

TRI-DISTRICT

Henry Hudson Regional, Highlands Elementary, and Atlantic Highlands Elementary Schools Sheltered Learning Day 2

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<http://www.facebook.com/pages/education4ells/233538066164>

Parking Lot

1. Write down anything that you have a question about without putting your name on the paper.
2. Stick it on the sheet labeled “Parking Lot” at any time of the day.
3. Back-channeling using digital tools to ask questions



Objectives



Participants will:

Content

- identify and analyze the features of the Building Background and Comprehensible Input, Interaction, and Strategies
- recognize the value of tapping into students' background knowledge and building on it
- identify strategies to make links for their students between past learning and new concepts
- identify different ways to introduce and emphasize key vocabulary
- explore strategies and techniques for Comprehensible Input

Language

- tell a “mirror or window” story from a picture with a partner
- create core vocabulary lists per content area in small groups
- read and discuss SIOP vignettes in small groups (Optional)
- view a video clip, rate the teacher using a SIOP form and discuss ratings



Four key terms/phrases

- **Strategic vocabulary**
- **Scaffold**
- **Student Engagement**
- **Formative Assessment**

Building Background

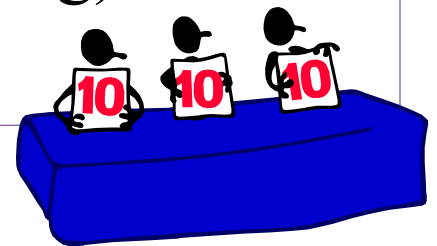


- **Key vocabulary emphasized**



National Literacy Panel on Vocabulary

- Need for direct instruction of academic vocabulary items required for specific texts (content-based)
- Repetition and multiple exposures
- Learning in rich context
- Active engagement in learning tasks-inclusive of extended oral discourse
- Computer technology
- Incidental learning (read-alouds, storytelling)
- Multiple methods





Importance of Vocabulary Instruction

- Vocabulary Gap
 - Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
 - The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
 - After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
- One of the most persistent findings in reading research is that students’ vocabulary knowledge is related strongly to their reading comprehension and to other overall academic success (Lehr, Osborn, & Hiebert, 2004)

Importance of Vocabulary Instruction

- Vocabulary Gap**

Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995, 2003)

3 year-olds	Words heard per hour	Working vocabulary
Below poverty level	616	525
Working Class	1,251	749
Professional	2,153	1,116

Quantity of vocabulary

- @ 40,000 by the time of high school graduation
- @3,000 per year
- 180,000 word families
- 3,000 most frequent words account for @ 75% of words in adult texts
- ELs (current and long term) need to learn more words, need more powerful instruction and need assistance with word-learning strategies.

Vocabulary Tiers

First Tier

- Highest frequency words used for everyday speech
- Simple multiple meaning words

Second Tier

- Words - essential to understanding all content area texts; targeted to instruction
- Appear frequently across domains; polysemous /multiple meaning
- Words needed for academic conversations and explanations
- Complex idioms
- Cognates (true/false)
- Homonyms (cell/sell)






Third Tier

- Lowest frequency
- Words needed to understand the content concept
- Specific to the content
- Likely not to encounter in a lifetime

There are no lists for tiers 1, 2, 3. Each group of students will be different based on difficulty of words and background knowledge of student

Polysemous/Multiple Meaning Words

Eighty-five percent (85%) of the most often used words have multiple meanings

Word:	Division	Setting/Situation	Meaning
Math			
Government			
Biology			
Military			
Business			



Today's Purpose

How do students acquire and extend their academic vocabulary across the school day?

	5	4	3	2	1
<i>Intentional Instruction:</i> Words are identified by Subject and/or grade level.	Words are identified using a framework for selection. Word lists include general, specialized, and technical vocabulary and are shared across grade levels.	All grade levels select a range of general, specialized, and technical vocabulary by subject, but these are only shared within the grade level.	Some words have been selected by grade level and subject, although these are driven by textbook lists (primarily technical vocabulary).	Individual teachers are applying a framework for selecting vocabulary, although these are not being shared outside of the grade level.	Individual teachers have identified words using the textbook (technical vocabulary), and these are not known to others in the grade level and school.

Today we will look more closely at how we select vocabulary as a school.

General, Specialized and Technical Vocabulary

On an October day in 1753, Robert Dinwiddie, **Royal Governor** of His **Majesty's Colony** in Virginia, sat in his **office** in Williamsburg, the **capital** of Virginia, reading the latest **reports** from the **frontier**. The French were causing trouble again, pushing their way into British land. There was a **whiff** of **war** in the air.

Dinwiddie must have realized that Virginia's **western boundary** was **fuzzy**. Some Virginians even said that their colony stretched across the **continent**. But Dinwiddie knew that **grand** old **claim** was not **realistic**. He needed only turn to a map to see North America as it really was. (Allen, 2004, pp. 1–2)

The Problem: Too Many Words!

- 17 words identified in 2 paragraphs
- Ideal is 8–10 a week for deep teaching (Scott, Jamieson-Noel, and Asselin, 2003)
- Must be narrowed, but how?



Vocabulary Selection

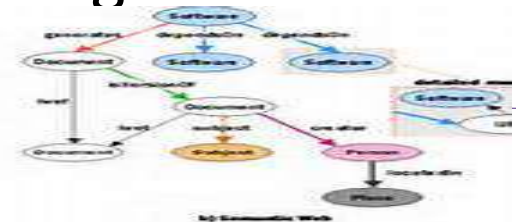
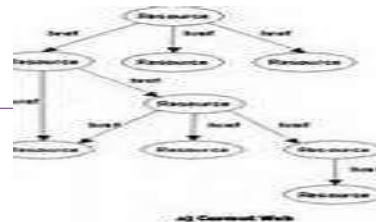
- ALLs need to know words that are frequent across multiple texts.
- ALLs need to know the words and phrases that are crucial to understanding the text (using text dependent questions).




Adapted from Diane August 2014 NABE

Conceptual Complexity

- Conceptually complex - more difficult to acquire; so require more intensive instruction
- Conceptually complex
 - Image-ability - a word that could be drawn
 - Concreteness - a word that can be easily perceived through the senses
 - Relatedness – the degree to which understanding the word requires an understanding of related concepts



Conceptually Complex Continuum



Imageability	Concreteness	Relatedness
Easy: <i>Dinosaur, pencil</i>	Concrete: <i>eggs, run</i>	Few networks have low relatedness: <i>lion</i>
Somewhat: <i>prevent, abandoned</i>	Somewhat: <i>expensive, peered</i>	
Not image-able: <i>spirit, promise, merely</i>	Abstract: <i>Indeed, era</i>	Dense networks have high relatedness: <i>economy</i>

Adapted from Diane August 2014 NABE

Questions for Selecting Vocabulary

- | | |
|-------------------------------|--|
| 1. <i>Representative</i> | • Is it critical to understanding? |
| 2. <i>Repeatability</i> | • Will it be used again? |
| 3. <i>Transportable</i> | • Is it needed for discussions or writing? |
| 4. <i>Contextual Analysis</i> | • Can they use context to figure it out? |
| 5. <i>Structural Analysis</i> | • Can they use structure? Is it a cognate? |
| 6. <i>Cognitive Load</i> | • Have I exceeded the number they can learn? |

Using Word Lists to Identify Vocabulary

- Dolch Sight Word List (Grades K–3)
- Ogden’s Basic English Word List (Grades K–4, and English learners of all ages)
 - Dreamed of a “universal language”
 - 850 phonetically regular words
- Word Part Lists (Grades 3–6)
 - Focus on prefixes, derivations
- Academic Word List (Coxhead, 2000)(Grades 5–6)
 - 570 headwords from textbooks



Vocabulary Websites

✓ www.wordsift.com

✓ **Academic Word List (AWL)**

<http://www.victoria.ac.nz/lals/resources/academicwordlist/publications/awlsublics1.pdf>

✓ http://scienceandliteracy.org/sites/scienceandliteracy.org/files/biblio/bravohiebertpearson_2005_pdf_11446.pdf

✓ http://www.scienceandliteracy.org/sites/scienceandliteracy.org/files/strategyguides/1268813_SG_Walk%20in%20the%20woods.pdf

Free Rice-World Hunger & Vocabulary

- ✓ For each answer you get right, they donate 10 **grains of rice** to the United Nations World Food Program.

<http://www.freerice.com/> WARNING: This game may make you smarter. ...

It is a website where users play various educational, multiple-choice games in order to fight world hunger. For every answer the user answers correctly, 10 grains of rice are donated. The games include English vocabulary (the game the site began with), multiplication tables, pre-algebra, chemistry (basic and intermediate), English grammar, basic foreign language vocabulary for English speakers (French, German, Italian, and Spanish), geography (world capitals and country identification), and identification of famous artwork.

Marzano's Approach

- Adopt a district or building – based template
- Develop a vocabulary list by grade/content



When do you “know” a word?

Quick write and snowball

MeaningSpelling

PronunciationDerivations

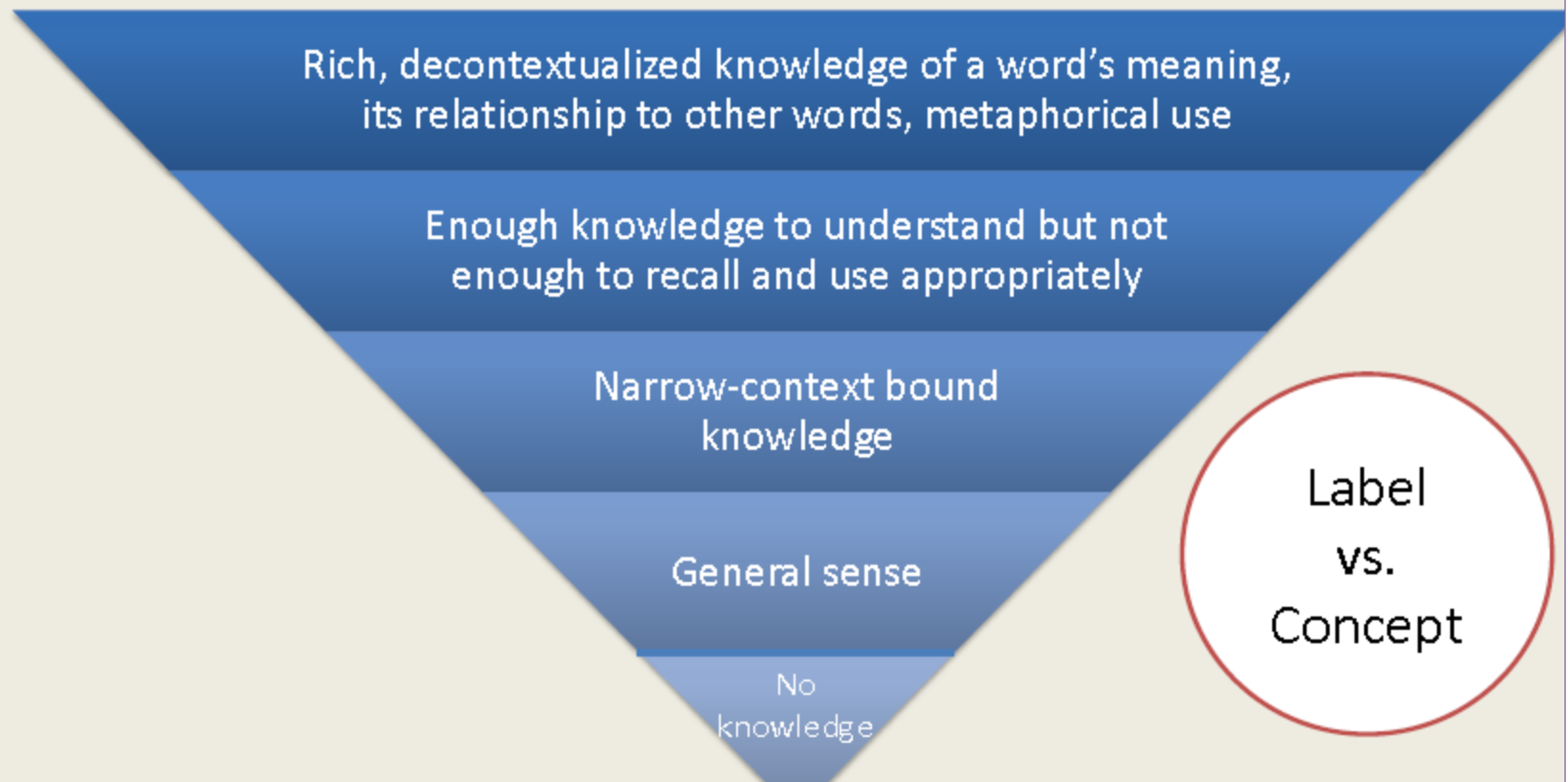
ConnotationsRegister

CollocationsIntentions

Idioms Antonyms/Synonyms

WHAT DOES IT MEAN TO KNOW A WORD?

5 Levels of Word Knowledge:



Use of Imagery

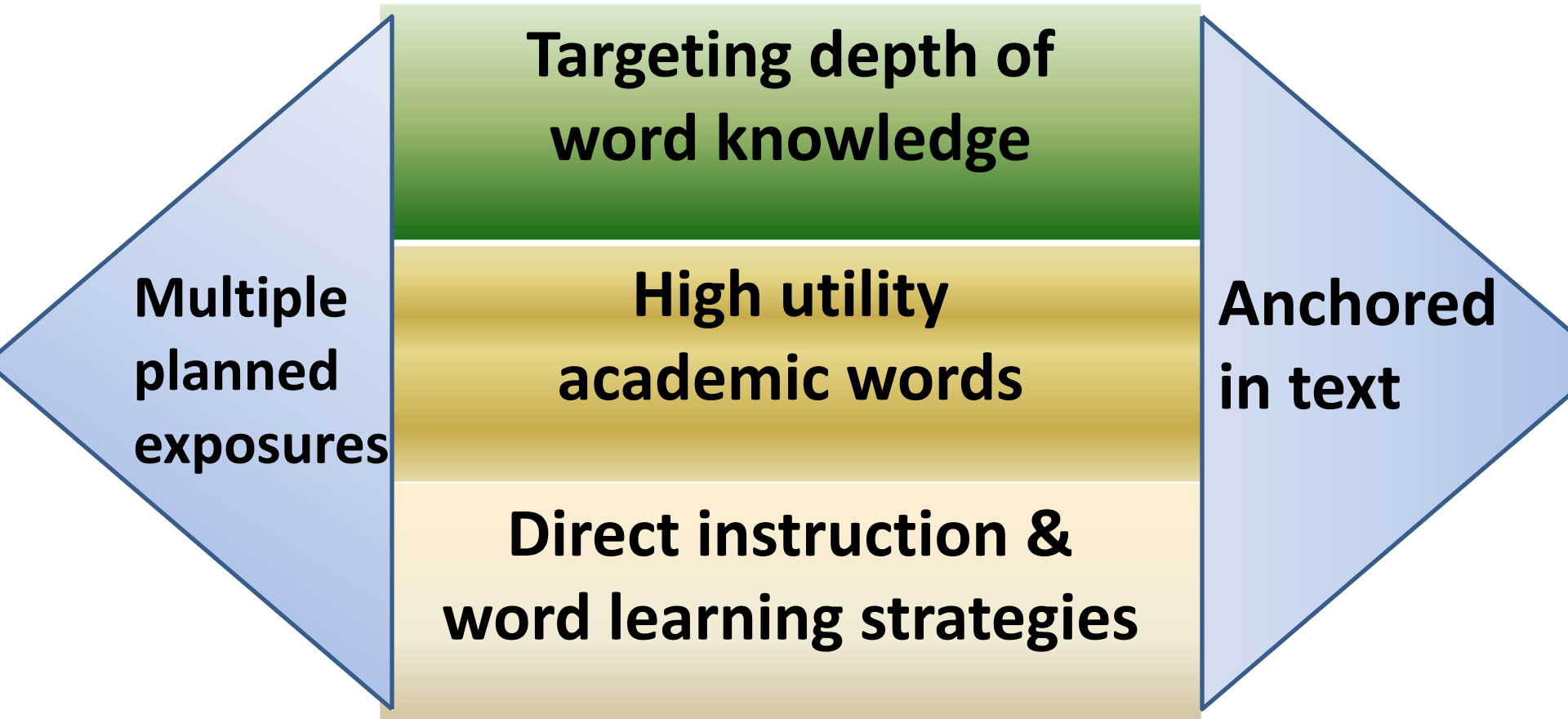


Some nonlinguistic representations:

- **making physical or graphic models**
- **generating mental pictures**
- **drawing pictures and pictographs**
- **engaging in kinesthetic activity**

Quick Draw

TEACHING VOCABULARY TO BUILD KNOWLEDGE



Marzano's Six Step Vocabulary Strategy

Present students with a brief explanation of the new term or phrase.

Present students with a nonlinguistic representation of the new term or phrase.



Ask the students to generate their own explanations or descriptions of the new term or phrase.

Ask the students to create their own nonlinguistic representation of the term or phrase.

Periodically ask students to review the accuracy of their explanations or terms.

Play games with vocabulary



Vocabulary Map: Frayer Model

Essential characteristics

Nonessential characteristics

New vocabulary term

Examples

Non-examples

Vocabulary Map

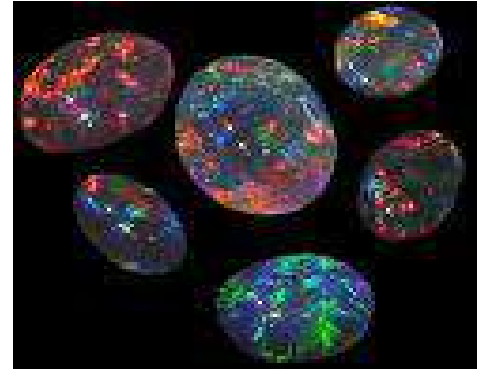
1. Write the word: Does it contain a prefix? Is it a compound word? Does it contain a suffix?		2. Write a sentence using the word:
Write the word in your 1 st language: Is it a cognate? Yes No		
3. Write the definition:		4. Illustrate the meaning of the word:
Write a synonym:	Write an antonym:	

4-Corners Vocabulary: Mind Map and Visual Aid

Word:

opals

Picture:




Word in context:

In Coober Pedy, Australia, miners dig opals from under the ground.

Definition:

Beautiful stones, called gems, used to make jewelry.

Vocabulary Notes Format

<u>Word</u>	<u>Meaning</u>	<u>Example Sentence</u>	<u>Oral Practice</u>
glacier 	Large white ice block or ice mountain	The glaciers near the North and South poles are melting.	Glaciers are larger and colder than _____

CREATE Protocol

- Vocabulary word: ***boundary***
- Translation: ***límite***
- Student friendly definition: ***a fixed line that separates one thing from another***
- Picture/graphic organizer/ map
- Synonym: ***border***
- Sentences for context
- **Turn and Talk prompt**



Word Consciousness



Prefix	Base word	Suffix
re	produc(e)	tion
demo	crat	ic
im	migrat(e)	tion
semi	colon	
re	phras(e)	ing

Word Consciousness



Noun phrases

Guest speaker
Picture book
Vowel sound
Time line
Coffee trade
Food production
Trade route
Food pyramid
Portion control
Square root
Root Beer

Word combinations

Graphic organizer
Present tense
Relative pronoun
Annotated bibliography
(Works cited)
Common good
Economic system
Historical document
Grace period

[illegible]

- Sonoma County Office of Education
<http://www.scoe.org/pub/htdocs/vocabulary-comprehension.html>
- Online vocabulary profiler (Tom Cobb)
 - Quick Reads (Elfrieda Hiebert)
 - www.textproject.org (Elfrieda Hiebert)
 - http://missionliteracy.com/uploads/3/1/5/8/3158234/textproject_e4_complete_edition.pdf (Elfrieda Hiebert)
 - Word Generation (Catherine Snow)
 - Tag Galaxy
 - **Flocabulary** produces educational hip-hop music to teach vocabulary, reading, social studies, math and science.
www.flocabulary.com/
- **Word Up Project** – Roger Farr, et al.
- <http://www.flocabulary.com/wordupproject.html>

Vocabulary Knowledge Rating Chart

- ☆ Rating Scale: 1= I don't know it at all.
2= I've seen it or heard it before.
3= I think I know what it means, but I could use a review.
4= I know it well and I could easily teach it to the group.

Target Word	What I think it means:	Rating Before	Rating After
juxtaposed			
detritus			
hubris			
ambiguous			

Anticipation Guide:

Comprehension of Vocabulary

Agree or Disagree Dyad

- _____ 1. SIOP is a protocol to use for ELLs.
- _____ 2. A parking lot is a strategy for students to post what they learned .
- _____ 3. CALPs take two years to develop.
- _____ 4. It is too time-consuming to bring realia into lessons.

Word Generation

transport Portland

importport-a-potty

portionreport

portfolioexport

importantportmanteau


portage



-port

Which of these words are related to the meaning of the root-port?

More ideas and games...

- Charades, Scattergories, Outburst, Password, Taboo, Pictionary
 - Crossword puzzles
 - Collocation puzzles:
- 
- A photograph of a rural farm scene. In the center is a large, bright red barn with a white cupola on top. To the left of the barn is a tall, white metal silo. A dirt road leads from the foreground towards the barn. The foreground is a green grassy field. In the background, there are other smaller red buildings and a clear, deep blue sky.



- Family (tree) 1. ancestry map
- tree 2. Commercial forest
- 3. cow
- 4. John Belushi movie
- 5.

Partner work

- Watch the video. Listen for these words and check them off as you hear them in the video:
 - _____ cheat
 - _____ fourteen
 - _____ show
 - _____ percent
- Working with a partner, watch the video two more times without the sound.
 - Each time, a partner will narrate
 - As you narrate, use as many of the words in the list as possible.
 - Use one of the following transitional words to build the simple sentence into a complex sentence:
 - First, by...

Sort-List-Group-Label

<u>People</u> King George III Colonists Sons of Liberty British Indians	<u>Taxes- foods</u> tea sugar	<u>Tax Acts</u> Sugar Act Stamp Act Townshend Revenue Act
<u>Places</u> Boston Harbor England	<u>Taxes - Other</u> Stamps Newspapers Paint glass	<u>Quotes</u> "Tax the tea" "Like a giant teapot" "Lobsters" "No taxation without representation"

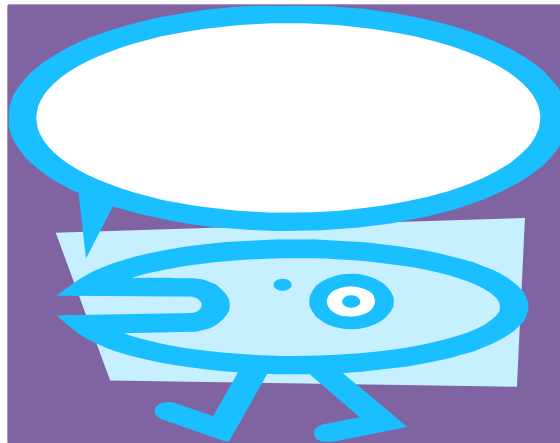
Categorize

- Human Word Sort
- Review your list and categorize:
 - Multiple meanings
 - Interdisciplinary
 - Word analysis (affixes, nominalizations, etc.)



Four Part Vocabulary Program

- Provide rich and varied language experiences
- Teach individual words
- Teach word learning strategies
- Foster word consciousness



Graves (2006)

Using Context

With your partner, discuss a definition of the underlined words using the context of the sentence.

1. The crocodile is worthy of admiration in that it is extant.
2. The hardstand must be replaced. It is simply so damaged that it is now dangerous.
3. Haploids are less likely to mutate.
4. Given the time period, Cervantes was forced to lucubrate in order complete his work in a timely fashion.
5. Disguised in mufti, the man shocked the crowd when he pulled a gun.

(Carrigg, 2006)

Vocabulary Activity

A Mardsan Giberter for Farfie

Gils was very fraper. She had denarpen Farfie's mardsan. She didn't talp a giberter for him. So she conlanted to plimp a mardsan binky for him. She had just sparved the binky when he gibbled in the gorger.

"Clorsty mardsan!" she soffed. "That's a croustich mardsan binky," soffed Farfie. "But my mardsan is on Stansan. Agan is Kelsan."

Carrigg, 2006

Box Tops

Fern Jurgrau of JP Stevens HS, Edison, NJ



A way to make practice/review fun with vocabulary.

- ✓ On a sheet of paper number the paper 1-5 and write 5 words to practice.
- ✓ Divide the box into 5 equal parts and write a student-friendly definition for each word in order.
- ✓ Cut the box into strips and mix them up.
- ✓ Read the word, find the strip with the definition and place it at the top. Go through the same process for each word.
- ✓ Have the student turn over each strip in place to see if it formed the picture to monitor their own accuracy.
- If in pairs, one student can read a word and the other picks out the definition lining up the strips.
- Can be done in Box Top stations in varying degrees of difficulty i.e. 10 or more words or even 3 words.

Box Tops

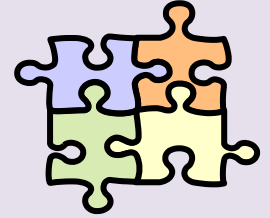
Fern Jurgrau of JP Stevens HS, Edison, NJ



A way to make practice/review fun with content.

- ✓ Cut a box into strips.
- ✓ Write one step of a sequence on each strip.
- ✓ Have students put in proper order.
- ✓ Have the student turn over each strip in place to see if it formed the picture to monitor their own accuracy.
- If in pairs, one student can read a question and the other picks out the answer lining up the strips.
- Can be done in Box Top stations in varying degrees of difficulty.
- Students can create the Q & A to stump their peers.

Jigsaw Vocabulary



- Four in a group
- Each person has a different clue to identify the vocabulary word
- Start with general description and narrow definition
- Use “box tops” for the self-check (optional)

<https://www.teachingchannel.org/videos/middle-school-vocabulary-development>

Important Shifts for Success

- Explicit, systematic instruction in meaning-making skills in addition to code-based skills
 - Vocabulary, oral language, reading comprehension, writing
- **All instruction** steeped in rich content, to simultaneously build up background knowledge
 - Units of study that focus on key concepts embedded in texts and become the platform for vocabulary and comprehension teaching

SUMMARY: BUILDING ACADEMIC VOCABULARY



1. Start with a meaty text (high utility academic words + big ideas)



2. Targeting depth of word knowledge through multiple, planned opportunities to discuss the words and concepts

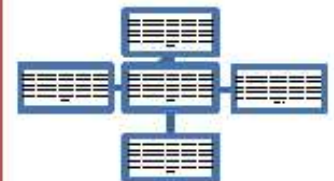


3. Promoting continued word learning through teaching word parts (e.g., suffixes and prefixes)

Writing Prompt Question:
Write a letter to the school board arguing for or against single-gender classrooms in all the middle schools in your area. Provide three reasons that support your argument.

Discuss this question with your partner. Be sure to use the target words!

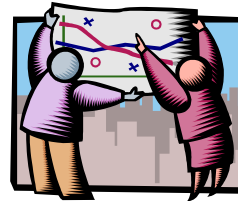
Plan your writing



4. reinforcing language development and critical thinking through writing, debating, and continued reading

STRATEGIES

- Provide ample opportunities to use learning strategies



- Use of scaffolding techniques



- Use a variety of question types used, including those that promote higher-order thinking skills throughout the lesson



Grant Wiggins



Teacher-centered	Teacher-assisted	Peer-assisted	Student-centered
Lecture	Drill and practice	Role-playing	<u>Rehearsal strategies</u>
Direct instruction	Discovery learning	Peer tutoring	repeated readings
Demonstration	Brainstorming	Reciprocal teaching	think-alouds
Recitation	Guided instruction	Collaborative	<u>Elaboration strategies</u>
Focused instruction	Discussion	Cooperative learning	creating a phrase
	making connections		
		mental and/or guided imagery	
	creating analogies		
	<u>Organizational strategies</u>		
	graphic organizers		
	outlining		
			two column notes
	clustering/chunking information		

Learning Strategies

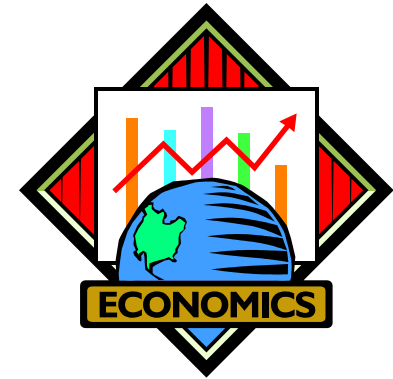
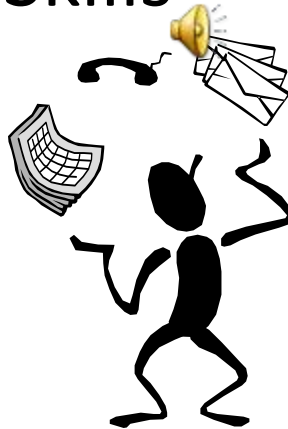
Cognitive Strategies

Concepts



(Payne)

Skills ContentP



Cognitive Strategies: Three Stages

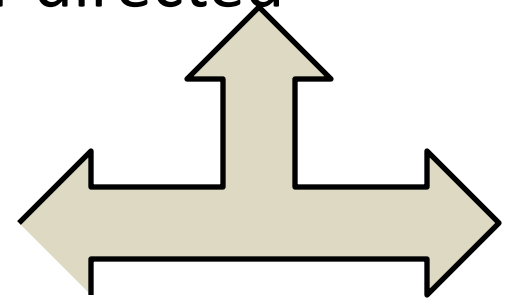
- InputElaborationOutput



(Feuerstein, 1980)

Gradual Increase of Student Independence

- Teacher directed
- Guided practice – feedback/formative assessment
 - May need to go back to teacher directed
- Teacher directed
- Guided practice
- Collaborative learning – feedback/formative assessment
 - May need to go back...



Recursive process

Reading Strategies

- Conscious thinking plans that learners use to make sense of what they're reading and learning – thinking processes that reside in learner's head
- Predict, clarify, summarize, question, visualize
- melrosecurriculum.wikispaces.com/.../Reciprocal+Teaching+Presentation

Student-centered strategies

- Rehearsal Strategies
 - Repeated readings in “reciprocal teaching”:
 - Model each strategy and have students practice.
 - questioning, clarifying, summarizing, predicting
 - Think-alouds
 - Model the strategy
 - Scaffold until students can complete the “think aloud”



The GIST

Generating Interactions between Schemata and Text

Broken pieces of rock and stone that you find on the ground contain fossils. Buildings made of limestone or marble might contain fossils, too. You might find fossils in rocks cut to make space for new houses. When a road is cut through a hill of rock, fossils can sometimes be found. You might also find fossils if you walk along a stream, a river, a lake or an ocean.

GIST

- Underline ten or more “most important” words.
- Write a summary sentence or two using as many of the listed words as possible.



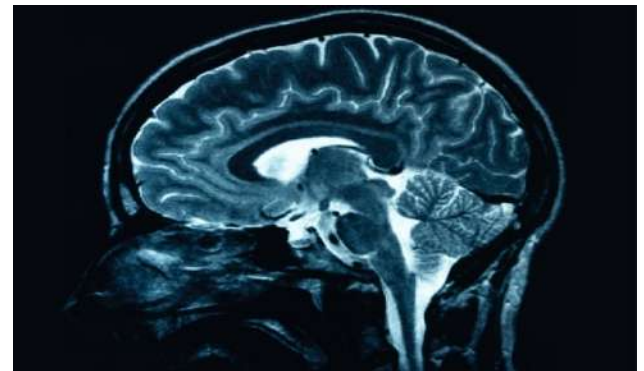
SQP3R

- **S**urvey – the passage
- **Q**uestion- create them from headings or words in bold print or read questions at end
- **P**redict
- **R**ead – the passage
- **R**ecite – by creating an oral or written summary
- **R**everview – by answering the questions



SQP3R

- Teaches and reinforces cognitive and metacognitive strategies
- Students who are good readers perceive themselves as strategic readers who have a variety of strategies at their disposal. They can use a set of strategies, coordinate them and shift when appropriate.



Student-centered strategies

Elaboration strategies - students use elements of what is to be learned and expands them by relating other information to it (ex. creating a phrase, making a connection, creating an image, making an analogy).

A **phrase** or **sentence** may be applied to the information. Ex. The World Trade Center was attacked on September 11, 2001. The date, "9-11" also refers to an emergency situation. The attack on the WTC certainly constituted an emergency situation.

A **relationship** may be drawn (based on specific characteristics found in the stimulus material).

Drawing a picture in your notes or creating picture in your mind.

Student-centered strategies

- Organizational Strategies
 - Graphic organizers
 - Advanced organization
 - Outlining
 - Two column note-taking
 - “STARS” Cornell example



Learning Strategies CALLA

Metacognitive

•Planning

Advanced organization
Organizational planning
Selective attention
Self-management

•Monitoring

Comprehension
Production
Clarification

•Evaluating

Self assessment

Cognitive

•Grouping

•Note-taking

•Interactive Notebooks

•Elaboration of Prior Knowledge

•Summarizing

•Imagery

•Auditory representation

•Making inferences

Social Affective

• Questioning for clarification

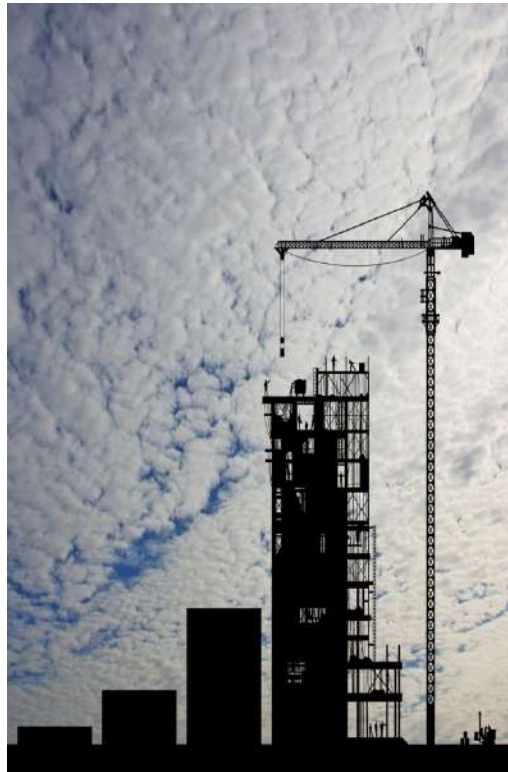
• Cooperation

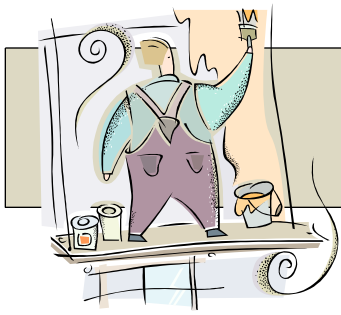
• Self-talk

Scaffolds

- Quick write

Write your definition of scaffolding and an example.





Scaffolding

Quick write

Write your definition of scaffolding and provide an example. Identify whether your examples were verbal, procedural or content-based. Share with a partner.

Verbal

Procedural

Content

Questioning



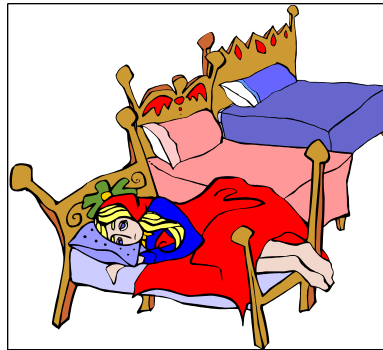
- Researchers have found that of the approximately 80,000 questions the average teacher asks annually, 80% of them are at the literal or knowledge level.” (Gall, 1984, Watson & Young, 1986)
- Challenge to design HOT questions



Bloom's Taxonomy to Plan Lessons

Category	Action verbs	Questions
Knowledge	List, identify, locate, memorize, label, describe, name, match, read	What is..? Who was..? When did? How would you show? Can you recall?
Comprehension	Recall, reproduce, explain, give an example, demonstrate, translate, rephrase	Why did? How would you describe? What is the main idea? Will you state in your own words?
Application	Predict, Solve, categorize, show, apply, make, build, choose	What would you use to..? What examples can you find? What would happen if..?
Analysis	Analyze, take apart, separate, compare, contrast, show relationships between, draw conclusions	How is .. related to..? What conclusions can you draw? What inferences can you make? Why do you think
Evaluation	Assess value, make choices based on arguments, verify evidence	How would you assess..? Decide which is best., Rank the responses., What would you recommend? Convince.,
Create	Build, combine, compile, construct, create, design, elaborate, test, invent	How would you improve..? What changes would you make to solve..? Can you propose an alternative solution?

How well do you know your HOTS?



The Pledge of Allegiance

- ____ Paraphrase the Pledge.
- ____ Write a class pledge.
- ____ Should the Pledge be said everyday? Support your position.
- ____ Write the Pledge.
- ____ What does liberty and justice on the playground mean?
- ____ Compare the Pledge to another pledge (i.e. Scouts, etc.).
How are they the same, and how are they different?

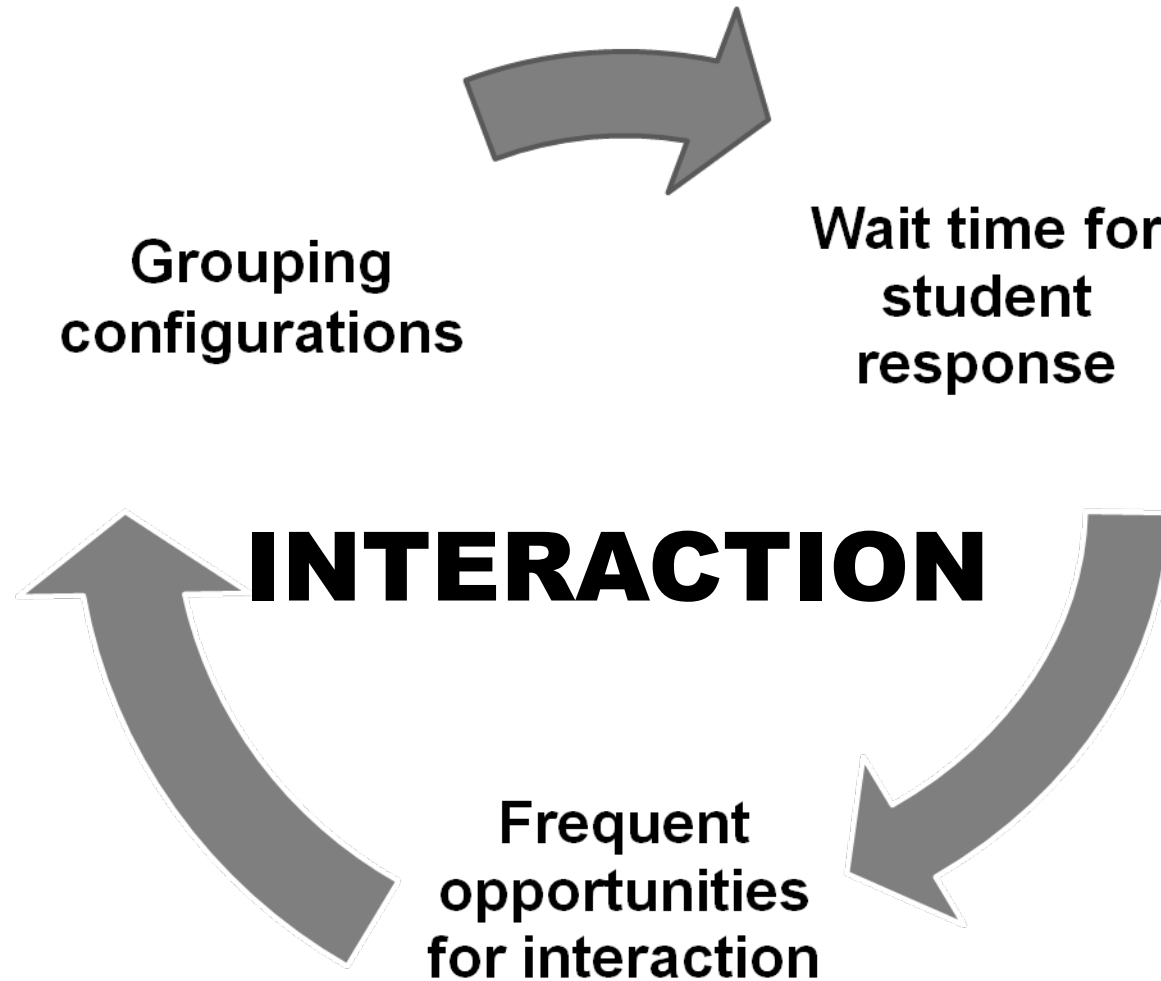


Comprehension

Read the following text and then answer the questions in complete sentences.

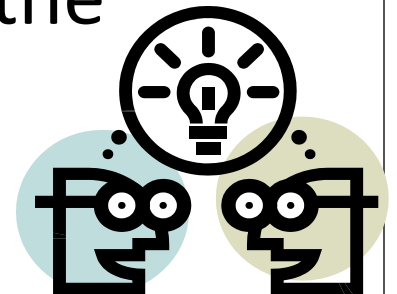
A krinklejup was parling a tristlebin. A barjam stipped. The barjam gruppued, “Minto” to the krinklejup. The krinklejup ziskied zoely.

1. What was the krinklejup doing?
2. What stipped?
3. What did the barjam grup?
4. How did the krinklejup zisk?



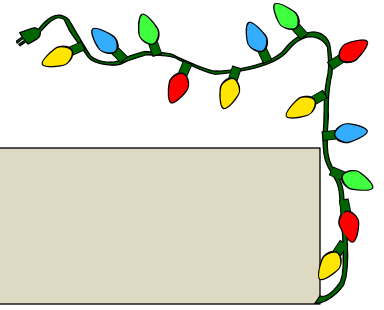
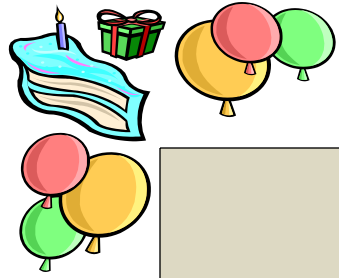
Numbered Heads Together

- Number each participant in the group.
- Review list of cooperative learning activities.
- Put your heads together to share your best cooperative learning anecdote (e.g., a task where students exceeded expectations or a lesson where something went wrong).
- Call on one number to share one of the stories.



Factors influencing the choice of interaction strategies

- Motivation
- Gender
- Cultural background
- Attitudes and beliefs
- Type of task
- Age and L2 stage/proficiency
- Learning style

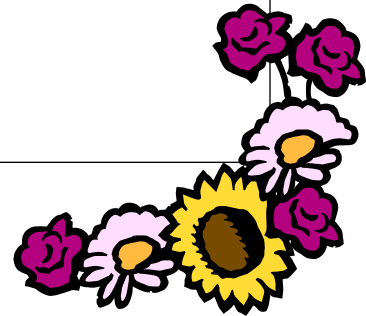


4 Corners Activity

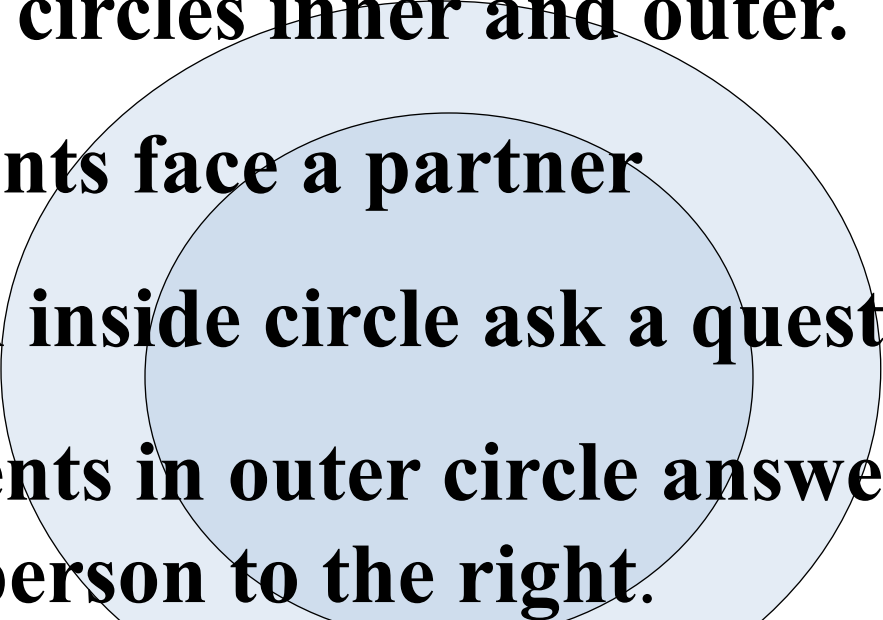
English Language Learners are often reticent to contribute to class discussions. An important role for a sheltered teacher is to encourage ELLs to participate in non-threatening ways.

Bilingual education is the best approach for teaching ELLs.

What are the pros and cons of primary language support in sheltered classrooms?



Inside/Outside Activity

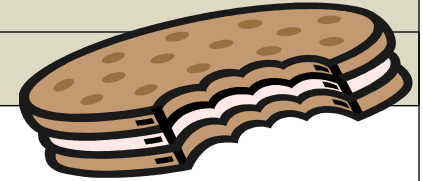
- 
- 1. Create two circles inner and outer.**
 - 2. Have students face a partner**
 - 3. Students in inside circle ask a question.**
 - 4. After students in outer circle answer, they move one person to the right.**

Aka the Conga Line

Twist: Quiz, Quiz Trade

Chunk and Chew

*Practical Strategies for Accelerating the Literacy Skills and Content Learning of your
ESL Students by Jo Gusman*



CHUNK

1. Teacher presents lesson in 11 – 17 minute chunks.
 - The lesson needs to be engaging using multiple intelligences including: bodily-kinesthetic, musical, and spatial.

CHEW

2. Students have 5 – 15 minutes to process the chunk. You can use one of the following ways to have students process.
 - Intrapersonal/Reflection Time: Students draw and write in journals, reflect, talk to themselves in their native language, or silently reread information.
 - L1 or L2 Partners: Partners review and reteach the chunk with a partner in native language or English.
 - Cooperative Learning Group: Use cooperative learning to process CHUNK.
 - Whole Class: Use guided practice techniques to process information in the CHUNK.

Grouping Configurations

- Think-Pair-Share
- Think-Pair-Square
- Think-Round Robin
- Numbered Heads Together/Jigsaw
- Carousel or Gallery Walk
- Inside/Outside Circle



Lesson Delivery

- **Content objectives clearly supported by lesson delivery.**
- **Language objectives clearly supported by lesson delivery.**
- **Students engaged approximately 90% to 100% of the time.**
- **Pacing of the lesson appropriate to the students' ability level.**

http://mediaplayer.pearsoncmg.com/_blue-

[top_640x360_ccv2/ab/streaming/myeducationlab/SIOP/Lesson_Delivery_Fact_vs_Opinion_T4T_iPad.mp4](http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/SIOP/Lesson_Delivery_Fact_vs_Opinion_T4T_iPad.mp4)

Two Cents Discussion

In order to share you must “put in your two cents.”
You may not share a second time until everyone has put in their two cents.

- What are some factors that contribute to high levels of student engagement?



Review and Assessment

Key Vocabulary	Key Content
Multiple exposures Paraphrasing Multiple modalities	Review during and at end of lesson Check predictions Outcome sentences
Regular Feedback on Student Output <ul style="list-style-type: none">• Paraphrasing answers• Oral, written through gestures and body language	
Assess Student Comprehension of Objectives OngoingInformalAuthenticRubrics	

Ideas

- Revisit a K-W-L chart
- Aha moment
- 3-2-1
- Quick write, quick draw
- Journal Writing
- Outcome sentences:
 - I learned...
 - I began to wonder...
 - I practiced...
 - I thought...
 - I understood...I didn't understand...
 - I still have questions about
- Alphabet Review



Objectives



Participants will:

Content

- identify and analyze the features of the Building Background and Comprehensible Input, Interaction, and Strategies
- recognize the value of tapping into students' background knowledge and building on it
- identify strategies to make links for their students between past learning and new concepts
- identify different ways to introduce and emphasize key vocabulary
- explore strategies and techniques for Comprehensible Input

Language

- tell a “mirror or window” story from a picture with a partner
- create core vocabulary lists per content area in small groups
- read and discuss SIOP vignettes in small groups (Optional)
- view a video clip, rate the teacher using a SIOP form and discuss ratings



Four key terms/phrases

- **Strategic vocabulary**
- **Scaffold**
- **Student Engagement**
- **Formative Assessment**

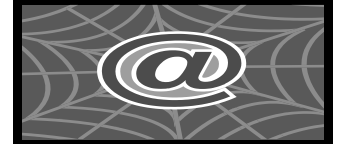
Ticket Out

Place your “Ticket Out” on the poster board upon leaving.

- 1 thing I will definitely try



Websites



- www.teachingtolerance.org (Teaching Tolerance)
- <http://www.vocabularya-z.com/> by content and by tiers
- <http://www.learninga-z.com> with lesson plans
- <http://lexfiles.info/14-words.html> The 14 Words that Make All the Difference
- <http://streaming.discoveryeducation.com/>
- <http://spanishcognates.org>
- <https://el.fcoe.org/sites/el.fcoe.org/files/kinsella%203.pdf> Kate Kinsella
- [http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-4-\(december-2007\)/learner-made-vocabulary-cards-in-the-eap-classroom](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-4-(december-2007)/learner-made-vocabulary-cards-in-the-eap-classroom) Kate Kinsella et al
- <http://www.jeffzwiers.com/acalang.html>
- Lexile.com
- Edugame- software and game wands .K-12 math, LA, Science, and Social Studies
- The *Flesch/Flesch–Kincaid* readability tests are designed to indicate comprehension difficulty when reading a passage of contemporary academic English. ...
[Kathy Schrock's Guide for Educators - Fry's Readability Graph](#)
[...school.discoveryeducation.com/schrockguide/fry/fry.html](http://school.discoveryeducation.com/schrockguide/fry/fry.html) - [Cached](#) – Similar

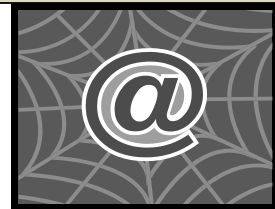
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- www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
- <http://quizlet.com/latest>
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- <http://www.heinemann.com/shared/onlineresources/e00464/appendix.pdf> by Jim Burke, a sampler
- <http://www.commoncoreconversation.com/ela-resources.html#sthash.zr0d9tYm.dpbs> Jim Burke and vocabulary



Websites



- <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html> (Graphic Organizers)
- <http://www.thinkingmaps.org/>
- <http://www.proteacher.com/020014.shtml> (Strategies)
- <http://www.emints.org/ethemes/resources/S00000729.shtml> (Instructional strategies)
- http://www.readingrockets.org/strategies/reciprocal_teaching/ Reciprocal Teaching
- www.avid.org/abo_whatisavid.html Advancement Via Individual Determination (AVID)
- <http://www.nwlink.com/~donclark/hrd/bloom.html> Bloom's Taxonomy
- <http://www.USi.edu/distance/bdt> Bloom and Technology
- http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf by Depths of Knowledge by Norman L. Webb
- <http://www.paffa.state.pa.us/PAAE/Curriculum%20Files/7.%20DOK%20Compared%20with%20Blooms%20Taxonomy.pdf>
- <http://www.thedailycafe.com/public/2340.cfm> Cafe strategies

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http://people.ucsc.edu/~gwells/Files/Courses_Folder/documents/chaiklin.zpd.pdf Lev Vygotsky
- http://en.wikipedia.org/wiki/Cooperative_learning
- <https://sites.google.com/a/pdst.ie/cooperative-learning/5-basic-elements/accountability> Individual & Group Accountability
- www.pbs.org/teacherline Tips to Evaluate Internet Resources
- www.pbs.org/peerconnection questioning
- <http://mrsgannon.wordpress.com/2010/01/10/quiz-quiz-trade-a-review-game/> Quiz, quiz, trade in Social Studies
- <http://www.youtube.com/watch?v=IN39ugwgGIU> You Tube of Quiz, quiz, trade
- http://www.trainerswarehouse.com/default.asp?gclid=CLvp3or_1boCFWrNOgodpEoAgA Trainers Warehouse

That's a Family

- [Thats A Family! - YouTube](#)
- www.youtube.com/watch?v=InYW CtX3Us4 - [Similar](#) to **Thats A Family!** - YouTube
- Aug 17, 2009 ... What kids want us to know about what "family" means today. **That's A Family!** is a part of GroundSpark's Respect for All Project.

Resources

That's a Family

YouTube

www.youtube.com/watch?v=InYWCTX3Us4

Aug 17, 2009 ... What kids want us to know about what "family" means today. That's A Family! is a part of GroundSpark's Respect for All Project.

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Beals, Melba Pattillo. (1994). *Warrior Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*. New York: Pocket Books

Moody, Anne. *Coming of Age in Mississippi* (1968)

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