

# Welcome to SW Plains ESOL Cadre #2

v

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Contact Andrea Simmons - SWP w/ further questions  
(620) 675-8831 [andrea.simmons@swplains.org](mailto:andrea.simmons@swplains.org)



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# How do you welcome your students?

<https://www.youtube.com/watch?v=xaTOxVaYkPU>



# Activating Prior Knowledge

- [http://www.gcasd.org/Downloads/Activating\\_Strategies.pdf](http://www.gcasd.org/Downloads/Activating_Strategies.pdf)
- <http://tinyurl.com/h394kuo>



## Activating Strategies for Use in the Classroom

Written Activating Strategies	Brief Description of the Strategy
3-2-1	List: 3 things you already know about X, 2 things you'd like to know about or learn more about, and 1 question related to the key concept or learning.
KWL	Begin the lesson with a three-column organizer: What I <u>K</u> now, What I <u>W</u> ant to know, what I <u>L</u> earned. Have students fill in the first two columns in advance of the lesson. Return to the last column as a summarizing strategy for the lesson.
Admit/Entrance Ticket	This can be any "query" that prompts students' interest/engagement in relation to the focus of the upcoming lesson. It can serve to bring background knowledge to the forefront, make connections with the previous day's lesson, and/or generally get students to focus their thinking on the specific consideration of that day's learning.
Questions to the Teacher	Have students list 3 (or any number) of questions they would like to pursue in relation to the focus of the lesson.
Acrostics	Give students the key word/concept which will be addressed in the lesson. Ask them to write a detail or descriptor with which they are already familiar that starts with each of the letters of the key word/concept
Carousel Brainstorming	On chart paper around the room (or on paper that is passed around groups), ask small groups of students (3-4) to respond to a question or statement posed at the top of the paper. (These questions/statements should represent components of their upcoming learning.) After a short period of time, student groups move on to another piece of chart paper/topic, and read what has been written about that topic and add to or respond to it. Key reminder: Ahead of time prepare the chart paper and the different topics, insuring that you have enough "stations" so that every group is at one station during each rotation. These charts and responses can be used as the lesson activator, representing the prior knowledge and current understandings of the group.



# Activating Prior Knowledge

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## K.W.L. Chart

Topic: \_\_\_\_\_

K What I Already Know	W What I Want to Know	L What I Have Learned

Welcome, Julie Ewing

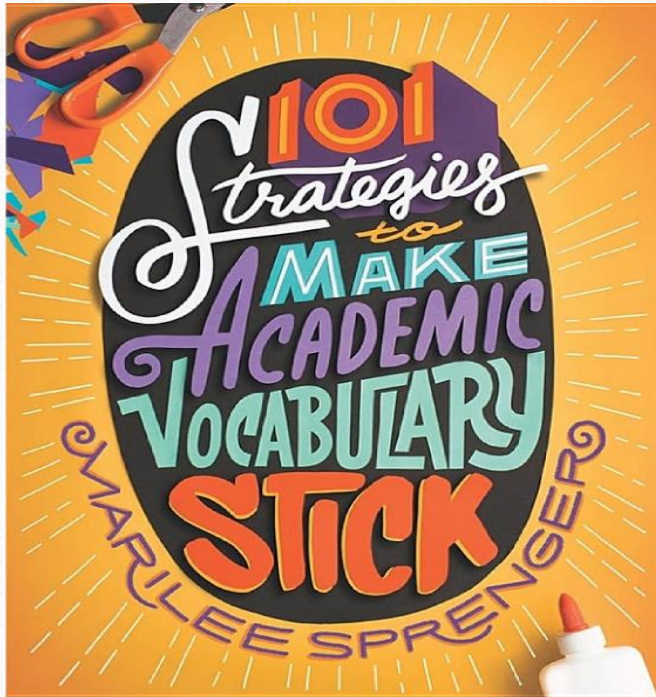
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# Vocabulary Ideas for ELLs

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[http://tinyurl.com/  
z3sgdho](http://tinyurl.com/z3sgdho)



<http://tinyurl.com/jh3x772>

STRATEGY	Memory Stage	Target Grade Level	Good for ELLs	Good for Struggling Students
1. Put grammar in its place	Encoding	K-12		
2. Puzzles to pique curiosity	Encoding	K-12		
3. Wear the word	Encoding	K-12		
4. Open with a cloze	All	K-12		
5. WKWL	Encoding	K-12		
6. Vocabulary anchors	Encoding	K-5	✓	
7. Vocabnotation	Encoding	K-12		
8. Graffiti graphics	All	K-12		
9. Miming or acting	All	K-12	✓	
10. Let's label	Encoding	K-12	✓	✓
11. Dump and clump	Encoding/Storage	K-12		
12. Word splash	Encoding/Retrieval	K-12		
13. Out of sorts	Encoding/Storage	K-12		
14. Affix organizer	Encoding/Storage	K-12		
15. Related words	Encoding/Storage	K-12		
16. Vocabulary song lyrics	Encoding/Storage	K-12	✓	✓
17. Visual strategies using technology	Encoding/Storage	K-12		
18. Linear arrangements	Encoding	K-12		
19. Enriching the vocabulary experience	Encoding/Storage	K-12		
20. "Pass" words	Encoding	K-12		
21. Online dictionaries	Encoding/Storage	K-12	✓	✓
22. Animoto	All	K-12		
23. It's in the bag!	All	K-12		
24. Word expert cards	Encoding	K-12		
25. Word up!	Encoding	K-5	✓	
26. Brain power words	Encoding	K-12		
27. Word collections	All	K-12		
28. Pieces and parts	All	K-12	✓	
29. Vocabulary journal page	Encoding	K-12	✓	✓
30. So many words, so little time	Encoding	5-12		
31. Story impressions	Encoding/Retrieval	K-12		
32. Rooting for words	Storage	K-5		
33. Picture this	Storage	K-12		
34. Show me what you know	Storage	K-12		
35. Locate <i>locate!</i>	Storage	5-12		
36. Hear it, say it, spell it	Encoding/Storage	K-8	✓	✓
37. Hear it, say it, spell it, rhyme it	Encoding/Storage	K-8	✓	✓

AT A GLANCE

101 STRATEGIES TO MAKE ACADEMIC VOCABULARY STICK

STRATEGY	Memory Stage	Target Grade Level	Good for ELLs	Good for Struggling Students
52. What? So what? Now what?	Storage/Retrieval	K-12		
53. Vocab walk	Storage/Retrieval	3-12		
54. Thumbs up or down	Storage/Retrieval	K-12		
55. And the question is...	Storage/Retrieval	4-12		
56. Why should I care?	Storage/Retrieval	6-12		
57. Your number's up	Storage	5-12		
58. Sell your word	Storage/Retrieval	5-12		
59. Memory match	Storage	4-12		
60. Password, please!	Storage	5-12		
61. Four-square vocabulary	Storage	3-12		
62. Letter categories	Storage	5-12		
63. Connect two	Storage	4-12		
64. Two in one	Storage	1-12		
65. Word treasure hunt	Storage	K-12		
66. A word before you leave	Storage/Retrieval	K-12		
67. Syllapuzzles	Retrieval	K-12		
68. Walls, halls, and tossing balls	Encoding/Retrieval	K-5	✓	
69. Four corners with acting	Storage/Retrieval	K-12		
70. Back to the source	Storage/Retrieval	5-12		
71. Oh no!	Storage/Retrieval	K-12	✓	
72. What are you thinking?	Retrieval	K-12	✓	✓
73. Taboo words	Retrieval	4-12		
74. Scrambled words	Retrieval	K-12	✓	
75. Scrambled eggs	Retrieval	3-12		
76. Seven up	Retrieval	K-12	✓	✓
77. Color my world	Retrieval	5-12		
78. The playdough game	Storage/Retrieval	4-12		
79. Antonym bingo	Retrieval	4-12		
80. <i>Indisputable or irrefutable?</i>	Storage/Retrieval	5-12		
81. Tune in. Talk more. Take turns.	Retrieval	6-12		
82. The sky is the limit!	Retrieval	3-12		
83. Cloudy or clear?	Retrieval	3-12	✓	✓
84. The relay game	Retrieval	K-12		
85. Vocabulary association triangles	Retrieval	K-12		
86. I write; you write	Retrieval	K-12		
87. Justify	Retrieval	K-12		
88. Hangman	Retrieval	K-12		



## Quote from the book

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Far too many students come to school with small vocabularies. This is a big deal: the size of a child's vocabulary is an accurate predictor of academic achievement and even upward mobility over the course of a lifetime (Hirsch, 2013).

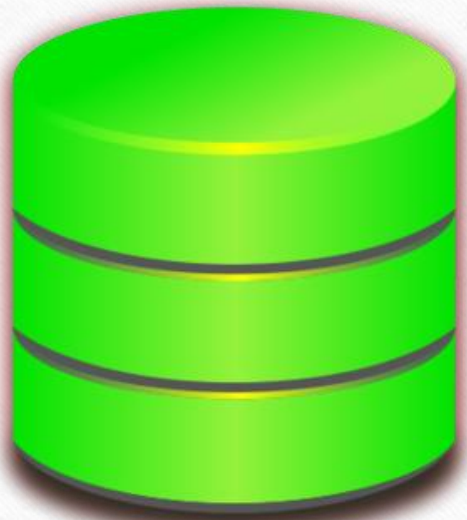


There are three tiers of **vocabulary** that encompass all the words our students can learn. Tier 1 includes basic **vocabulary**, Tier 2 includes high-frequency academic **vocabulary**, and Tier 3 includes low-frequency specialized **vocabulary**.



# Automaticity

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- Encoding
- Storage
- Retrieval

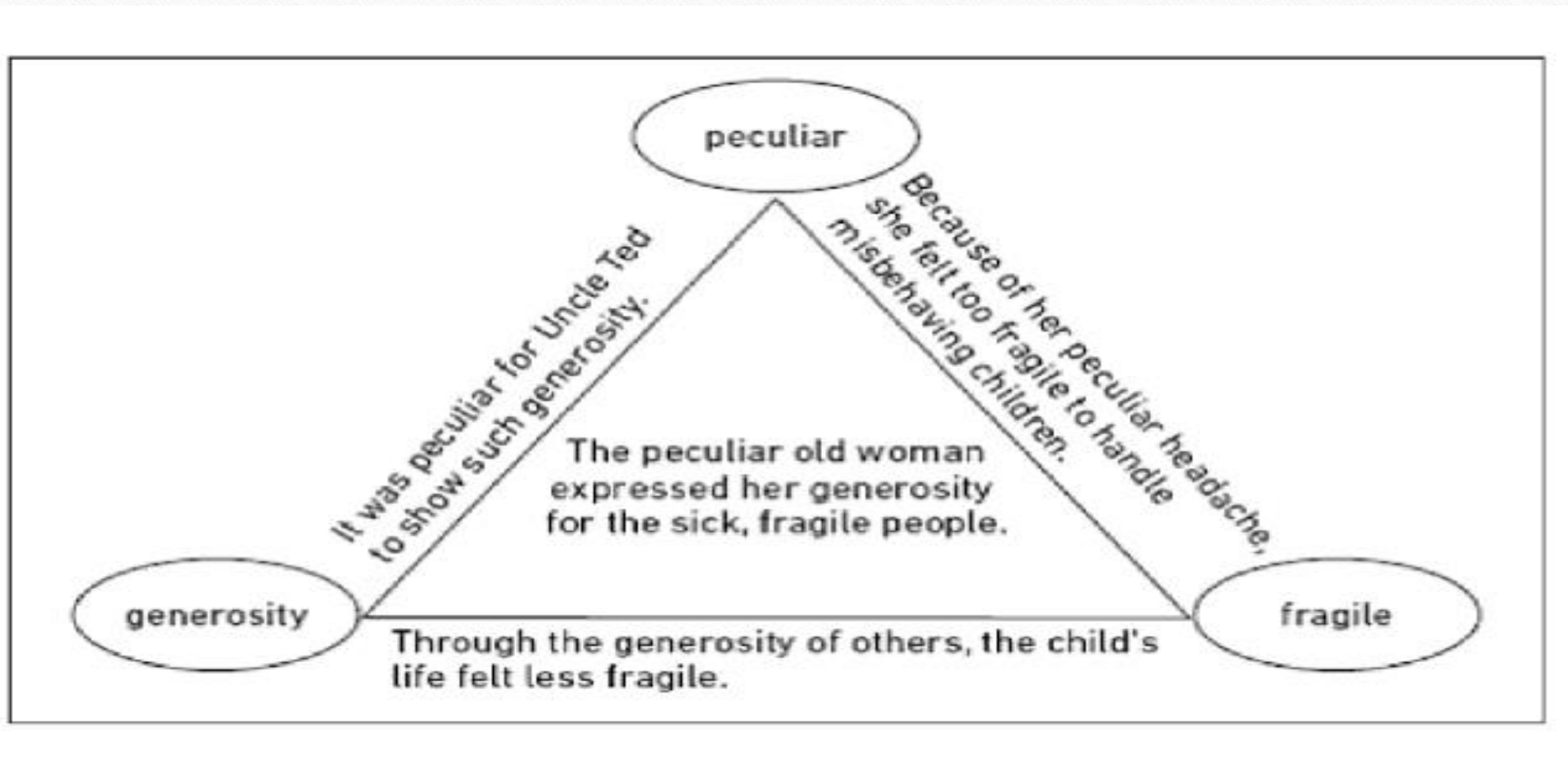
Miming or Acting  
AKA: Charades or Headbands or Heads Up  
(app)

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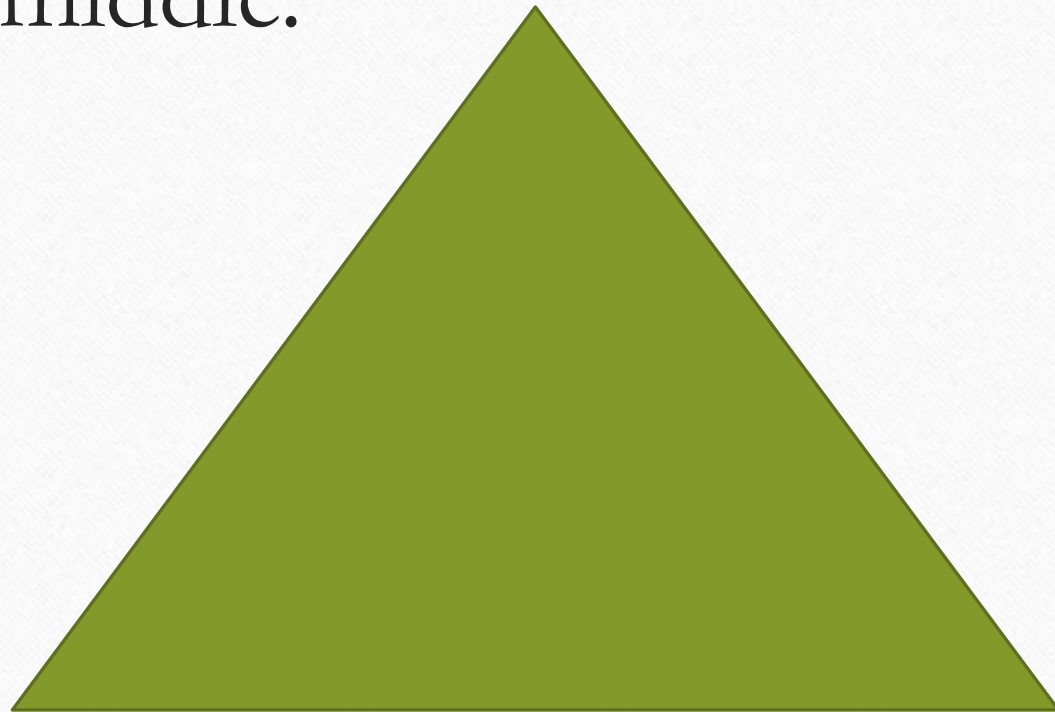


# 101 Strategies to Make Academic Vocabulary Stick: Vocabulary Association Triangles



Now you try... Get in a group of 3  
Draw a triangle. Place one word at each  
angle. Write sentences on the sides and one  
in the middle.

- Expands
- Select
- Sentence





# Oh, NO!!!—Pronunciation Game

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- 20 words written on 20 cards
- 2 cards with “Oh, NO!” written on them
- Students draw a card and if they pronounce it correctly, they keep it
- If they draw “Oh, NO!”, they have to put all of their cards back in the deck.



## Quotes from *The Motivated Brain*

- “We crave inclusion. Hallowell (2011) says that if we are not able to interact with others daily, we are actually losing brain cells, while those who do engage others grow brain cells.”
  - This is especially true of those who are under stress.

Cooperative learning motivates students’ achievement, peer interaction, problem solving and decision making...





# Immigration Updates

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- Michael Feltman---Immigration Attorney



Take A  
Break!



Vector EPS 10



# Information from Dawn Flax

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Lunch 11:30-12:30

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# Growth Mindset for Equity

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# Carol Dweck

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- *“Growth mindset means you look at life in a positive way – you look at problems as opportunities to learn and grow and not as obstacles. You also believe that you are not born with a fixed intelligence — that you can be what you want through effort.”*
- Read more: ***The Perils and Promise of Praise***



# What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

# Growth Mindset for Equity

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- From Education Week (July 13, 2016) “Changing the mindset of one teacher can change the social experience of that child’s entire world.”
- [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve#t-400821](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-400821)
- <http://tinyurl.com/zhh046y>



# Randy Sprick: Safe and Civil Schools

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- I BELIEVE...
- "School personnel can carefully and intentionally build welcoming and safe schools for the students and families they serve."  
—Randy Sprick
- Are we intentional in including ALL students?

Randy Sprick

Coming again—September 27

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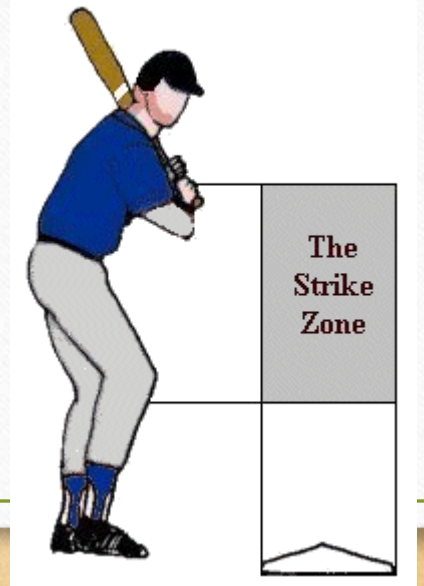
- **Never give up**---even to the last day of school (if nothing else you are telling “that” kid that he is important enough that you will keep trying
- There is still a gap in graduation rates for Hispanic students (76%) compared to White students (85%)
- FYI---lowest rates Blacks and Native Americans (68%)








# Teach Expectations of School

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- Randy Sprick calls expectations---the strike zone
- Often schools have “hidden rules”
- Use pictures to reinforce expectations



"SLANT" is a body language, a behavior. It shows the teacher and your classmates you are interested and involved in the learning. It keeps you more alert and focused.

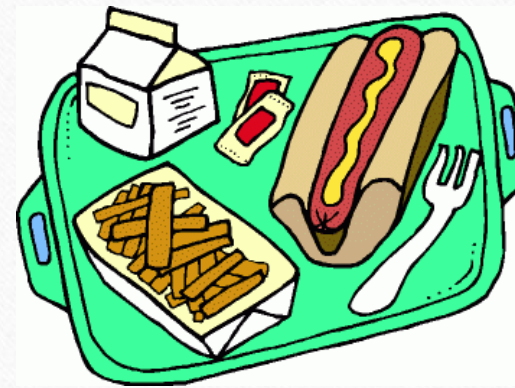
 <b>S</b> it Up	Both feet should be flat on the floor, your back straight, your head up and facing the speaker, and your hands on top of your desk. Sitting with proper posture helps you pay better attention to lessons, and interact more with discussions and activities.
 <b>L</b> ean Forward	Leaning forward will show you are interested in the lesson and you are listening.
 <b>A</b> sk Questions	Stay on the topic and ask meaningful, interested questions about the discussion and activities. Your question might help others understand the lesson better too.
 <b>N</b> od Yes and No	Nodding you head shows the teacher you understand the lesson. It is a non-verbal conversation between you and the teacher.
 <b>T</b> alk With Teachers	Communicate with the teacher both during and after class to make sure you understand, get extra help, check on your progress, or get missed assignments. If you are confused about something, ASK the teacher. Also attend tutorials ~ they are there to help you.



# Examples/Non-examples



- Teach all expectations with both
  - Act them out
  - Write them out
  - **Use pictures to reinforce**
  - Teach and reteach in the location where the activity will take place



# Compliments

- Teach students how to appropriately accept and give compliments and positive feedback







Source: Fredrickson, Barbara (2009)

3 POSITIVES TO 1 NEGATIVE

# See Handouts

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- <http://www.nais.org/Independent-Ideas/Lists/Posts/Post.aspx?ID=467>
- Three Myths Around Cultural Competency
  - Jigsaw---at your tables, number off by three. Each take one of the myths to read and report out to the whole table.





# ESOL Praxis

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- New assessment as of October 2017...different emphasis
- Go to Kansas Praxis---Tests for Licensure Area---English as a Second Language---English to Speakers of Other Languages #5362





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# Ideas to Share

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- <http://tinyurl.com/zrzqmgo> *Let Them Talk* by Wayne E. Wright
- <http://tinyurl.com/gokblj8> *Engaging Your Beginners* by Jane Hill
- **Plickers**
- **Polleverywhere**
- **Socrative**
- **Kahoot**

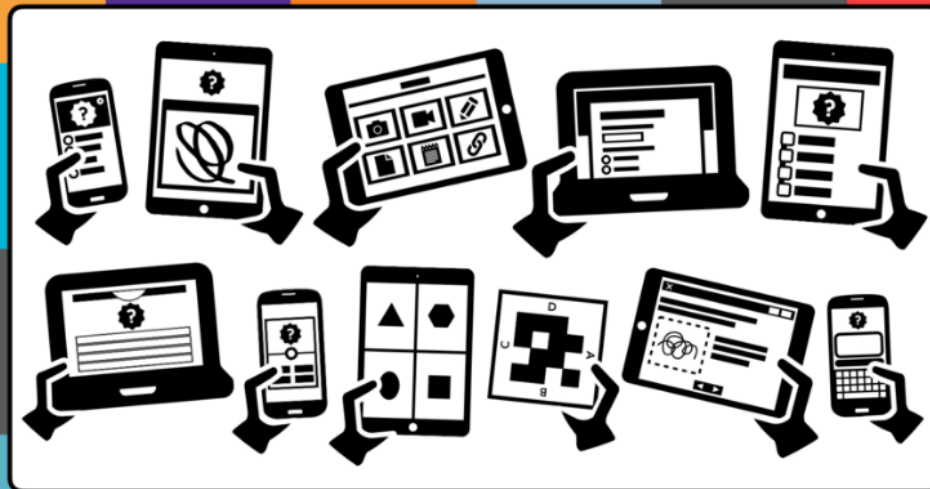
<http://learninginhand.com/blog/know>



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## Know Students Better: 17 Tools for Formative Assessment

August 08, 2016





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## Whale

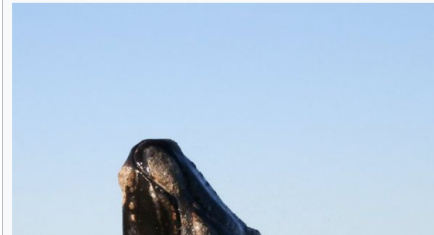
From Wikipedia, the free encyclopedia  
(Redirected from [Whales](#))

*This article is about a marine mammal. For other uses, see [Whale \(disambiguation\)](#).  
For further information, see [Cetacea](#).*

**Whales** are a widely distributed and diverse group of fully aquatic placental marine mammals. They are an informal grouping within the infraorder *Cetacea*, usually excluding dolphins and porpoises. Whales, dolphins and porpoises belong to the order *Cetartiodactyla* with even-toed ungulates and their closest living relatives are the hippopotamuses, having diverged about 40 million years ago. The two parvorders of whales, baleen whales (Mysticeti) and toothed whales (Odontoceti), are thought to have split apart around 34 million years ago. The whales comprise eight extant families: *Balaenopteridae* (the rorquals), *Balaenidae* (right whales), *Cetotheriidae* (the pygmy right whale), *Eschrichtiidae* (the gray whale), *Morontidae* (belugas and narwhals), *Phocaenidae* (the sperm whale)

### Whales

Whales are not a taxon, they are an informal grouping of the infraorder *Cetacea*



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Simple English  
کوردیی ناوەندی  
Tagalog  
தமிழ்  
Polski



2 Taxonomy and evolution  
2.1 Mysticetes  
2.2 Odontocetes  
2.3 Evolution  
3 Biology  
3.1 Anatomy  
3.2 Locomotion  
3.3 Senses  
3.4 Communication

# Ideas for next year!!

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- Things to KEEP:\_\_\_\_\_!
- Please don't do this any more\_\_\_\_\_!
- New ideas:\_\_\_\_\_!
- Number of cadres????
- Dates??????





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