Practicing Academic Listening and Speaking

Choosing Videos For Beginners:
- Rate of speech, pauses
- Repeating vocabulary
- Good visuals to go along with the words
- Short video—2-3 minutes max.
- Interesting to watch more than once

Techniques When Showing Videos
- Frontload Vocabulary
- Freeze Frame
- Pause, Replay
- Discuss After Each Section
- Capture Gist

Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

<table>
<thead>
<tr>
<th>Agree/Disagree</th>
<th>Page #</th>
<th>Were you right?</th>
<th>Reflect</th>
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Write 3 Statements as you Listen that Could Be Used for The Anticipation Guide
The Great Depression Era

https://m.youtube.com/watch?v=f8k0jJdqKP0

https://www.youtube.com/watch?v=Wp-M5mWrc2A

Featured Video

Focused Viewing

What was life like in the 1920's?

List all the things that happened after the crash of 1929

What did people do to live/survive after the crash?
Cell City: Rap
https://www.youtube.com/watch?v=u4ki28XIZQA

Cell Song
https://www.youtube.com/watch?v=rABKB5aS2Zg
Cell Structure Rap: Practice of Terms
https://www.youtube.com/watch?v=-zafJKBMPA8

Total Participation Techniques

Thumbs Up/Pencils Up
Stand Up/Sit Down
Hold-Up Cards
Response Boards

Simple TPTs to Check In On ELLs
Practical Strategies You Can Use
Leave No Learner Behind: much!

You Read—Ones you don’t use
Share 2 Ideas
Involving Movement
Partner B:
Review #4 On-the-spot TPTs
Partner A:
Activity
(Number Card Hold
Selected
Numbered heads together
Ranking
Similes
Thumbs
Chalkboard splash
Quick
Quick
Think-Pair-Share:
1. Ask students a question or present a concept (example: This is how a DNA molecule is configured). One student (they choose) answers. Two students (they choose) are paired up. Have students share their responses.
2. Have students turn to a partner.
3. Have partners share their responses.
Quick Write:
1. Before a prompt that you would like students to address
2. Give students time to collect their thoughts
3. Follow up with a pair share
Quick Drawer:
1. Display big ideas or major concepts in your classroom
2. Ask students to complete an image of the concept in their journal that represents their understanding
3. Have students share and explain their change with a partner.
Chalkboard Splash:
1. Choose a sentence starter, prompt, or image with a partner.
2. Ask students to complete an image of the concept and have students share them with you.
3. Have students share and explain their change with a partner.

#4 On-the-spot TPTs

Partner A:
Review #4 On-the-spot TPTs
Partner B:
Review #5 TPT Hold-Ups
Partner C: Review #6 TPTs Involving Movement
Share 2 Ideas from the Page You Read—Ones you don’t use much!

- Hold-up response cards (yes/no; true/false or specific answers) or write their responses on whiteboards to hold up for the teacher to see
- Quick draws/writes, chalkboard splashes (all the students write their responses on assigned spots on the classroom whiteboard/blackboard or on chart paper; then students respond to similarities, differences and surprises), ranking activities, and so forth. Himmele & Himmele (2011)

- Total Participation Techniques
- Partner B:
- Review #5 TPT Hold-Ups
- Partner C: Review #6 TPTs Involving Movement

#6

Traditional Techniques:
1. Give students processing cards (yes/no; true/false or specific answers) and have them hold them up. Described these as TPTs.
2. Have students turn their "thinking" cards up while they think for each task.
3. When they are complete with the task, students should turn the card to "ready to respond".
4. Be sure to leave up some assessable activity to gauge students who haven't yet completed something in the whiteboard or blackboard process.

- Similes:
1. Choose words or make some of the topics you are studying
2. Pair students to formulate an explanation
3. Ask students to share
4. Be sure to have an in

- Manned Board Together:
1. Have the students count off 1-4 if each group member is assigned a number. The number 1 asks questions to the class, then number 2, 3, and 4.
2. Leave students that all group members will leave to report their group's information. Core group work is in,
3. Call a "Think-Pair-Share" that students with the selected number report out.

- Think-Pair-Share:
1. Ask a question or present a concept (example: This is how a DNA molecule is configured). One student (they choose) answers. Two students (they choose) are paired up. Have students share their responses.
2. Have students turn to a partner.
3. Have partners share their responses.

- Quick Write:
1. Before a prompt that you would like students to address
2. Give students time to complete a blank journal page and have students share their responses.
3. Have students share and explain their change with a partner.

- Quick Drawer:
1. Display big ideas or major concepts in your classroom
2. Ask students to complete an image of the concept in their journal that represents their understanding
3. Have students share and explain their change with a partner.

- Chalkboard Splash:
1. Choose a sentence starter, prompt, or image with a partner.
2. Ask students to complete an image of the concept and have students share their responses.
3. Have students share and explain their change with a partner.

- Partner A:
- Review #4 On-the-spot TPTs

- Partner B:
- Review #5 TPT Hold-Ups

- Partner C: Review #6 TPTs Involving Movement
Three High Mileage Reading Comprehension Strategies
GIST: Exploring Tough Text

- SELECT THE TEXT (a few paragraphs or short sections of text)

- MODEL THE STRATEGY
  - Teacher reads aloud the text and thinks aloud about how s/he will summarize the passage.
  - Discuss how to write summary statements.

- PRACTICE THE STRATEGY
  - Teacher & Students practice together with the next section of text; teacher reads the text aloud and students help the teacher create the summary statement.
  - Students work in pairs or small groups to read the next section and create their own summary statements.

- COMPARISON & EVALUATE
  - Groups share and compare their summaries with the rest of the class.
  - The class evaluates the statements for clarity, conciseness, and relevance.

Adaptations of GIST for ELs

- Limit the sentence length for each summary statement.
- After several sections, combine the summary statements into a 20, 40, or 50 word summary statement/paragraph.
- Limiting sentence length helps Transitioning and Expanding ELs make concise summarizing statements and paragraphs and become familiar with American expectations of expository writing.
About-Point Activity Sheet

Text: 
Page: 
Paragraph or Section: 
This section is about ____________, and the point is ____________.

Text: 
Page: 
Paragraph or Section: 
This section is about ____________, and the point is ____________.

Text: 
Page: 
Paragraph or Section: 
This section is about ____________, and the point is ____________.

Retaxegraphie Strategies

Coding Text

Purpose: Coding text is a form of annotation that allows students to monitor their comprehension while reading.

Key Benefits for ELLs: Coding text gives students a method to react to text and express their thinking while reading. It helps ELLs to identify unknown language or concepts. Often by the time the text is completely read, students have forgotten what some might have been challenging or what the important points were. Therefore, it is a helpful tool in aiding ELLs to identify and remember important information or challenging words/concepts.

After learning the coding strategy, students may want to devise their own personal system. Provide an opportunity for them to brainstorm codes with you.

Sample codes:
- 1 or I for important
- C or 3 for confusing
- U or draw a circle around an unknown word or term
- PK or * for prior knowledge (students can relate to previous knowledge). This is particularly significant for ELLs who may have covered the content in their native country.

Procedure:
1. The most effective way to teach coding is to model it on an overhead projector. Use a simple overhead format. Choose a uniform code with a few possibilities. Starting with too many codes may cause confusion.
2. Copy a section of text to show on the overhead.
3. Give each student a copy of the text.
4. Read the text aloud and model “thinking” while reading. For example, pretend to come across an unknown word and mark it with the correct code. Continue this for other words or important facts or ideas, confusing concepts, and so on.
5. Ask students to read the text and code it accordingly.
6. After they are finished coding the text, discuss the results and answer questions.
Use of the Native Language in Integrated Content Area Classes
Science and Social Studies

Native Language Resources

https://velazquezpress.com/
Cognates

http://spanishcognates.org/search/node/economy

http://spanishcognates.org/search/node/cell

Cross-lingual Word Study

Function-----función (-tion/-cion)
Election-----elección

Prosperity----prosperidad (-ity/-idad)
reality—realidad
How Will You Assess All Your Objectives?

- Observation?
- Conferences with Students?
- Work Samples?
- Quizzes/Tests
- Exit Tickets?
- Rubrics?
- Rating scale?

Peer Assessment?
Self-Assessment?
The Stock Market Crash

Character of Chapter 9, Section 1

DIRECTIONS: As you read, complete the following graphic organizer to show the causes and effects of the Stock Market Crash of 1929. Then answer the questions that follow.

CAUSES
- Overproduction during the 1920s
- Overproduction of goods
- 
- 
- 

THE GREAT CRASH

EFFECTS
- Investors and businesses lose millions
- Thousands of farms lost; savings are wiped out
- 
- 
- 

continued
A. Mitochondria - Double-membraned organelles that break down sugar to make ATP to be used as energy by the cell.

B. Lysosome - Vesicles with digestive enzymes to break down waste and bacteria.

C. Plasma Membrane - The protective outside layer of the cell that lets some things in and keeps others out (semipermeable).

D. Golgi Apparatus - Made up of flat vesicles that package things to leave the cell - like hormones.

E. Cytoplasm - The watery medium in which the organelles float inside the cell.

F. Nucleus - The organelle that contains all our genetic information on 23 pairs of chromosomes making up our DNA.

G. Ribosomes - Little grains floating around inside the cell and on the rough ER where proteins are made.

H. Nuclear Membrane - Surround the nucleus and control what goes in and out.

I. Vacuoles - Membrane sacs for storage.

J. Rough Endoplasmic Reticulum (rough ER) - Folded membrane pathways spotted with ribosomes and making new membranes as needed.
What was one idea you got today that will really help you plan integrated language instruction for your ELs?

What was one strategy you got today that you plan to use in your integrated ENL classroom right away?

What else was useful to you from today’s PD?