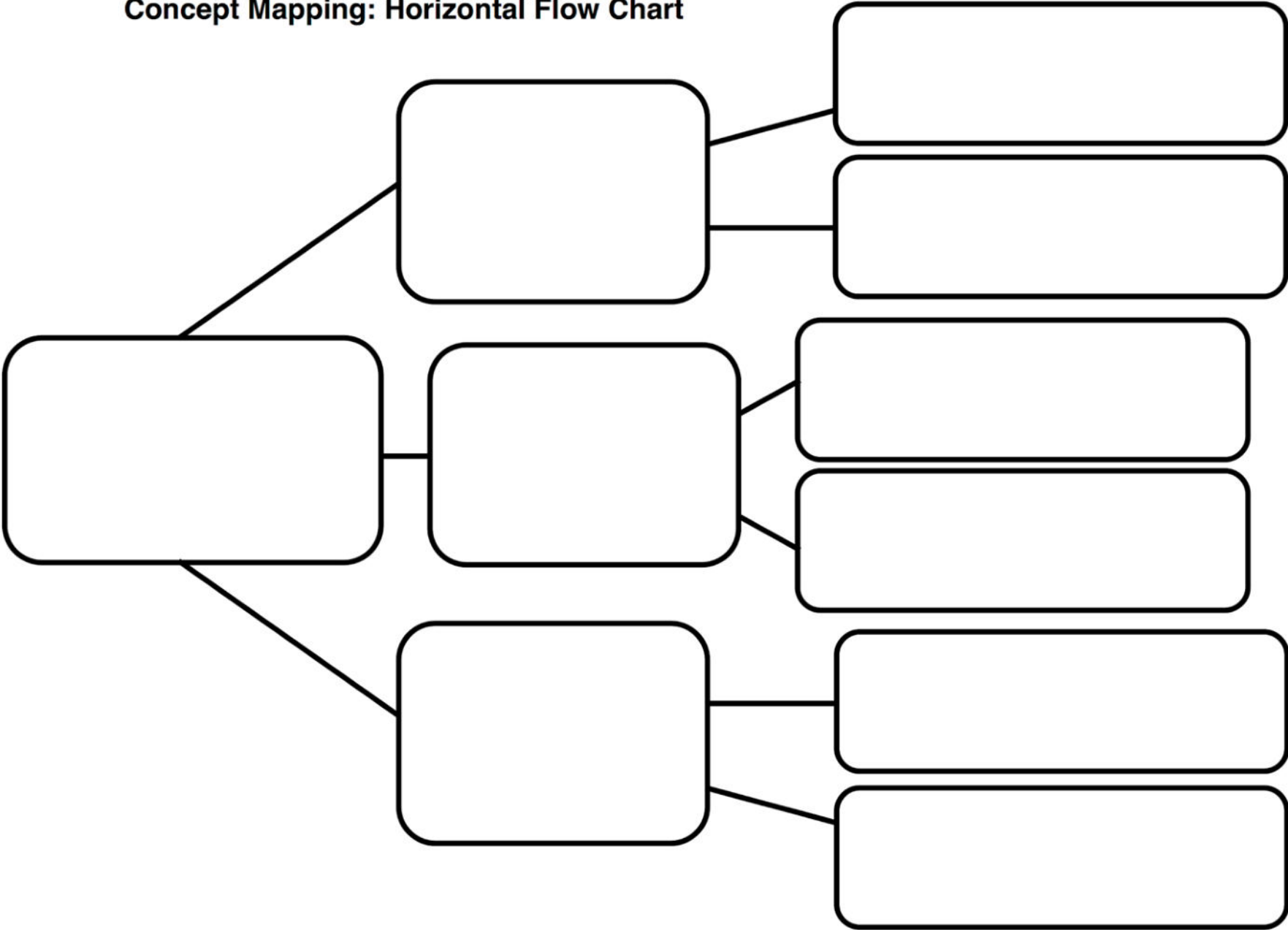


These would work well with beginners and intermediates.

Put the subject in the center box. Answer the six questions.



Concept Mapping: Horizontal Flow Chart



In the age of COVID

These graphic organizers work in google drawings.

And these can go in your google drive.

And kids can draw

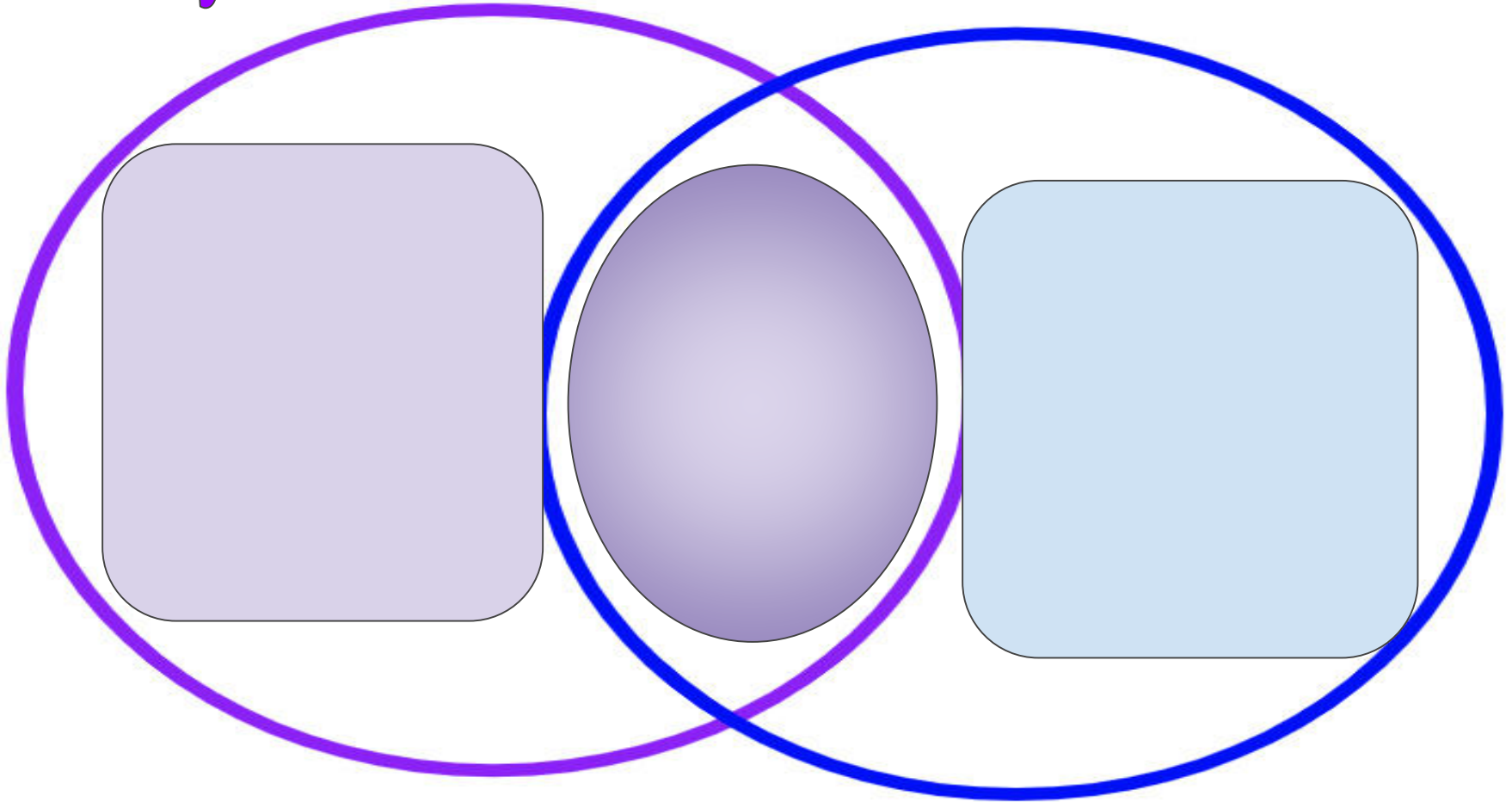


See them in Betsy's

ESL vocab notebook.

identity

name



Compare these words. Write at least 3 words in each box.

Don't allow students to get away with "I Don't Know."



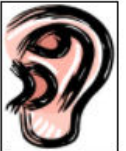
May I please have some more information?



May I have some time to think?



May I ask a friend for help?



Would you please repeat the question?



Where could I find more information about that?



Can I tell you what I do know?

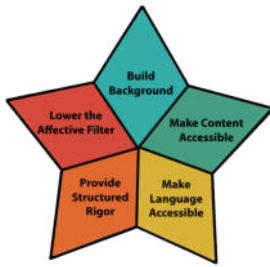


Would you please say that more slowly?

Teach Students What to Say
...instead of I don't know

- *May I please have some more information?*
- *May I please have some time to think?*
- *Would you please repeat the question?*
- *Where could I find more information about that?*
- *May I ask a friend for help?*

7 Steps to a Language Rich Interactive Classroom By, John Seidlitz





Wait time.


The **POWER** of WAIT TIME




@ValentinaESL



Why Should I **WAIT**?

? →  Students need to listen to the question.

 Students may need time to build up courage for responding.

 Students need to process what they've heard.

 Students raise their hand in an effort to be heard.

 Students may need to translate from one language to another.


WAIT 1:
The time between asking the question and the answer.

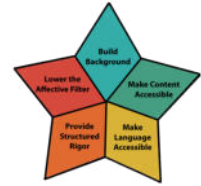
WAIT 2:
The time after the student answers the question. This wait time allows for an extended response.

In the age of COVID

Wait time might include the asynchronous ability for a student to watch a video at their own pace, as well as having students submit answers when they are ready.



FOLDABLES



- Encourage students to be active participants of their own learning
- Connect & layer new and old knowledge
- Build explicit schema for complex information with visual and kinesthetic “chunking”
- Used to introduce new concepts
- Reinforce important thinking and communication skills



More than 1

Plural Nouns

Add s

Words that end in ch,
x, s, or s-like sounds
get an es lunches foxes

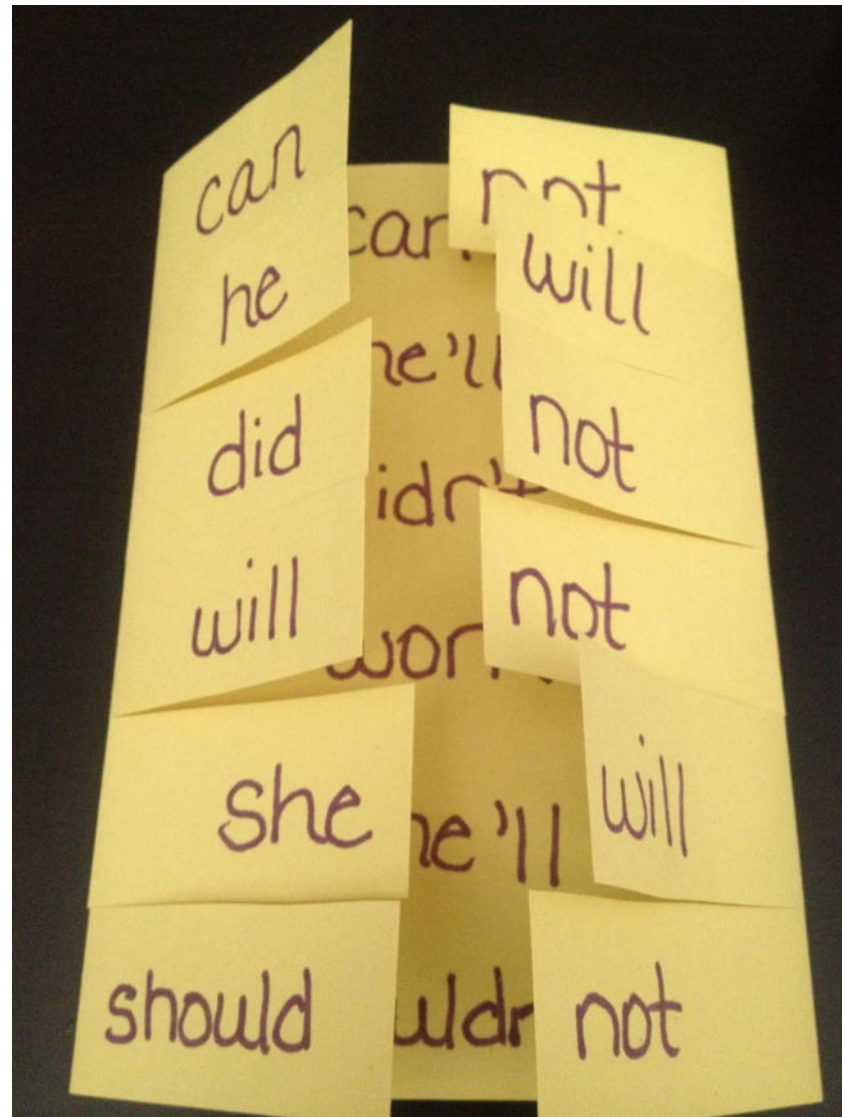
Plural Rule

Change y to i
and add es

f to v and
add es

Irregular

MH 2013

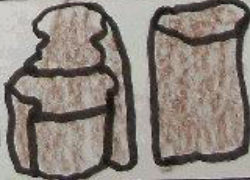





A natural elevation of the Earth's surface, generally steep sides, and a height greater than that of a hill.

Mountains 

 Peninsula


Canyons 

 Plateau

Map Elements (parts of a map)

Title

Compass Rose




Legend


MAP KEY

- Park
- Gas Station
- Campground
- Railroad
- Road

Scale

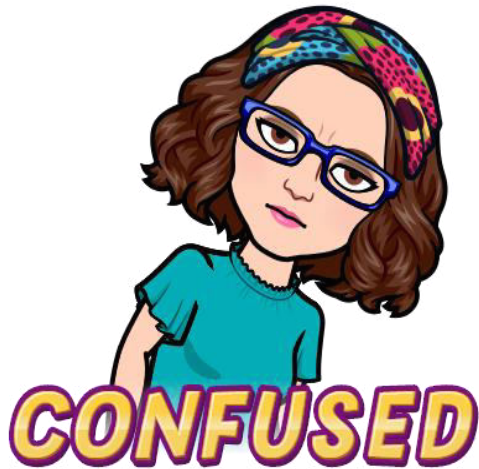


Grid System



But WAIT a second!!!!!!

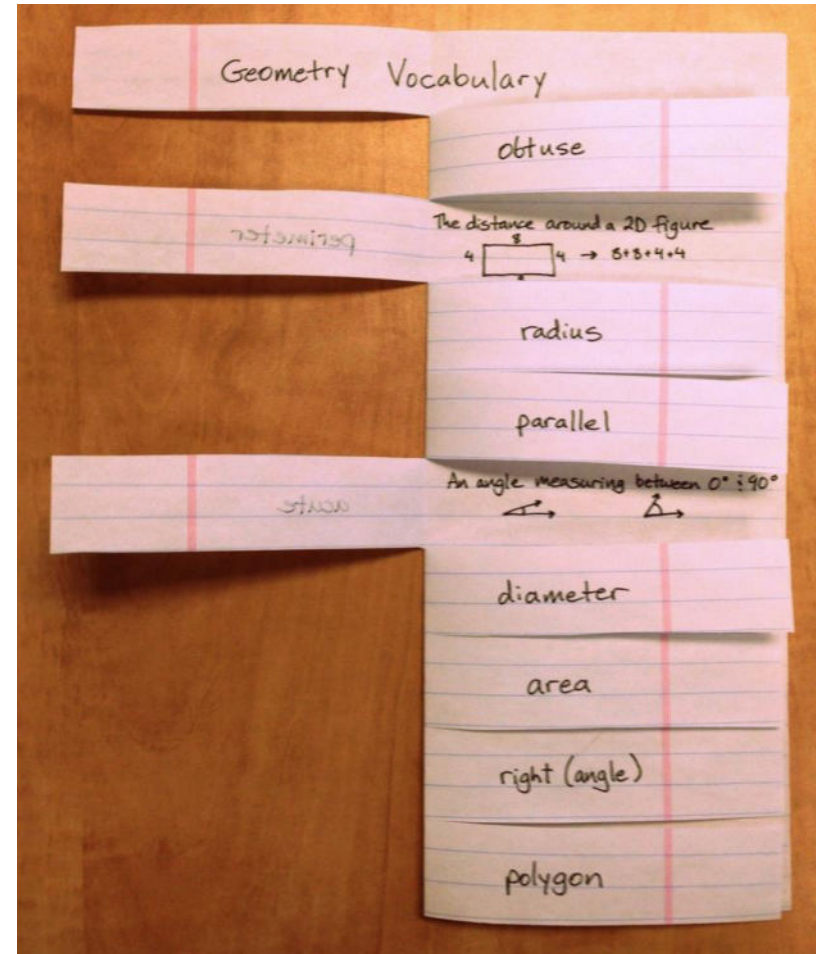
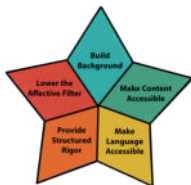
“That looks exactly like an interactive notebook!”



A foldable can be part of an interactive notebook, or it can exist outside of one. A math teacher I know doesn't have interactive notebooks, but her kids make foldables.

NOW THINK ABOUT YOUR STUDENTS

With a partner who will be teaching the same subject at the same grade level, create a foldable that you can use with your students.



In the age of COVID

A Nouns ending in in a consonant	B Nouns ending in consonant + y
C Nouns ending in s, x, ch, sh	D Nouns ending in f, fe, ff
E Irregular Plural Nouns	F Nouns that don't Change

Write 2 examples of each type of plural.

A cats dogs

B baby candy

C brushes foxes

D Leaves halves

E children crises

F Fish food

This is as close as I have managed in my writing class.

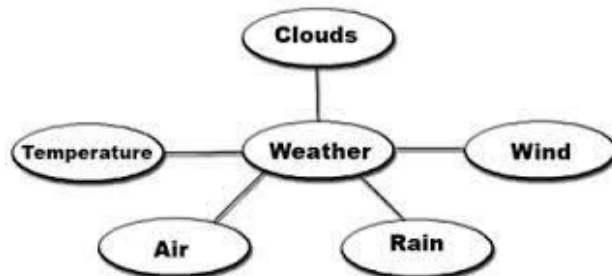
This might be helpful for math and science.



INTERACTIVE WORD WALLS



- Word walls can be teacher or student-produced
- Colors can be used for related words in order to create a visual reminder of the connections between the words
- Word Walls can be used to create concept maps
- Visuals AND vocabulary



Step 4

Students build the word wall during class.



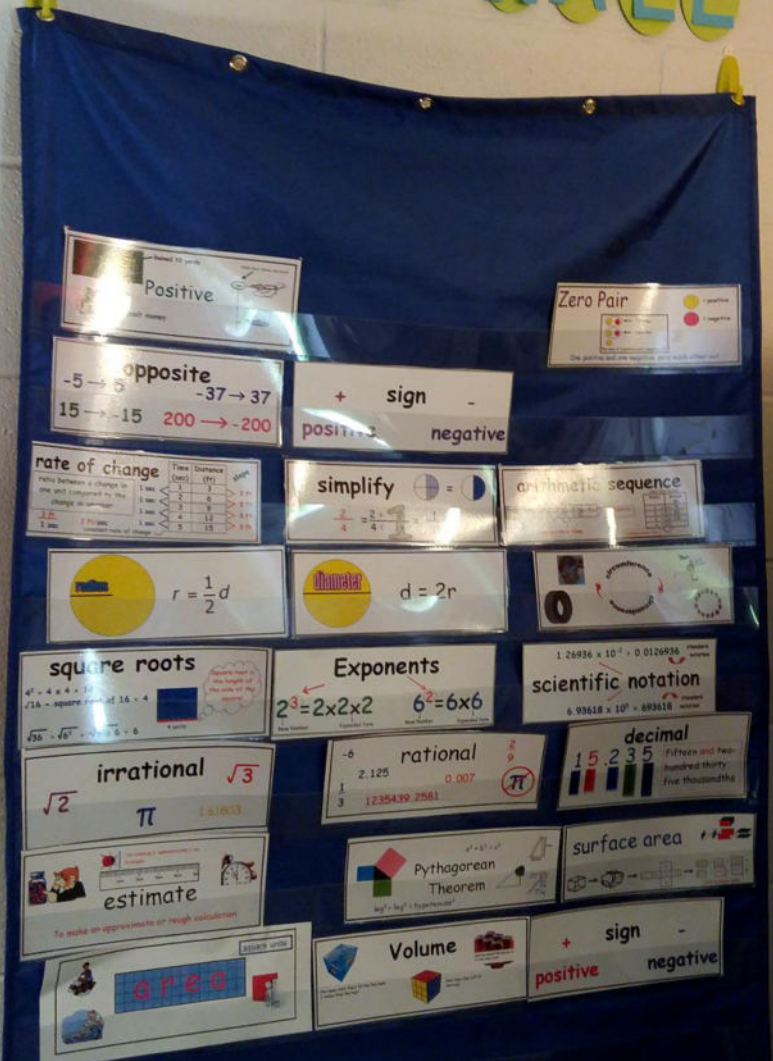


The strings represent relationships.

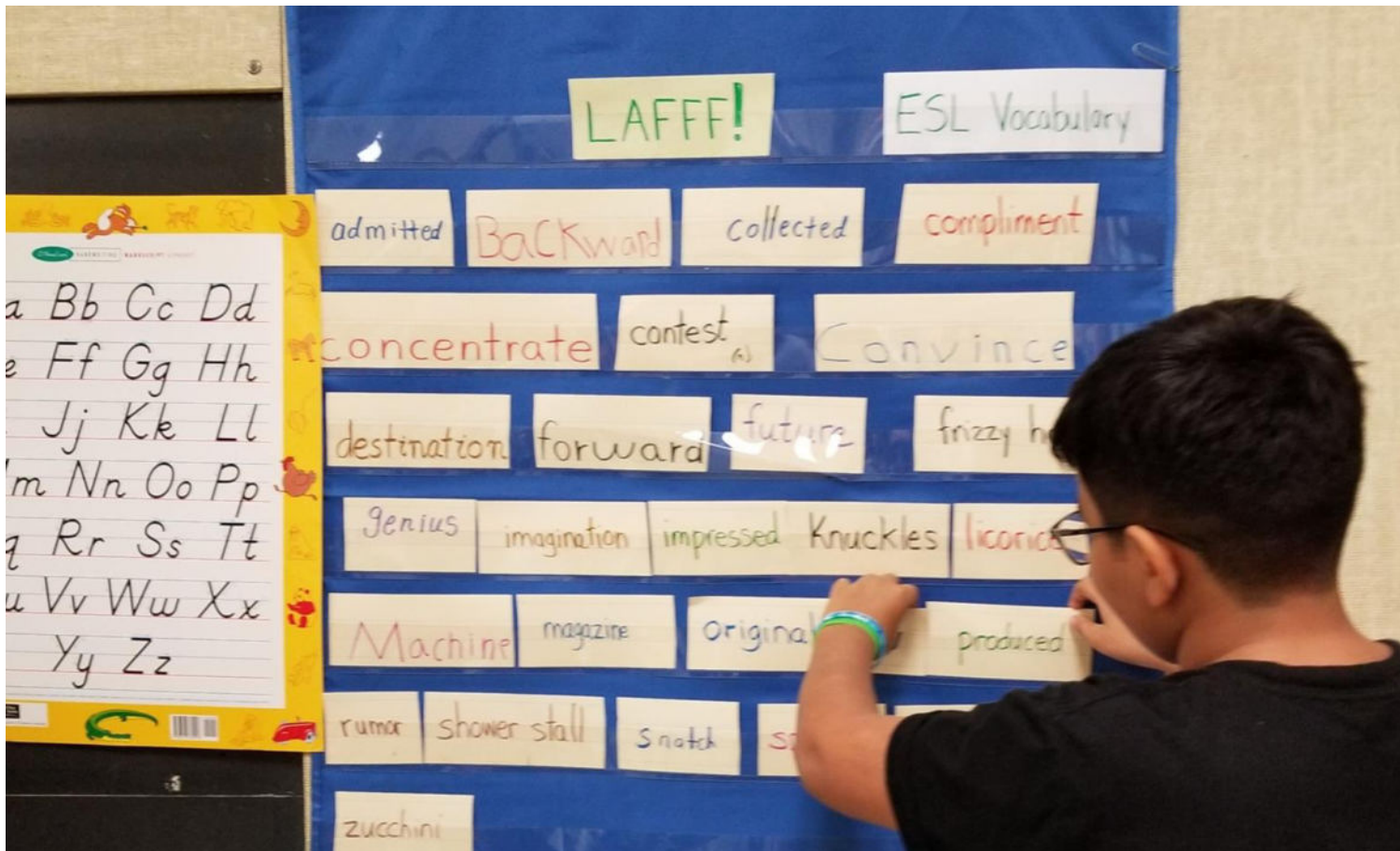
fried words!



INTERACTIVE WORD WALL



Halfway through the quizlet, the 6th grade intermediate students decided it would be easier if the words were alphabetized. But not everyone knew alphabetical order, so they moved a poster near the word wall.



Students organized and matched the pictures and words, sorted them, and used them.

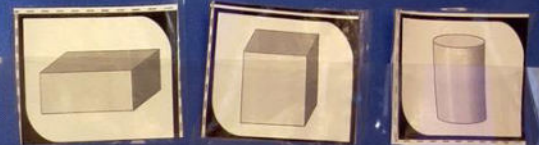
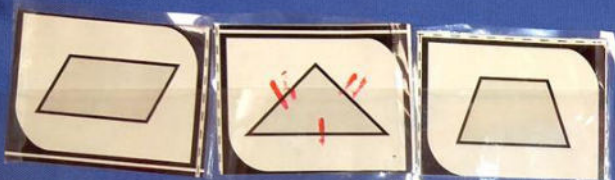
our current word wall

2D Shapes

3D Shapes

Plane Shapes

Solid Shapes



Parallelogram Isosceles Triangle Trapezoid

Rectangular Prism Cube Cylinder



Octagon Scalene Triangle Rectangle

Cone Sphere Pyramid

Light travels in a straight line

Bend
Changes mediums

Bounce
Strikes an object

Bend
Refraction

But

Bounce
Reflection

Medium

Air

Glass

Water

Binoculars
(Lens)



Microscope
(Lens)



Mirror



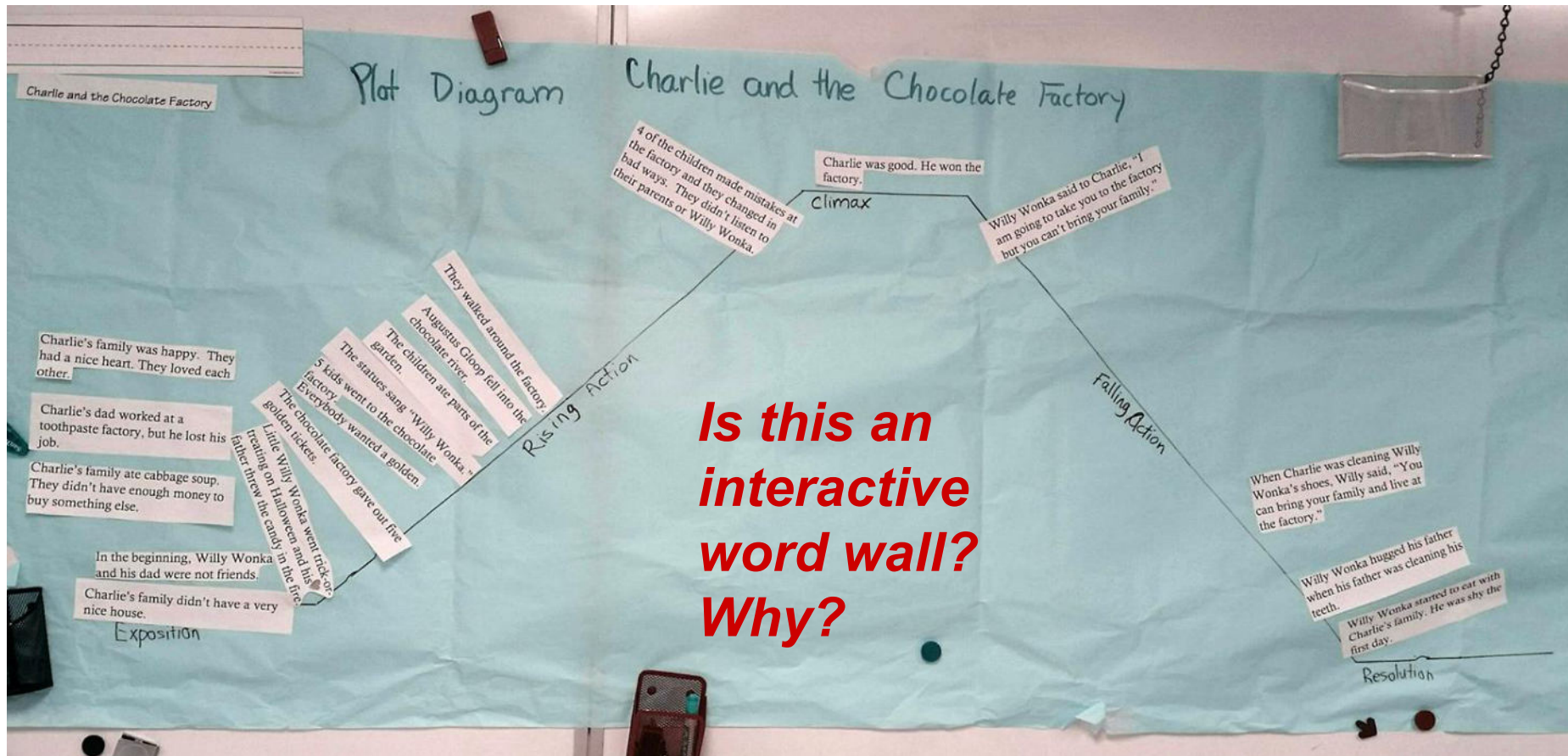
This word wall becomes interactive when the students use the words for their writing, sort the words by category, or look at it while writing a sentence that includes any 3 of the words.





ELA: ESL beginners drew pictures, wrote page numbers, or wrote words from their common book and placed them in the correct pocket.

This is how the class next door learned the same concept with a movie they saw together. Shared writing. Pairs sorted and decided where to put the plot elements.



Properties of Soil

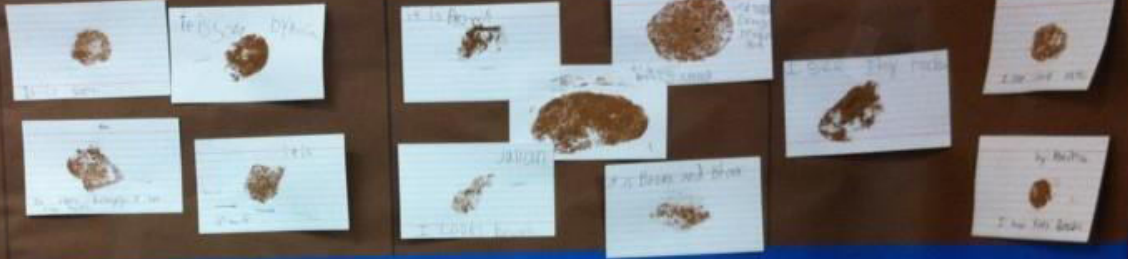
Soil

Texture

Color

Particle Size

Sample 1



Sample 2



Sample 3



INTERACTIVE WORD WALL ACTIVITIES

With a partner who teaches the same subject, sketch out both an interactive word wall and an activity sheet that you can use with your students.

- Try to use at least some realia (objects, not pictures)
- Choose the academic vocabulary that would benefit both ELLs and other students.

In the age of COVID

Jamboards is the best way I've found to make interactive word walls and have students interact with them alone or in groups.



This jamboard encouraged students to work collaboratively to describe photos and create sentences using three verb tenses.

Thoughts/Feelings

The boy on the right is very focused.

The girl is not cold even though she only has shorts and a t-shirt.

The boy in black has a broken arm and it hurts.

What happened?



Before...

The geography teacher gave them an assignment to read and discuss.

Name: whole class

During..

The boy in the back is taking notes.

After..

They will turn in the pink papers to the teacher.

What is an essential question?

An essential question frames a unit of study as a problem to be solved. It should connect students' lived experiences and interests (their only resources for learning something new) to disciplinary problems in the world. And it should connect what they learn back to the real world, where they can put their new understandings to work.

<https://www.scholastic.com/teachers/articles/teaching-content/essential-ques>

How do we write essential questions?

According to McTighe and Wiggins, essential questions have seven characteristics:

- They are open ended,
- Thought provoking,
- Require higher order thinking,
- Point toward big transferable ideas,
- Raise additional questions,
- Require justification and
- Recur over time.

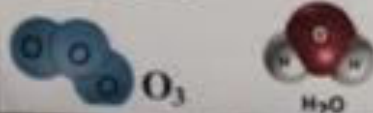
There's a lot of great info here, including a video I can't copy.

POSTING ESSENTIAL QUESTIONS

of an element on the periodic table tell us about its physical and chemical properties?



the structure of a molecule (and its chemical formula) whether it is an element or a compound?



How can we determine whether an atom will be more likely to give up or receive electrons?



How can we determine based on a chemical equation whether there is conservation of mass?



How can we determine the identity of an element by analyzing its atomic structure?

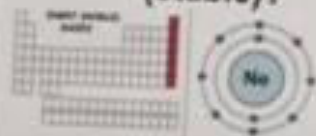


I know this is an atom of the element Boron because...

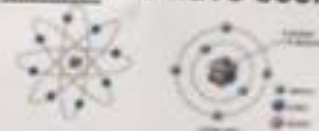
Why do atoms combine to form molecules?



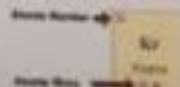
Why are noble gases considered unreactive (stable)?



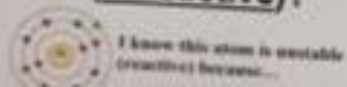
What are some limitations of the models of atoms we have seen?



What information can we gather about an element from its atomic mass and how does that differ from what we can gather from its atomic number?



How can we determine whether an atom is reactive or stable (unreactive)?



What evidence can we use to justify that a chemical reaction has taken place?



How can we determine whether a compound is organic or inorganic?



These would be essential questions for a week or longer, not for a single lesson. How could you show students which one they're working on today?

Essential Question
How can shapes be sorted?

Essential Question
How can you use two or more shapes together to make a new shape?

Essential Question
In what ways can shapes be divided equally?

Essential Question
How many equal parts can the shape be divided into?

A colleague and I use magnetic arrows on our whiteboards, scrolling through the unit's questions.



Some people use tape, or only show the students one EQ at a time.

{ Essential ! }

How is a reptile
different than a
mammal?

Essential Questions

What are some different strategies we can use to enhance our reading and comprehension skills?



Reading

What are some different steps of the writing process? Why is it important to follow these steps?



Writing

Multi-Grade or Cross-Curricular

Essential Questions In Art



K

1

2

3

4

5

Can lines have names that describe them?

What is the difference between taking inspiration from artwork and copying?

Why do artists use nature as inspiration?

How can an artist show distance in his/her artwork?

How does art help us think about people from the past?

In the age of COVID

**Just place your essential question in
your module title page, and/or at the top
of each activity.**



This is what my module looks like for math intervention, week 2 of this year.

MATH



Week of ____ / ____ - ____ / ____ /2020

Content Objectives: TEKS

Students will apply mathematics to problems arising in everyday life, society, and the workplace.

Language Objectives: ELPS

Use learning strategies to acquire basic and grade-level vocabulary, such as concept mapping, drawing, memorizing, comparing, and contrasting of basic and grade-level vocabulary.


→ Essential Question:

How do mathematical models/representations shape our understanding of mathematics?

Academic Vocabulary:

Sum, addend, factor, multiple, product.

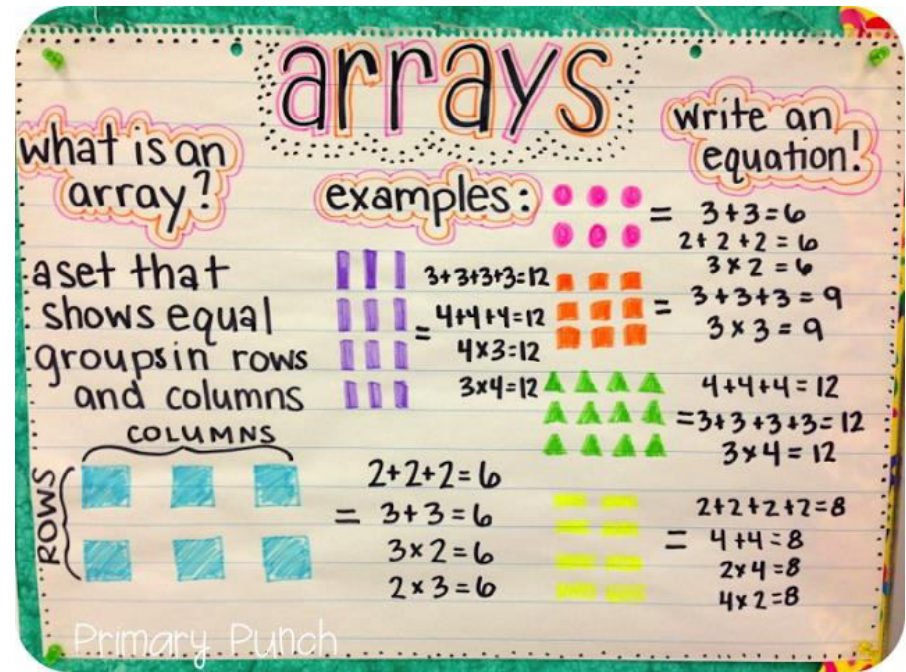
First week for my one of my ESL classes:

Week of ____/____ - __/__/2020	
Content Objectives: TEKS	<p>The student is expected to:</p> <p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>(D) identify and gather relevant information from a variety of sources.</p>
Language Objectives: ELPS	<ul style="list-style-type: none"> ● I'll check whether I understand what my teacher and classmates say, and I'll ask questions when I don't. ● In class discussions, I'll share my opinions, ideas, and feelings about what I'm learning
 Essential Question:	How can I communicate with my teachers and classmates online?
Academic Vocabulary:	BLEND, CANVAS, expectations, portal, submit, share

ANCHOR POSTERS

Why Use THEM?

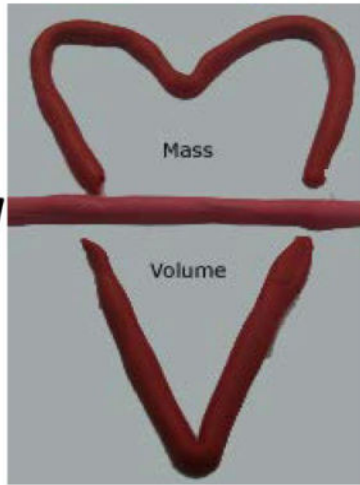
1. To recognize goals
2. To review concepts
3. To set expectations
4. To involve students
5. Some students are more comfortable following the wall's instructions than yours.



An Anchor Poster is an Anchor Chart on the wall.
(They can also be in reference folders or interactive notebooks.)

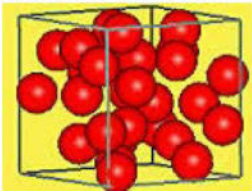
Density

=

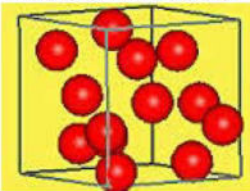


Density

More Dense



Less Dense



Mass: 20 g
Volume: 5 cm³
Density=4g/cm³

Mass: 15 g
Volume: 5 cm³
Density=3g/cm³

Rounding

* To the nearest ten




A number line from 0 to 20. The number 5 is circled in purple. A purple bracket above the line spans from 0 to 10. A red arrow points from 5 to 0. Another red arrow points from 5 to 10. The numbers 1, 2, 3, 4 are grouped together with a red arrow pointing to 0. The numbers 6, 7, 8, 9 are grouped together with a red arrow pointing to 10.

STEPS:

1. Identify the number you are supposed to round.
2. Identify the two tens your number comes between.
3. Count how many "hops" or numbers it is to each ten.
4. The one with the lowest number (the nearest) is your answer!

Teacher-Made

Author's Purpose: Easy as PIE!

 <u>Persuade</u> The author is trying to get you to do or try something.	 <u>Inform</u> The author is trying to give you information and teach you facts.	 <u>Entertain</u> The author is trying to make you enjoy the story by keeping the readers' attention.
---	---	--

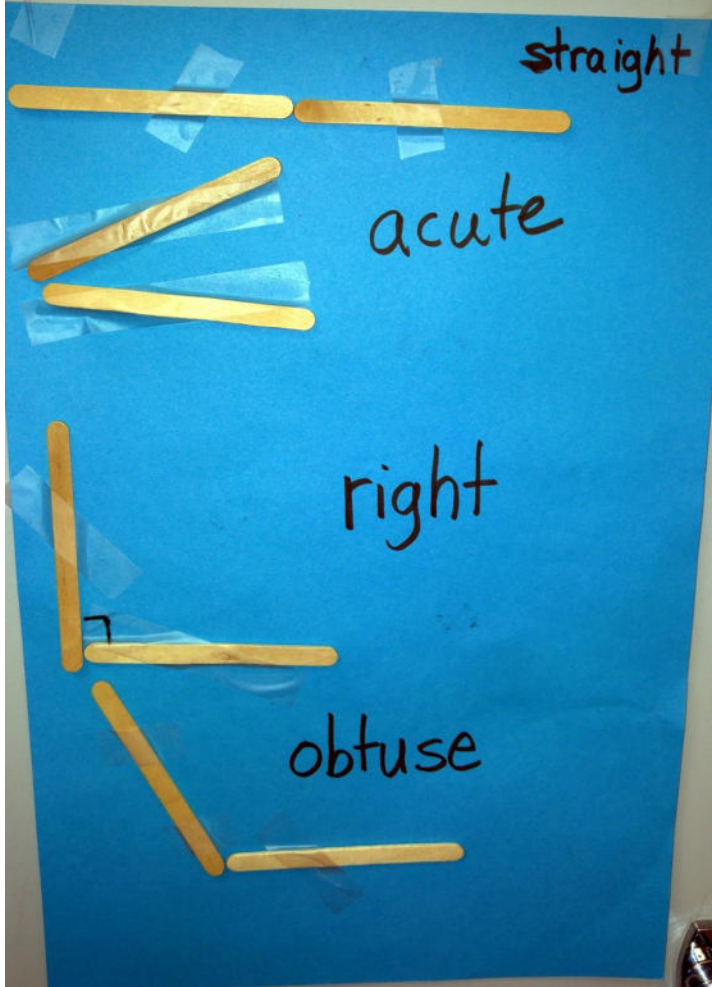
EXAMPLES:

<ul style="list-style-type: none">• Commercials• Billboards• Advertisements• Opinions• Reviews• Political Ads	<ul style="list-style-type: none">• Documentaries• Nonfiction• History/Science• News Articles• Recipes• Biographies	<ul style="list-style-type: none">• Fiction• Fantasy• Mystery• Comics/Jokes• Adventure• Romance
--	--	--

Mmm... Tasty!

Student-Made

Student-created poster for types of angles.



straight

acute

right

obtuse

Forms of Energy

Force, Motion, & Energy

M mechanical

E electrical

L light

T thermal/heat

S sound

energy = work

Rotate VS. Revolve

SPIN OR TURN



TAKES:

24 hours -OR-
1 day

CAUSES:

day & night

GO AROUND



TAKES:

365 days -OR-
1 year

CAUSES:

seasons

3-D

units

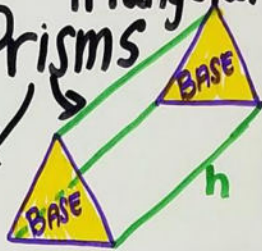
VOLUME

$$V = Bh$$

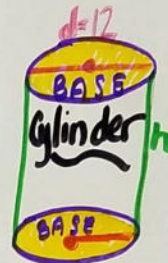
Rectangular Prisms



SHAPE OF BASE: parallelogram or rectangle



triangle



circle

B AREA OF BASE: $= b \times h = \frac{1}{2} b \times h$

$$= \pi r^2$$

$$V = \frac{1}{3} Bh$$

pyramid



$$V = \frac{4}{3} \pi r^3$$



What did this teacher include to help students access the material?

Circumference (perimeter of a circle)

radius

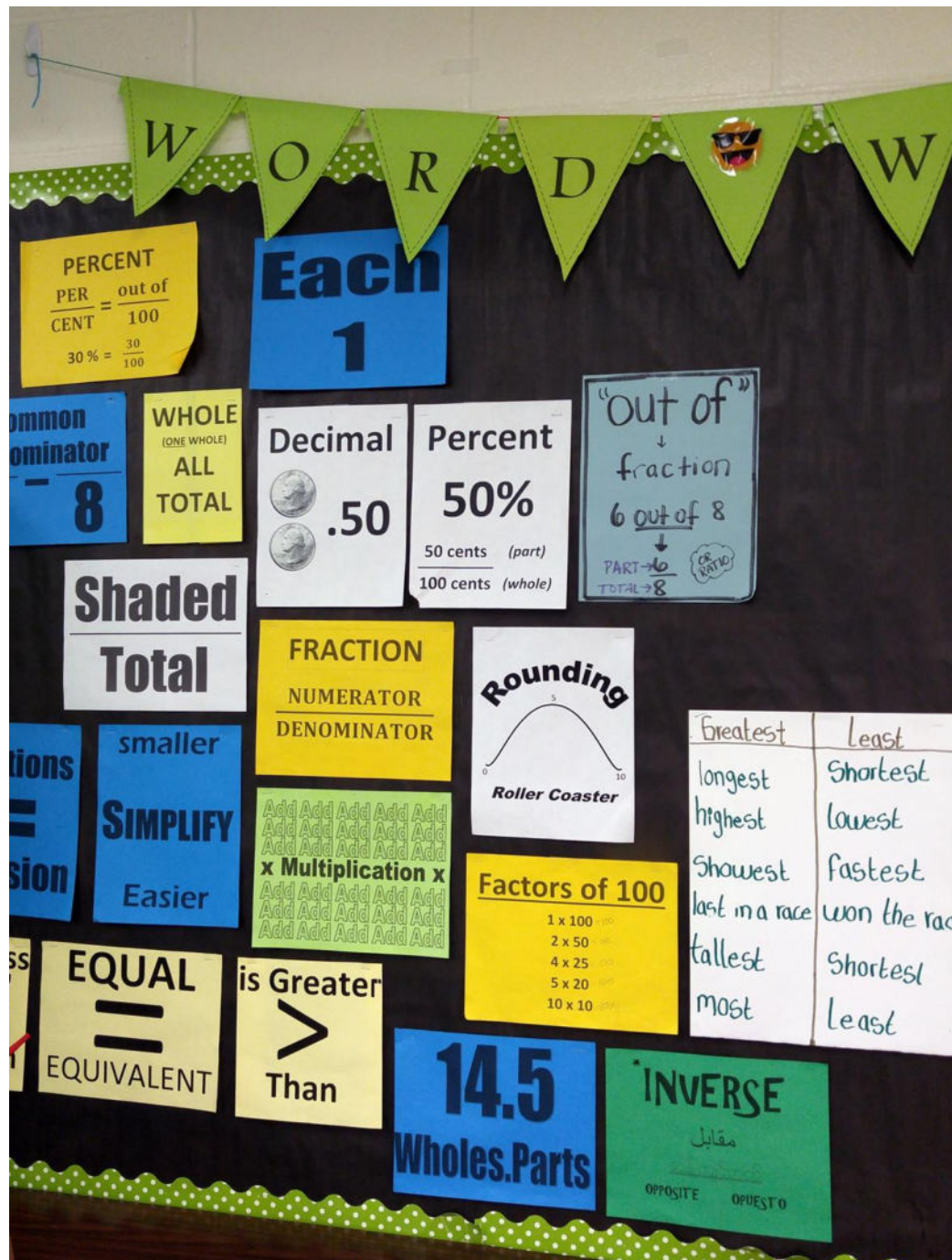
Diameter

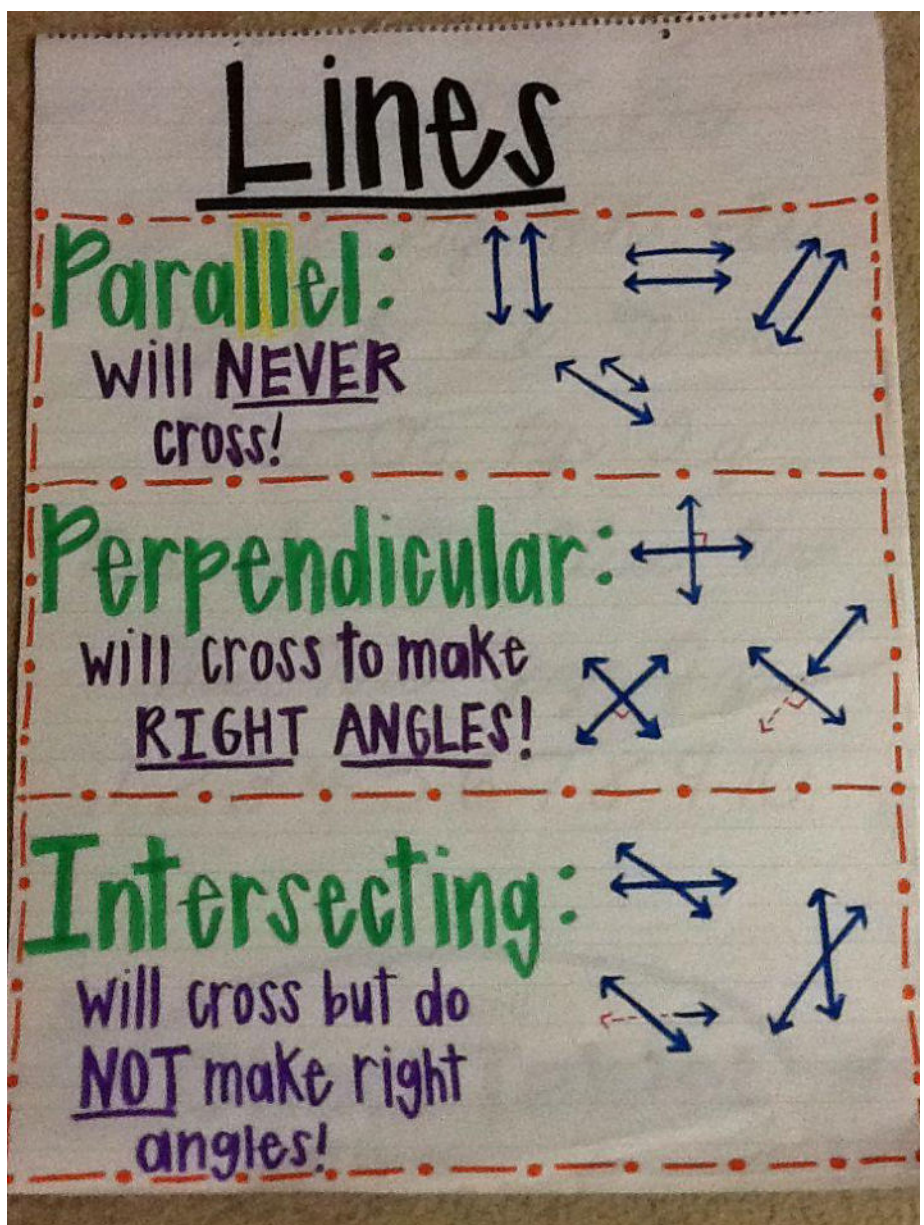
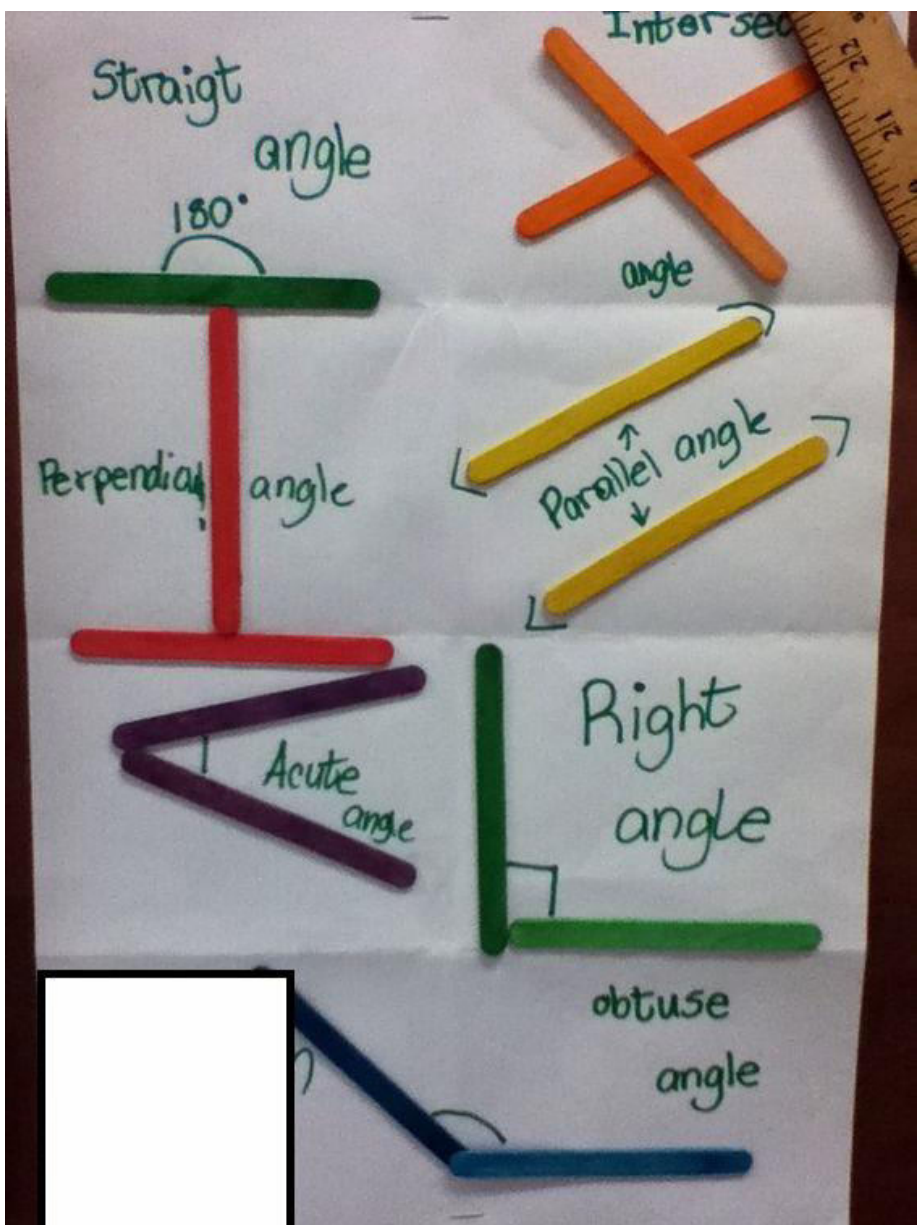
$$C = 2\pi r$$
$$C = \pi d$$

Fractions, Percents, and Decimals

<u>Fraction</u>	<u>Percent</u>	<u>Decimal</u>
1	100%	1.0
1/2	50%	0.5
1/3	33.3%	0.33
1/4	25%	0.25
1/5	20%	0.2
1/6	16.6%	0.166
1/8	12.5%	0.125
1/10	10%	0.1
1/12	8.3%	0.083

©All Rights Reserved Loving2Learn™





Theme VS Main Idea

The **Theme** is the lesson or moral of the story that can be applied to everyday life.

The **Main Idea** is what the story is "mainly" about.

For Example

The story of "The Tortoise and the Hare"

What is the theme?

The winner is the one who keeps going and doesn't give up.

What is the main idea?

A rabbit challenged a turtle to a race; the turtle won because he kept going and did not give up.

Common Themes in Literature

- Courage
- Friendship
- Perserverance
- Bravery
- Good vs Evil
- Hard work
- Innocence
- pays off!!

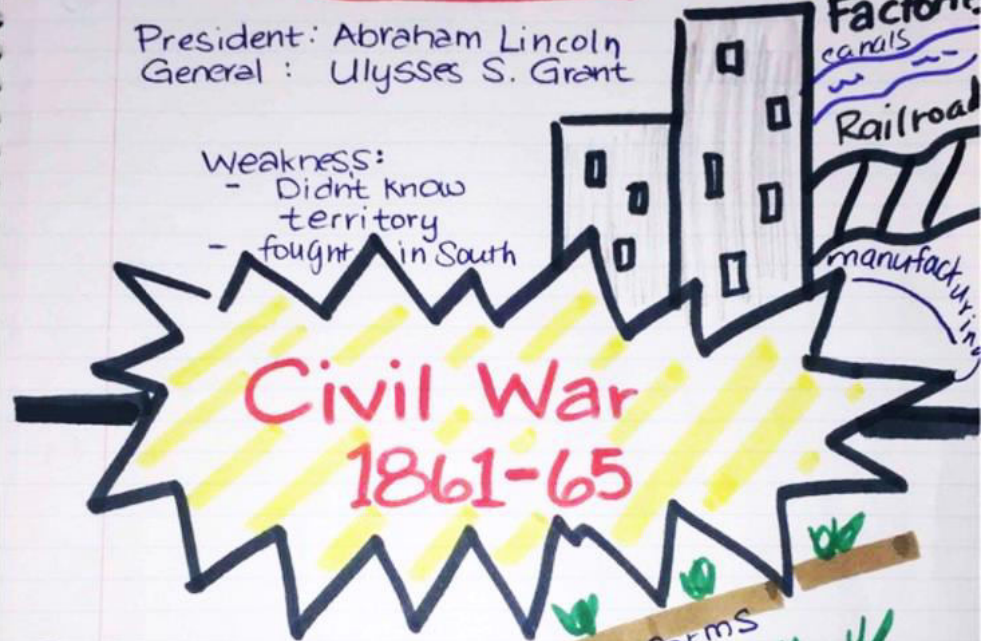
The **Theme** does not mention specific events from literary work.

NORTH

President: Abraham Lincoln
General: Ulysses S. Grant

Weakness:
- Didn't know territory
- fought in South

STRENGTHS:
- cities
- big population



President: Jefferson Davis
General: Robert E. Lee

Strengths:
- Good Leadership
- know the territory
- Iron Factory (Tregdear Iron)

Weaknesses:
- farms
- small white
- large African population (slaves)

SOUTH

*Not enough manufacturing

NONFICTION

TEXT

FEATURES

shows something's structure

FEATURE

label

illustration

photograph

index

map

glossary

caption

diagram

PURPOSE

shows something's name

gives a drawing of something

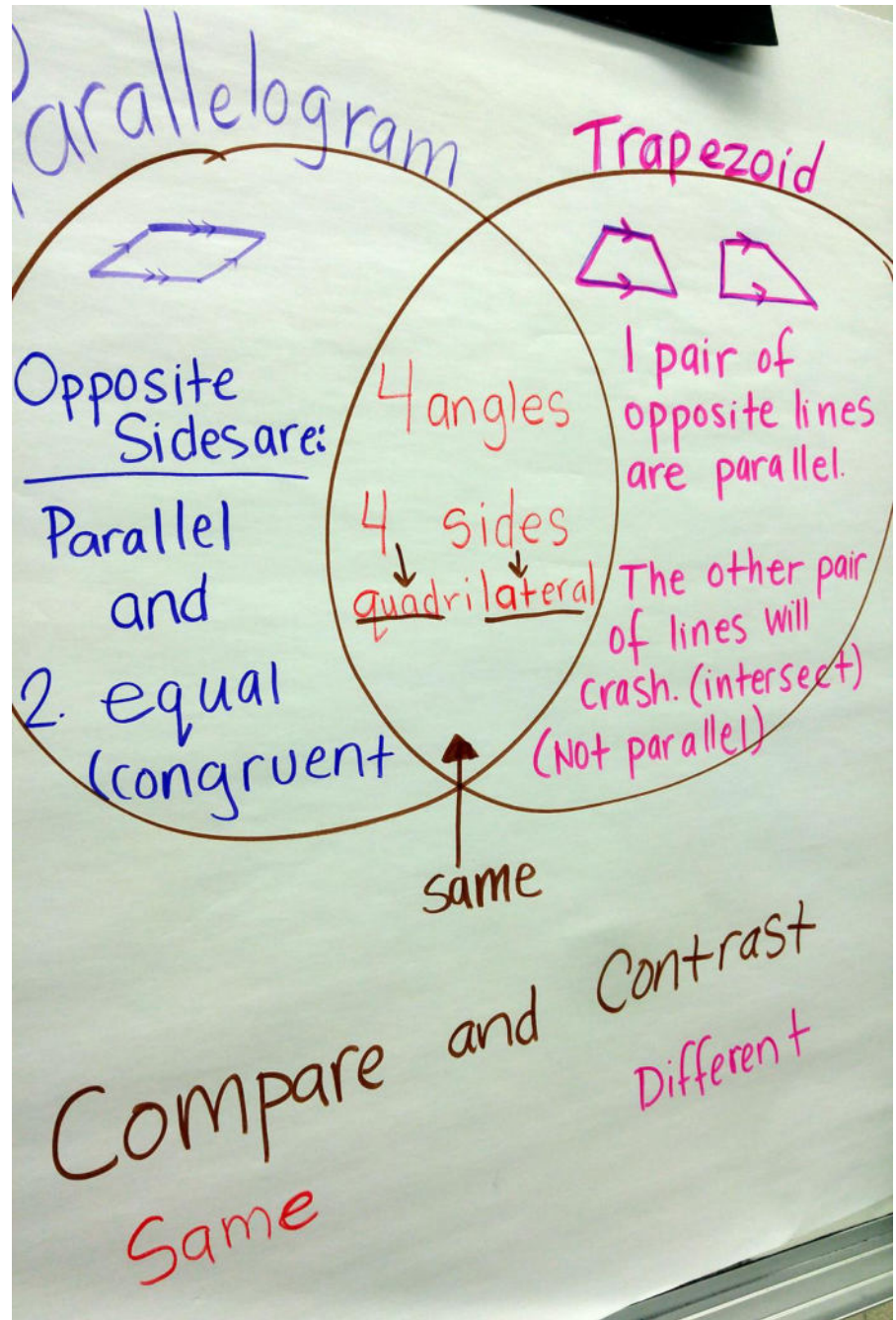
shows what something is

shows the topics in the book

shows something's location

tells the definition

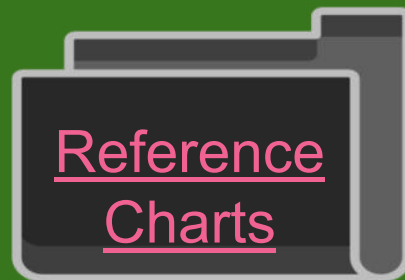
explains the photograph



In the age of COVID

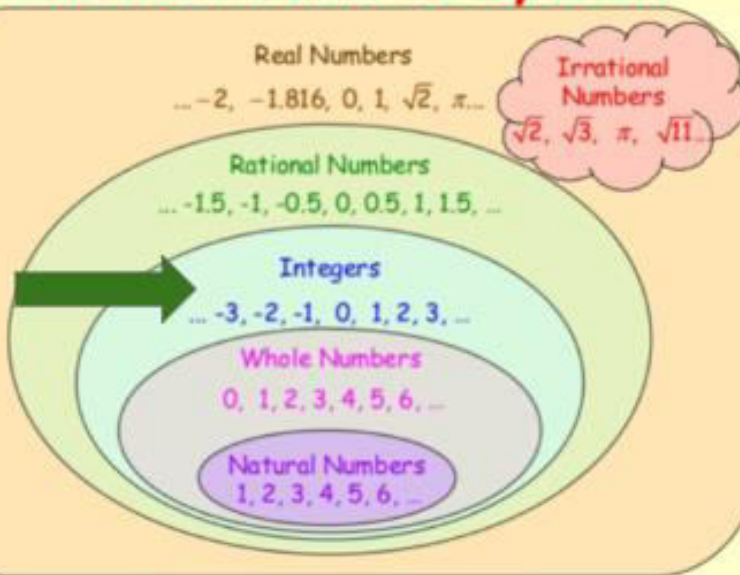
Link to photos of your existing anchor charts, or recreate them electronically in google drawings or jamboards.

I made a whole reference folder for my math elective class, but I plan to insert individual slides into lessons.



Integers

The Real Number System

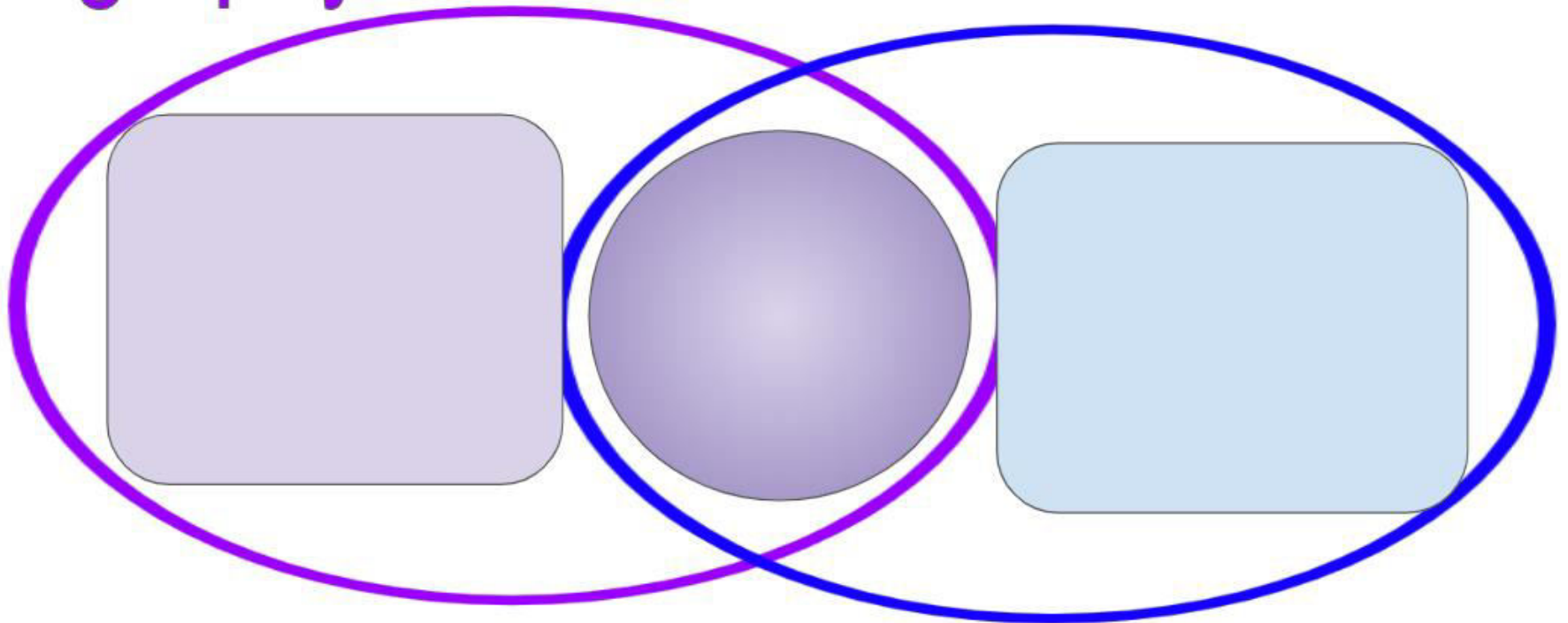


in the math
elective
interactive
notebook

Students can fill in the boxes in their ESL writing interactive notebook.

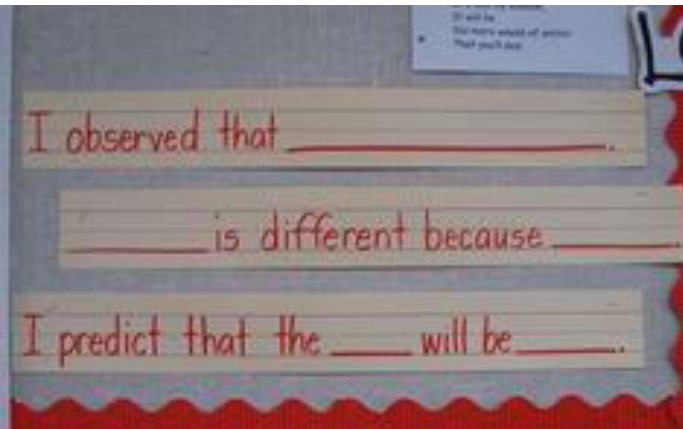
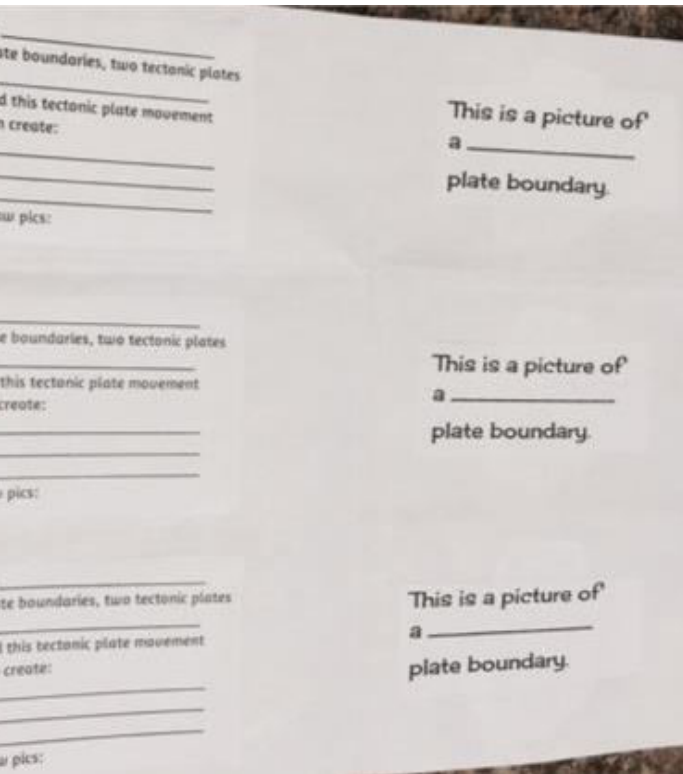
biography

memoir



Compare these words. Write at least 3 words in each box.

SENTENCE FRAMES



- Sentence frames are used to structure a student's OUTPUT, both in SPEAKING and in WRITING
- When students routinely use sentence frames, they acquire (internalize) the formal, academic structures
- Sentence frames lower the affective filter by reducing the amount of language that students have to produce / monitor.
- They also increase the academic rigor by requiring students to justify / compare & contract / explain.

What's the difference between a sentence stem and a sentence frame?

In a sentence stem, the blank is always at the end.

A sentence stem is a _____

In a sentence frame, the blank can be anywhere.

**A _____ frame is missing one
or**

because _____.

Sentences We are practicing today...

What did we learn today?

We learned _____.

I am from _____.

The first step is _____.

The next step is _____.

The answer is _____.



Can You PROVE IT?

- ✓ The picture showed me...
- ✓ On page _____, it said...
- ✓ The author wrote...
- ✓ For example...
- ✓ I think _____ because...
- ✓ According to the text...
- ✓ I know _____ because...
- ✓ For instance...
- ✓ Based on the text....
- ✓ Now I know...

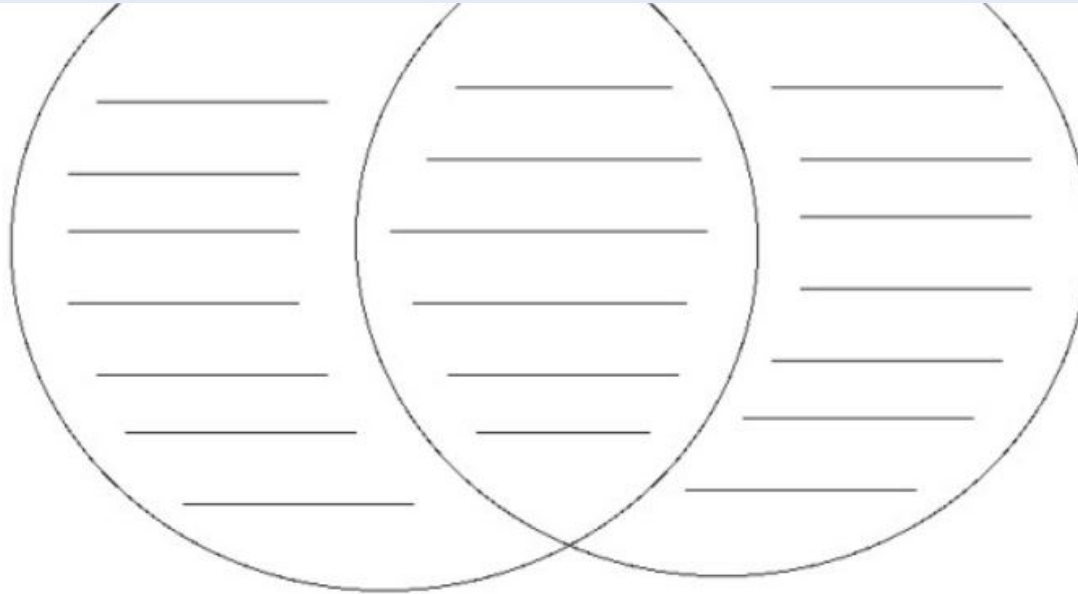
Quoting Text " "

I know _____ because
the text says, "_____".

Since the text says, _____

I know/can infer _____

Sentence frames work well with word banks and organizers.



COMPARING	CONTRASTING
___ and ___ are alike because	___ and ___ are different because
A similarity between ___ and ___ is	A difference between ___ and ___ is
Both _____ .	On the one hand On the other hand

SIFE MATH - Simple sentence stems.

I know...

I showed ...

I learned

I know plus and times like
same go bigr.

I showed $12 + 12 = 12 \times 2 = 24$
so half of 24 is 12

I learned half plus half is same
like dubels.



$$\frac{20}{4} = 5 \quad \frac{24}{2} = 12$$

Beginners in Science Class: Simple sentence stems

As we _____ I observed _____.

I also noticed _____.

_____ reminds me of _____

because _____.

When I _____, the _____

_____. At first, _____

_____, but now it _____.

I think this happens because of _____.

It surprised me that _____

because _____.

I wonder what would happen if _____.

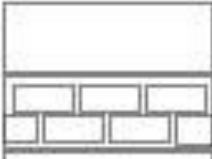

Science Words











I noticed _____ because _____


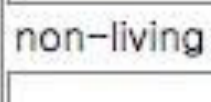

I observed _____

I wonder _____

purple	red	black	gray
orange	blue	brown	white
pink	green	yellow	

bumpy		smooth	
hard		soft	
rough		shiny	

big 		 light  medium  heavy 
enormous 		
medium 		
small 		
		

living	
non-living	
	

How to read money:

- \$6 = six dollars
- \$6.50 = six dollars fifty cents OR six fifty
- \$0.25 = twenty-five cents = 25¢

Sentence frames: |

1. One _____ costs \$____.____

2. I buy _____

3. I spend \$____.____.

4. How much does a _____ cost?

5. How much do _____s cost?

Question Words

MJordanReads © 2013



Where?



Step 1...
Step 2...
Step 3...

How?



When?



Why?



Who?



#

5

How many?



What?



**Are? Is?
Does?**



Are those
your ___ ?

Is that
your ___ ?



Sentence stems are especially important with DO/DOES questions.

Sentence STEMS

What is an example of ?

What is a non-example of a ?

I think means .

An experience I had with is .

In the age of COVID

This is the easiest one to do in distance learning, and here's an example from Betsy.

Write five sentences below to compare and contrast **poetry** and **prose**. You may use these sentence stems.

COMPARING

_____ and _____ are alike because

A similarity between _____ and _____ is

Both _____ .

CONTRASTING

_____ and _____ are different because

A difference between _____ and _____ is

On the one hand On the other hand



This entire math lesson makes use of scaffolds. See it [here](#).

What did you notice as you filled in the multiplication table?



Joining Breakout Rooms..

One thing I noticed was all the 2's and 4's were _____. My classmate __ noticed that _____. I wonder why _____.

Why?

3+
Complete
sentences




Explain the word
WONDER.

online math
glossaries

Use video and adjust reading levels.

On my former campus, 6th graders complete world cultures/geography current event assignments every marking period, and 7th graders do the same for science five times a year. My ELLs often write about the same article, and I give them a choice of [NEWSELA](#) articles where I can find a fairly easy video news story on the same topic. I scaffold the content before they read, I adjust the level of the text, and we start out reading together at the most difficult level. Then the kids read with a partner and together we generate sentence stems for their writing.

For beginners, the final product might be different.

Title _____		Name _____	
Who?	What?		
When?	Where?		
Why?	How?		

Title: _____
Who? _____

What? _____

When? _____

Where? _____

Why? _____

In the age of COVID



[full lesson here](#)

Sentence Stems to Guide Our Discussion

- We call each other by our names, and not by "that kid" or "the girl with the blue shirt."
- We speak respectfully and can use the sentence stems below.

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that? • I have a question about that.
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that.
- Could you please give us another example?
- So, do you mean. . . ?

Philosophical Chairs debates are a structure from AVID that we use in this class. Usually, we stand up and try to get classmates to move to our opinion and our area of the room, but during distance learning, we'll be doing it a little differently.

3 BEFORE ME

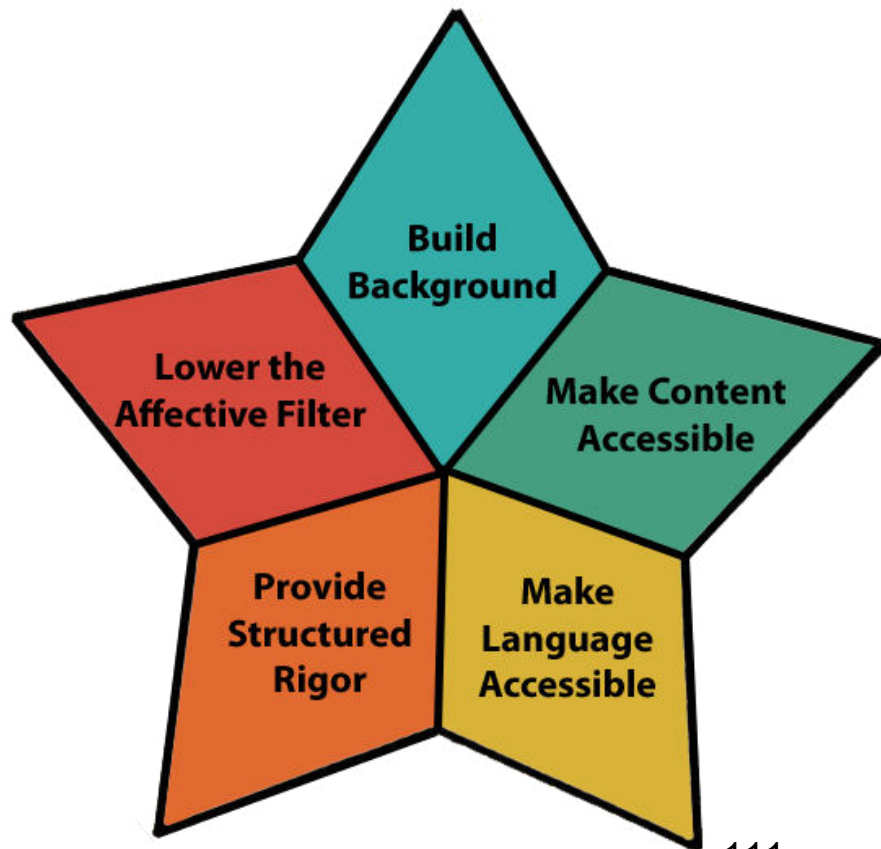
After your turn, 3 people talk before it's your turn again.

LET'S TALK!

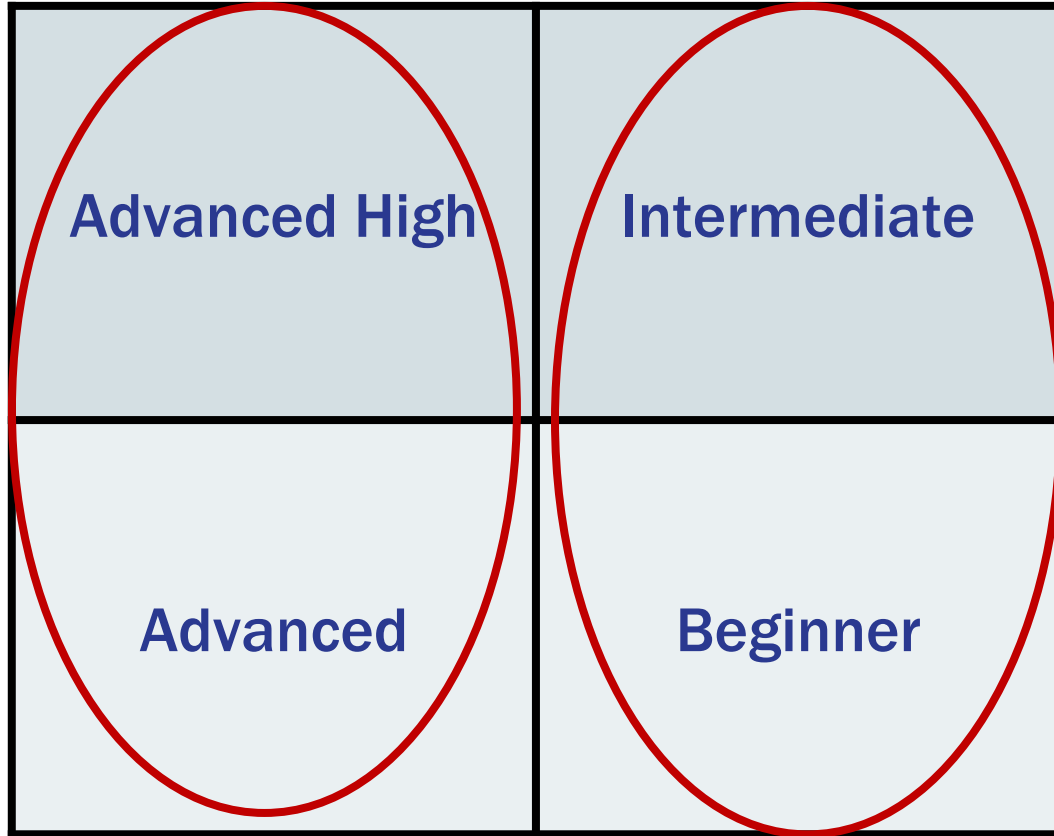


Turn to your shoulder partner and finish this sentence. Then talk some more.

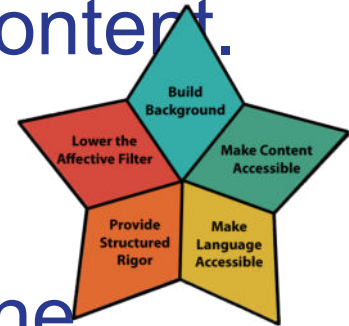
I know that anchors of support lower the affective filter by....



LANGUAGE PAIR GROUPINGS -

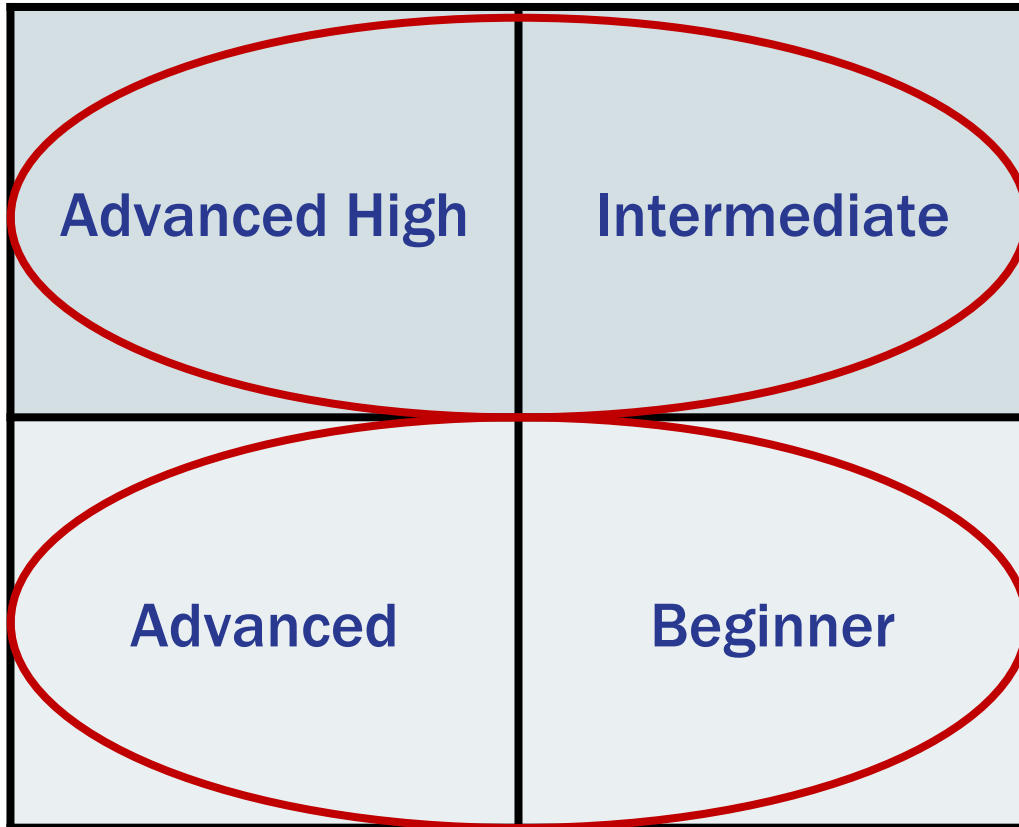


Teachers can use PLDs to intentionally pair students to accelerate language as they learn the content.

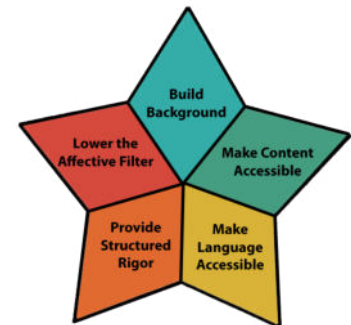


What are the benefits and challenges for the learners?

LANGUAGE PAIR GROUPINGS



Discuss the benefits and challenges for grouping students as described in the visual.

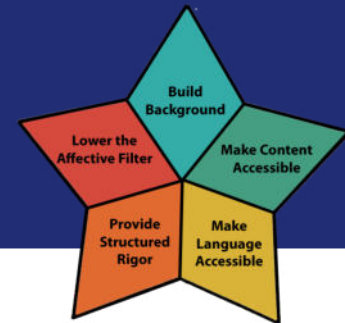


cooperative learning structures

Kagan Strategies: Cooperative Learning

Think-Pair-Share

Others?



In the age of COVID

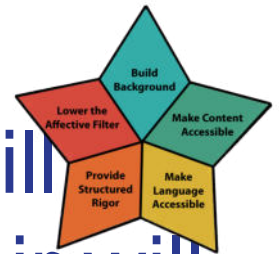
Take ESL level into account when creating groups or breakout rooms, and change up groupings frequently.



WHO **BENEFITS** FROM
THE USE OF ANCHORS
OF SUPPORT?

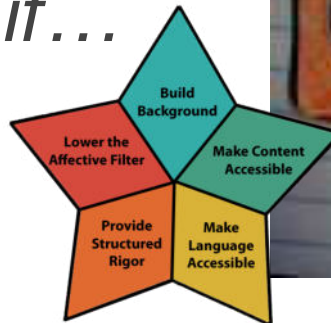
HAND-UP: STAND-UP: PAIR-UP

1. Stand up, put your hand in the air.
2. Find someone who also has their hand in the air.
3. Give them a high five.
4. The person with the longer name will answer the first question and the pair will discuss.
5. The other person will answer the second question and the pair will discuss.



INTERACTIVE NOTEBOOK

- How would you use this as an anchor of support?
 - *I would use this as an anchor of support in my classroom by...*
- How would it not be an anchor of support?
 - *This would not be an anchor of support if...*



WORD WALL

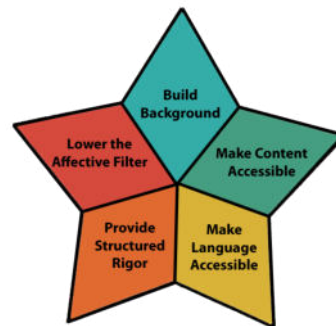


How would you use this as an anchor of support?

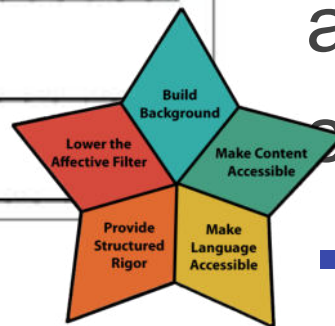
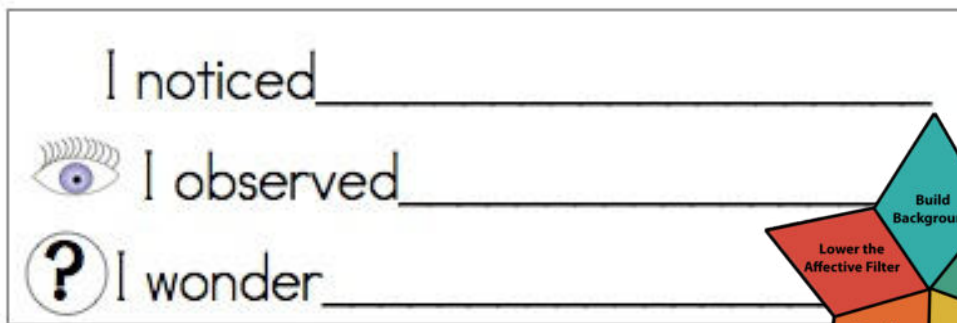
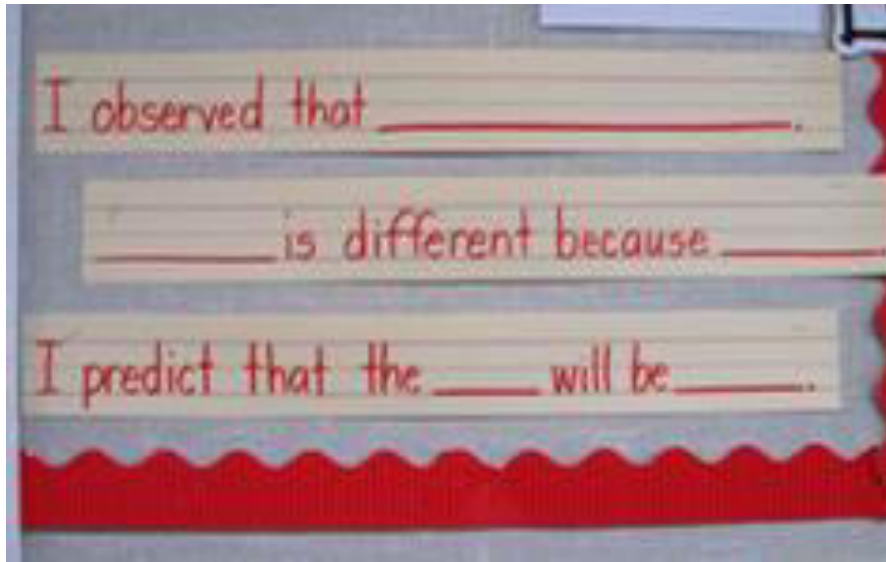
■ *I would use this as an anchor of support in my classroom by...*

How would it not be an anchor of support?

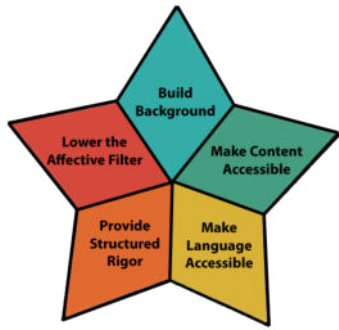
■ *This would not be an anchor of support if*



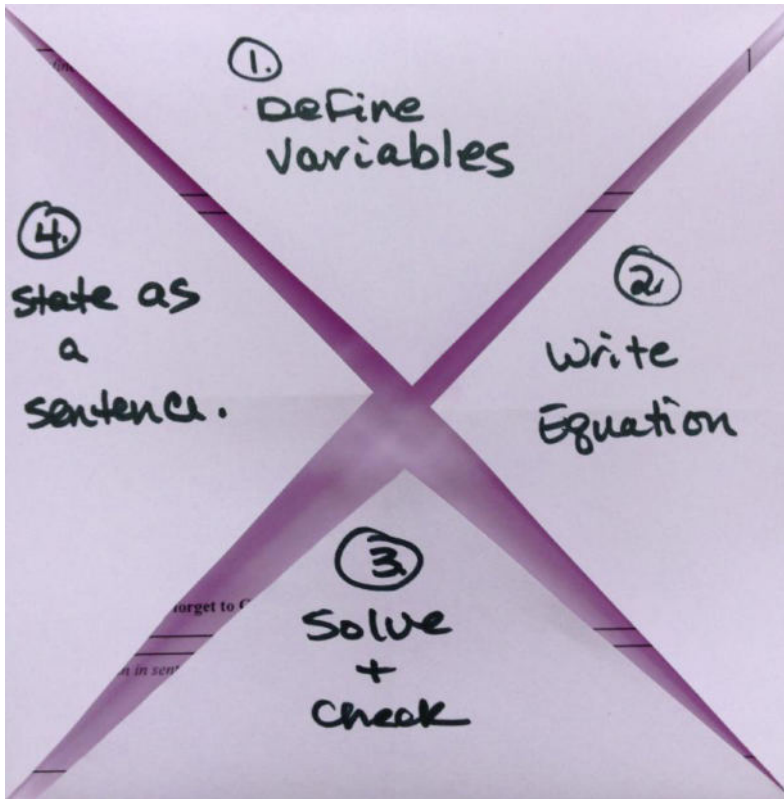
SENTENCE FRAMES



- How would you use this as an anchor of support?
 - *I would use this as an anchor of support in my classroom by...*
- How would it not be an anchor of support?
 - *This would not be an anchor of*



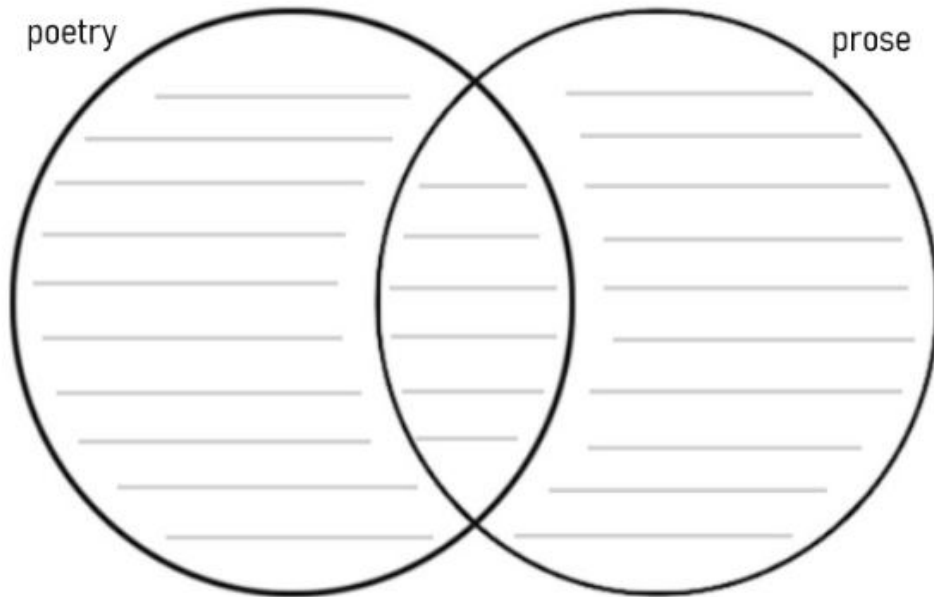
FOLDABLES



- How would you use this as an anchor of support?
 - *I would use this as an anchor of support in my classroom by...*
- How would it not be an anchor of support?
 - *This would not be an anchor of support if...*

Distance Learning

Re-create this on paper if it will help you organize your thoughts.



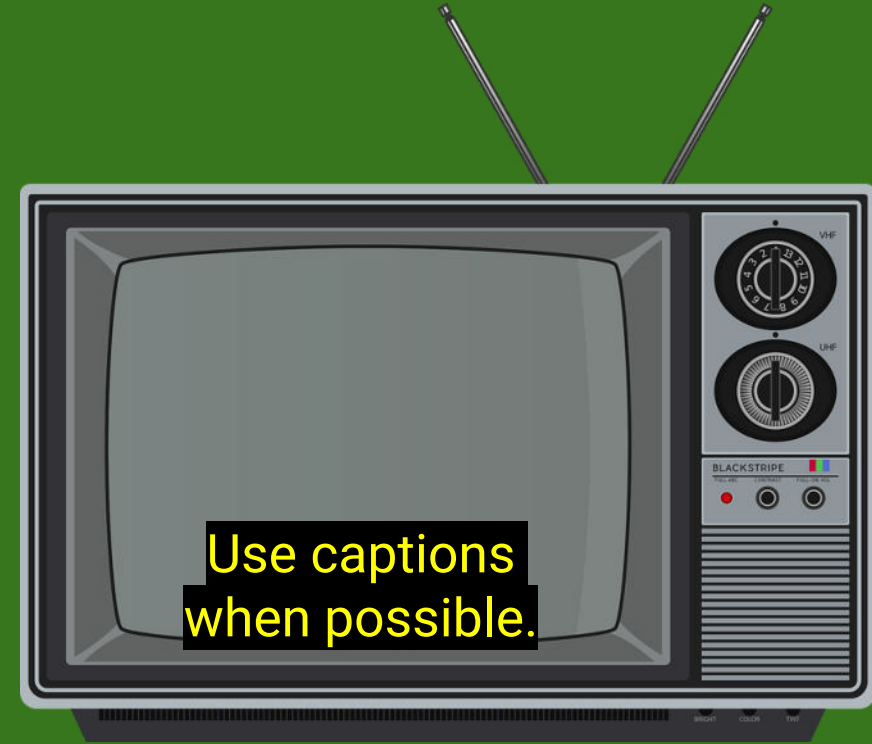
In distance learning we can recreate the systems online, or post pix of scaffolds inside assignments.

Write five sentences below to compare and contrast **poetry** and **prose**. You may use these sentence stems.

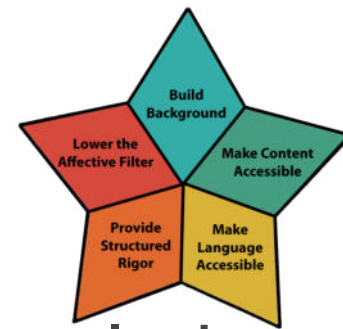
COMPARING	CONTRASTING
___ and ___ are alike because	___ and ___ are different because
A similarity between ___ and ___ is	A difference between ___ and ___ is
Both _____ .	On the one hand On the other hand 122

In the age of COVID CAPTIONS

If you are using a video that has captions available, please use the captions. Many ELLs read better than they listen, and this will improve reading skills.



Review: TODAY WE ...



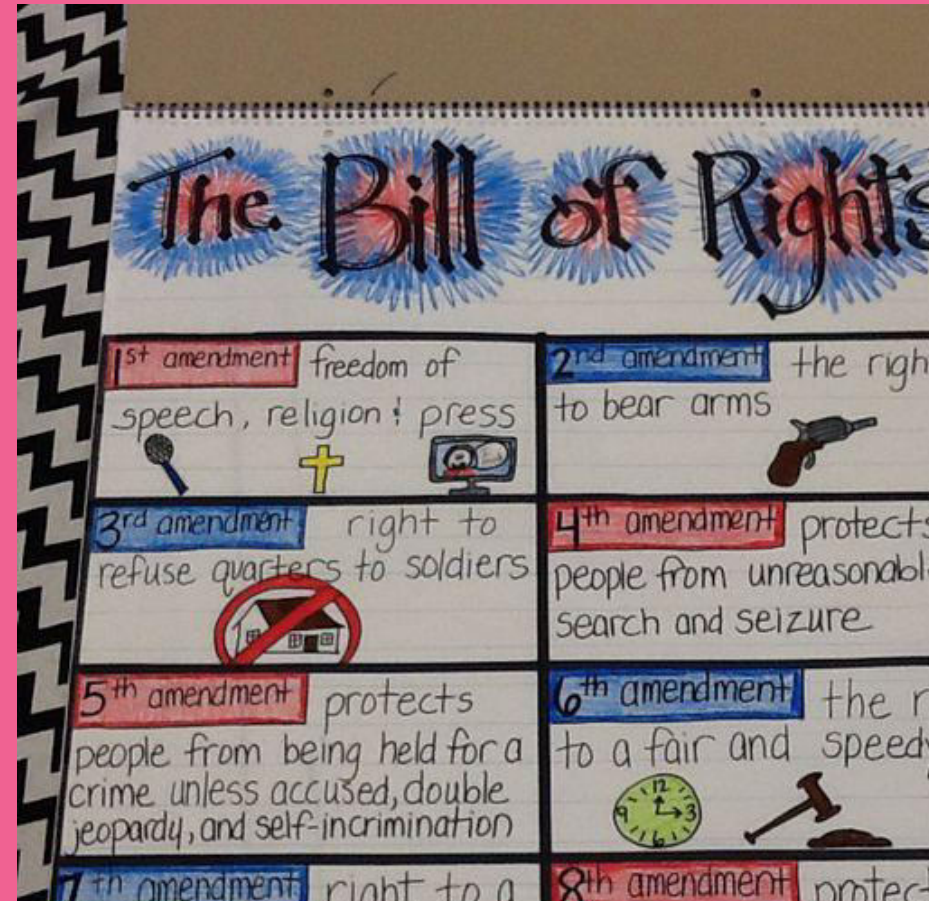
CONTENT OBJECTIVE:

- Shared and expanded our collective knowledge about what anchors of support are and are not, **WHY** we should use them, **WHO** benefits from the use of anchors, and **HOW** we could use them

LANGUAGE OBJECTIVE:

- We **SPOKE** in pairs about our existing and new knowledge about Anchors of Support.
- We **WROTE** reflections about new

It also has a pretty good **vocabulary** presentation, also for ESL sheltered instruction, but useful for all students. (From a 3rd-5th training, but including 6th-8th also.)



Sample
Slide:



DEMOCRACY



DICTATORSHIP



INTERVENTION



OPRESSION



CONFLICT

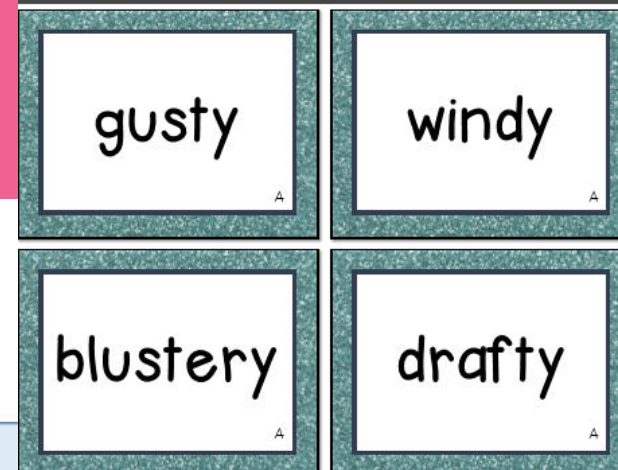


REVOLT

Realia

*Types of
governments*

Another Sample Slide:



List ... & ...Insist!

MOST
LEAST



_____ is more powerful than _____ because _____.

_____ has the least power because _____.

_____ and _____ are very similar but _____.

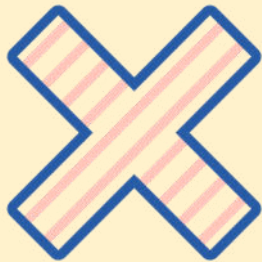
Prompt:

1. What is a decimal?
2. Where do decimals appear in real life?
3. What other math concepts are they related to?

Math & Academic Vocabulary

- decimal
- decimal place
- whole
- part
- similar to
- useful

I also have a presentation on [word banks](#).



[This is a lesson](#) I did over the summer that incorporates many of the concepts discussed here, including word banks.

