

PROJECT PLACE FOLLOW-UP

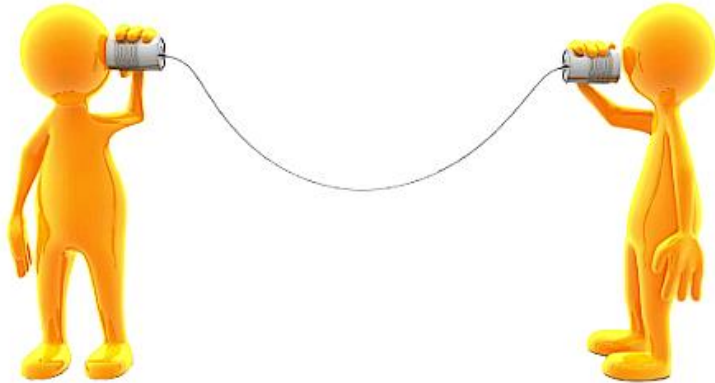
October 23, 2019

HOUSEKEEPING

AND DOOR PRIZES!



ICEBREAKER: *3-WAY COMMUNICATION*



We will determine the key aspects, pros & cons, and guidelines for different types of communication:

- Face-to-face
- Telephone
- Email

We'll break into groups by counting off by threes

All groups will have the same discussion topic

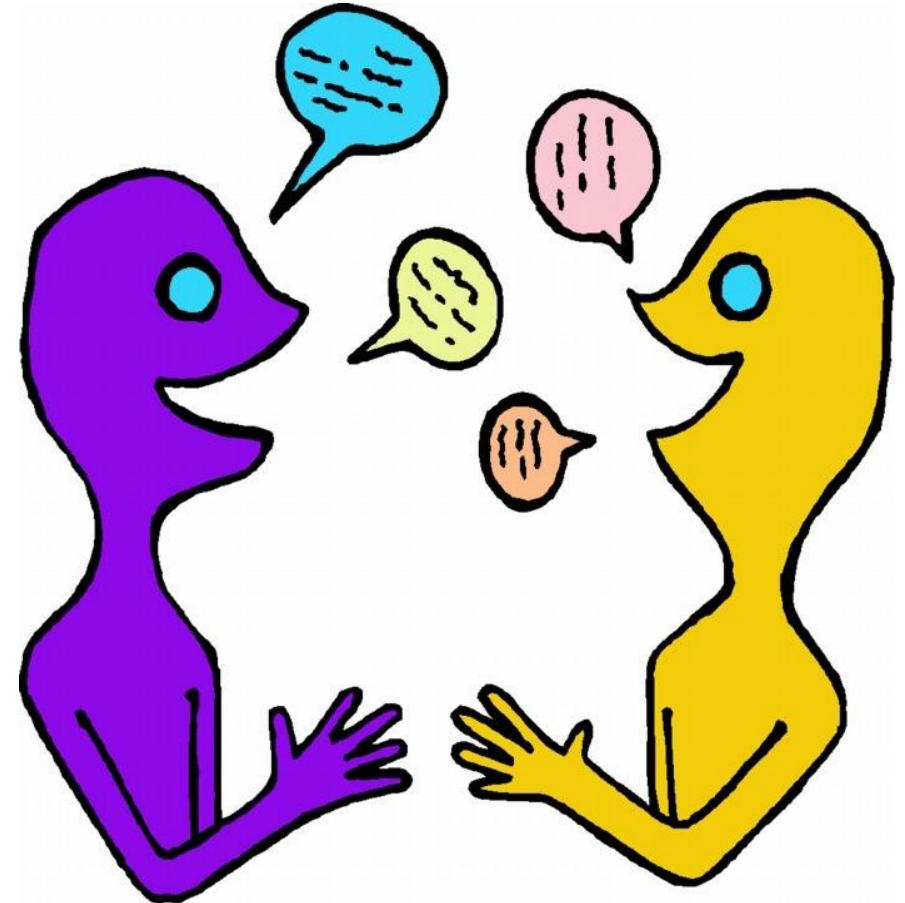
Each group, however, will have different rules that guide your discussion!

GROUP 1: FACE TO FACE

Your group does not have any guidelines or restrictions on your communication

You will use pen and paper to write down your findings during the activity

Pick a spokesperson to report on your findings at the end



GROUP 2: TELEPHONE

Your group members will be blindfolded to replicate a telephone environment, in which you cannot see the people you are talking to

One person will act as a scribe for your group and will NOT wear a blindfold

Pick a spokesperson to report on your findings at the end



GROUP 3: E-MAIL

Your group will sit back-to-back (e.g., with chairs in a circle facing out) and may not speak to each other

To communicate, you must write notes and pass them to one another.

- You will have papers, pens, and clipboards

Pick a spokesperson to report on your findings at the end



EACH GROUP'S TASK:

Discuss these four aspects of your particular type of communication:

- Key descriptors of communication in your medium
- Pros
- Cons
- Guidelines for communicating in your medium

Pick a spokesperson to report your findings at the end

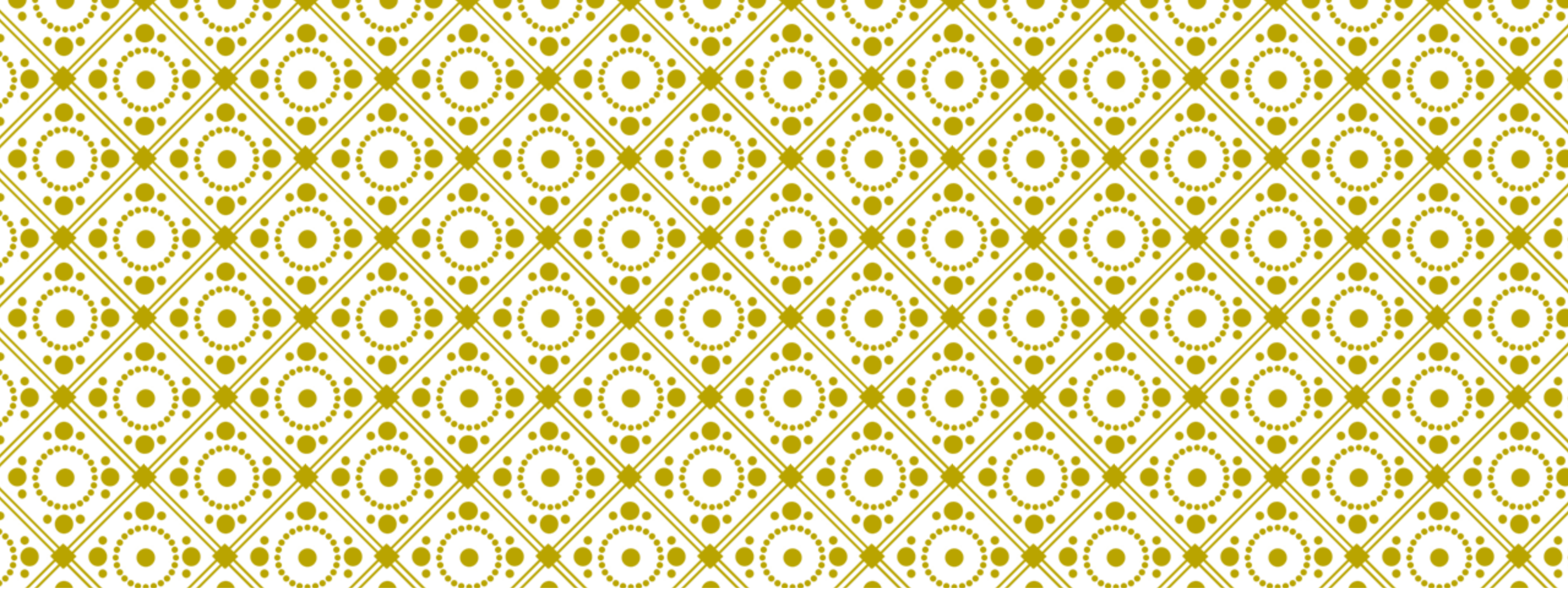
3-WAY COMMUNICATION: *DEBRIEFING*

What challenges might English learners face in each of the scenarios?

What benefits might each scenario offer an English learner?

How does this activity connect with today's CRIOP element: **discourse**?

What implications does this activity have for your classroom?



LEARNING FROM AN EXPERT TEACHER

Christa Roney



LUNCH TIME

CRIOP ELEMENT: DISCOURSE

What is Discourse?

discourse

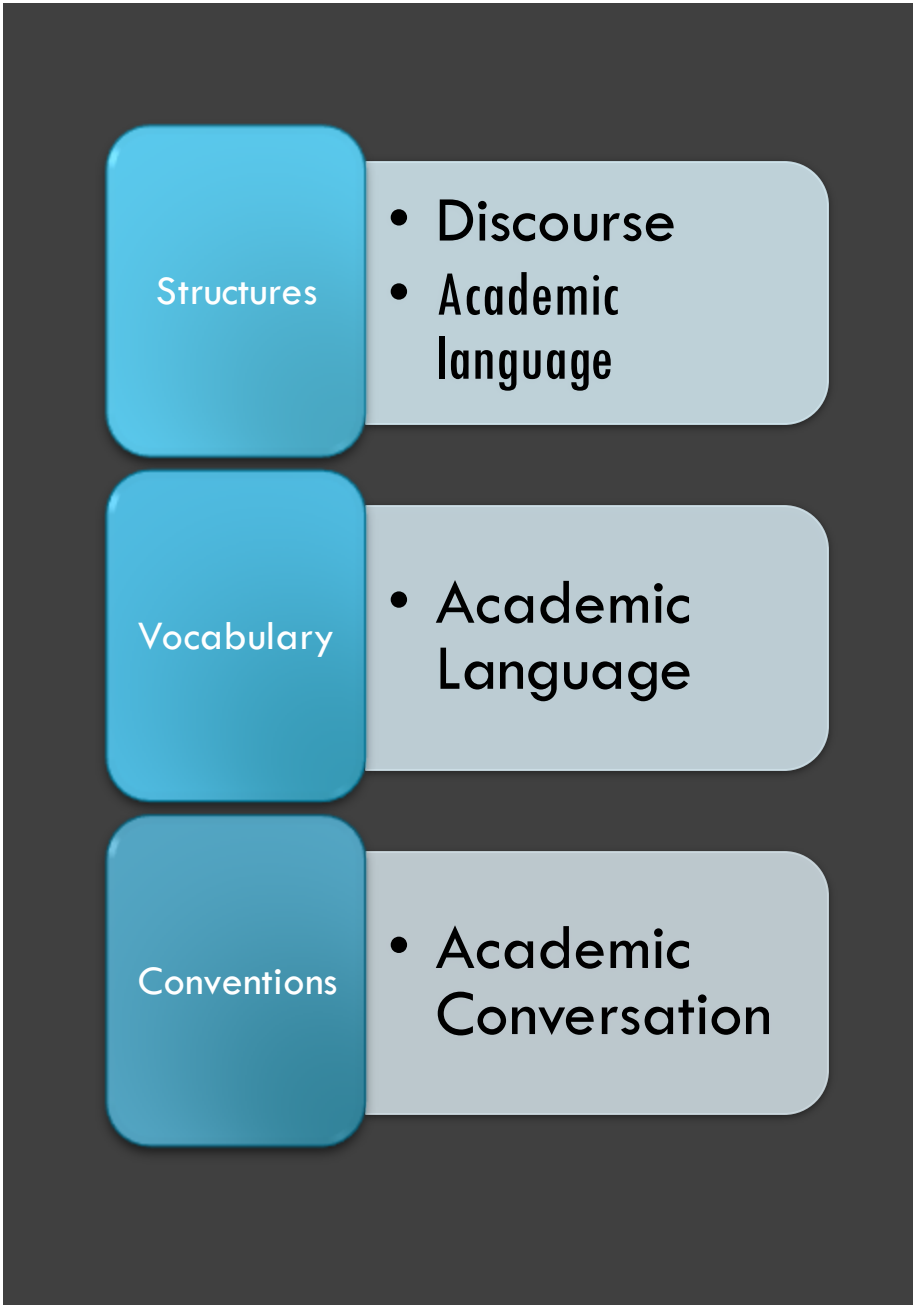
[*noun* **dis-kawrs, -kohrs, dis-kawrs, -kohrs**; *verb* **dis-kawrs, -kohrs**]

noun

- communication of thought by words; talk; conversation: *earnest and intelligent discourse.*
- a formal discussion of a subject in speech or writing, as a dissertation, treatise, sermon, etc.
- *Linguistics.* any unit of connected speech or writing longer than a sentence.



IT'S ALL ABOUT LANGUAGE



WHY TEACH LANGUAGE?

PAIR PLUS ONE: In groups of three--

1. Group members 1 and 2 have an academic conversation about the quote from this textbook.

2. Group member 3 observes, offers feedback and extra support during the conversation. (Pay attention to the **language structures** and **conversational conventions** used in the conversation).



ACADEMIC LANGUAGE in Diverse Classrooms

DEFINITIONS AND CONTEXTS

Margo Gottlieb
Gisela Ernst-Slavit

Foreword by Jeff Zwiers

QUOTE #1



Use your own words to paraphrase this quote. Discuss what it means for the students you teach.

“For [students from middle- and upper-class environments] a wide range of linguistic, cognitive, and cultural patterns acquired at home support many of the features of school language. **Consequently, students from more privileged groups more easily acquire the thinking processes and linguistic conventions necessary to succeed in school.**” (Gottlieb & Ernst-Slavit, 2014, p. 10)

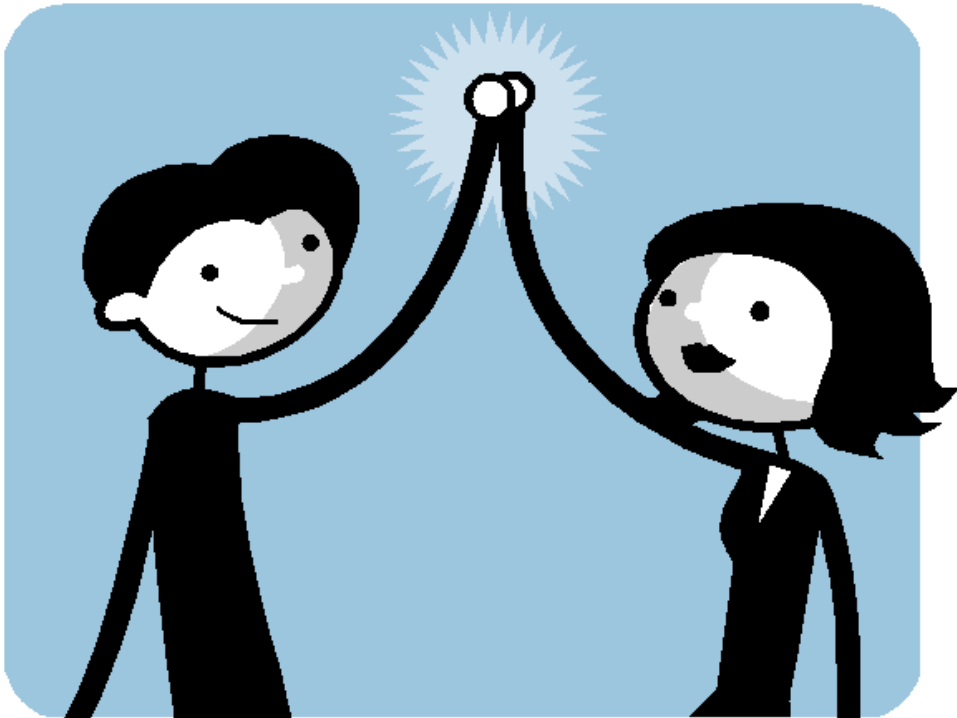
ACADEMIC CONVERSATIONS: WHAT DID YOU NOTICE?

- Elaborating and clarifying
- Supporting one's ideas
- Building on or challenging another's ideas
- Applying ideas to life
- Paraphrasing/Summarizing



QUOTE #2

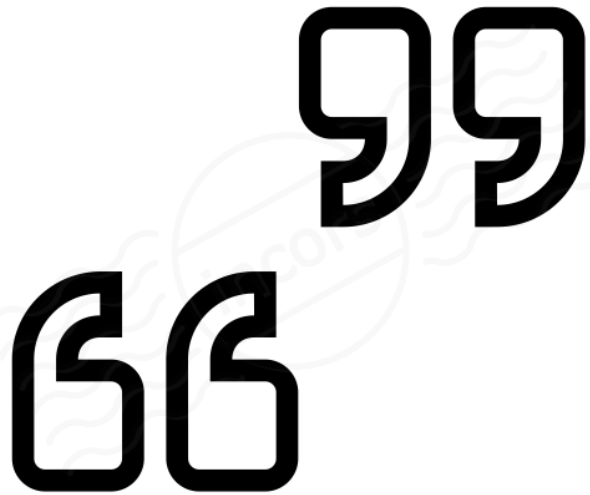
Stand Up, Hand Up, Pair Up



“Those academic and professional uses of language require **conformity to elaborate, explicit, and often quite mysterious sets of rules.** Not teaching those rules to our students is equivalent to what Macedo (1994) calls a ‘*pedagogy of entrapment,*’ when **schools require students to use the different academic registers that they do not teach.**” (Gottlieb & Ernst-Slavit, 2014, p. 25)

Read the quote and discuss the “pedagogy of entrapment” with your partner.

So....



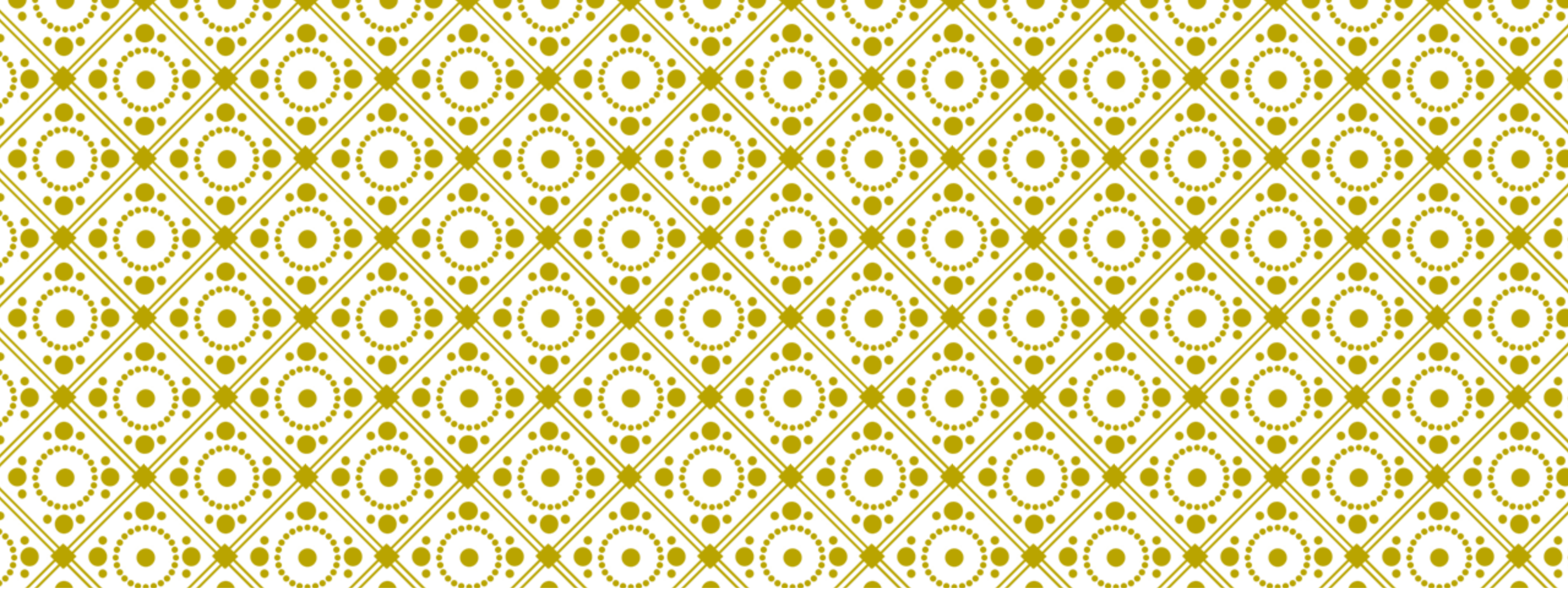
“To ensure growth in students’ oral language development, **teachers must plan and orchestrate student-student interaction with clear roles, language targets, and *built-in formative assessment strategies*** to monitor progress on an ongoing basis” (Gottlieb & Ernst-Slavit, 2014, p. 16).

WHAT ARE CULTURALLY RESPONSIVE DISCOURSE PRACTICES?

Teacher promotes **active student engagement** through discourse practices

Teacher provides structures that **promote academic conversation**

Teacher provides opportunities for students to develop **linguistic competence**



ACCOUNTABLE TALK & OTHER DISCUSSION PROTOCOLS

Brittany Manion

ACCOUNTABLE TALK

A DISCOURSE STRATEGY FOR ACADEMIC CONVERSATION

What does a good conversation look like?

- *Look, Listen, and Lean*

What does accountable talk mean?

- *High level of student engagement*

Encourage students to use native language

Different ways to use accountable talk:

- Text

- Visuals

- Videos

- Math problems

- Opinion questions

- Pre-writing activity

Accountable Talk Sentence Stems

I think _____ because _____.

I agree with _____ because _____.

I respectfully disagree with _____ because _____.

_____, could you please clarify what you mean by _____.

On page _____, it says _____, so I think _____.

I understood that you said _____.

May I point out _____?

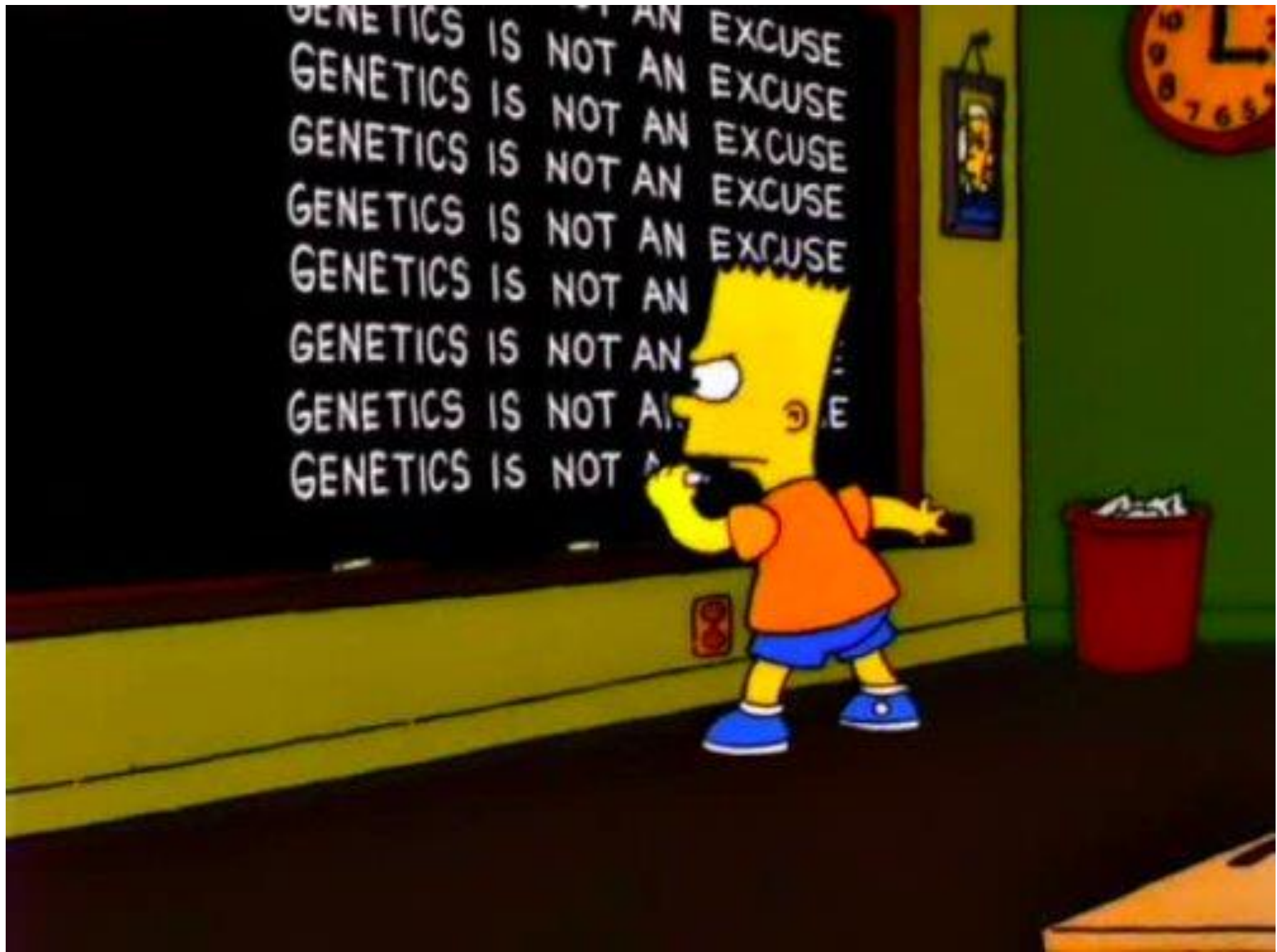
I would like to suggest _____.

Do you mind clarifying _____?

I am definitely interested in hearing more about _____.

In your (response, essay, report), you suggest _____.

Let me add to what we have been discussing _____.

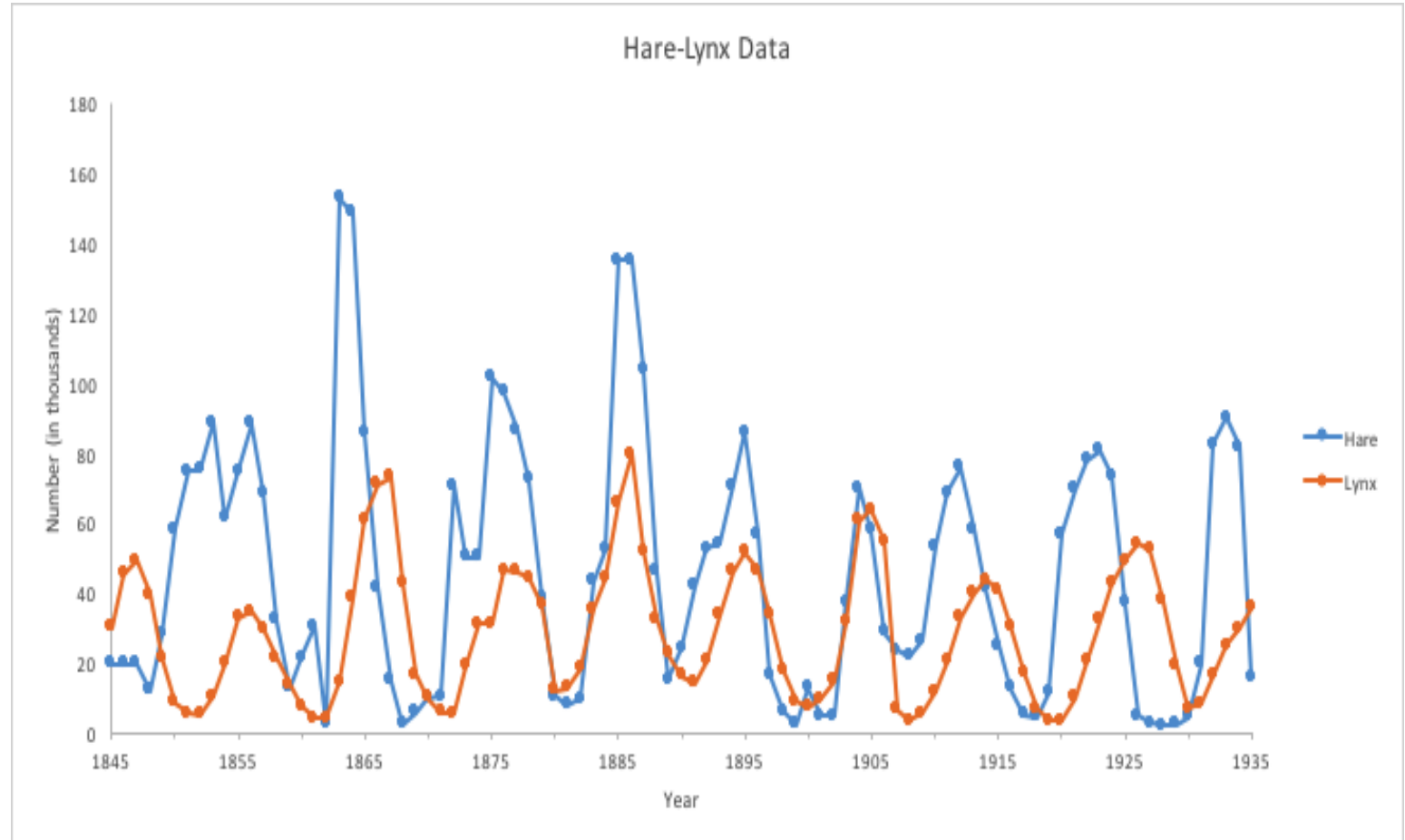


OTHER ACCOUNTABLE TALK PROMPTS

Can cell phones be educational tools?

Should PE be required?

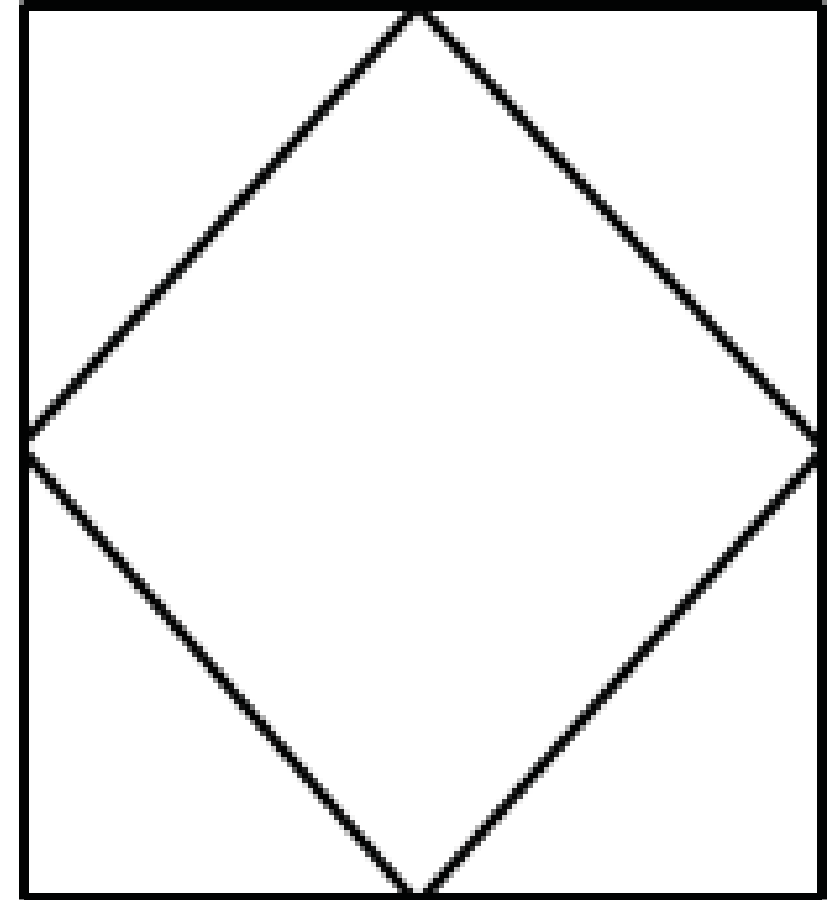
What are factors that define true friendship?

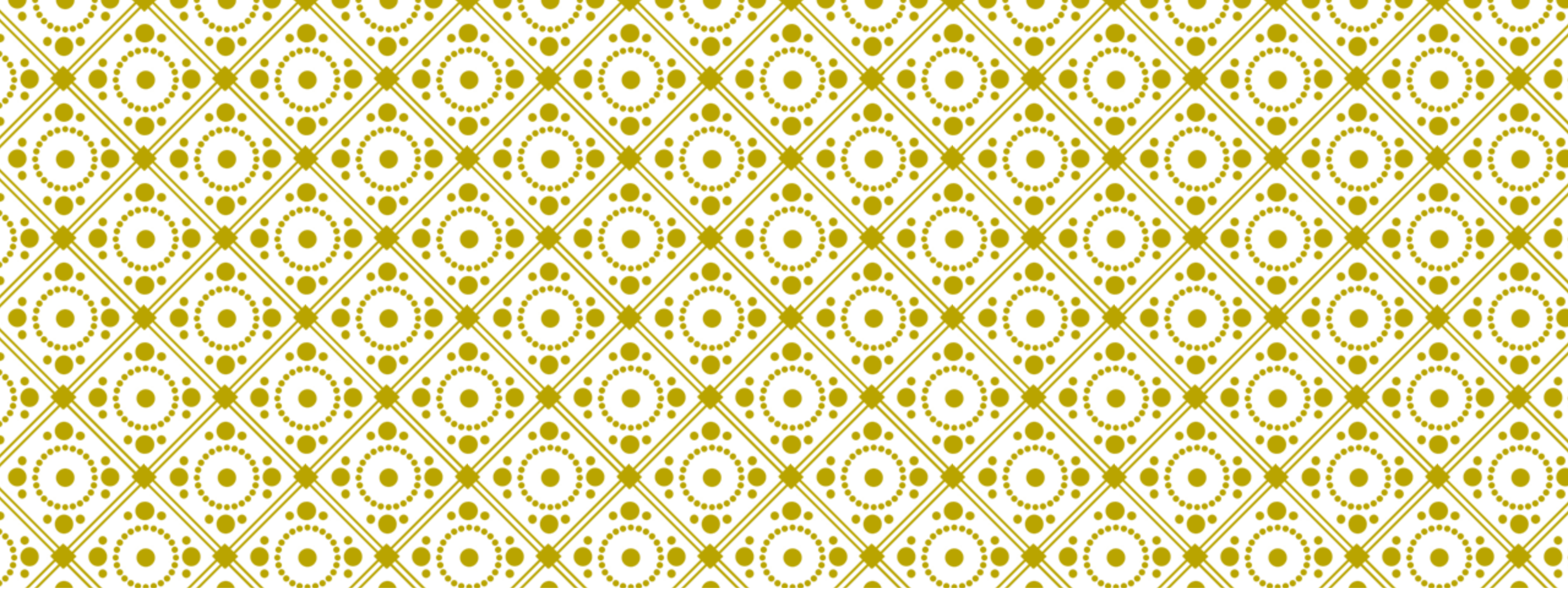


DISCUSSION DIAMOND

Setup: Each small group or table needs a copy of a graphic organizer that looks like the image to the right. Each student will write one of the triangular “corners” of the organizer.

1. The teacher poses a question that students can answer with data.
2. All students get three minutes to think and write their thoughts in their respective corner.
3. The students take turns explaining their ideas to each other (all students must share).
4. The students discuss what their consensus view might be and write their consensus view in the middle.





MORE STRATEGIES FOR DISCOURSE



CONVERSATION STATION: *INTEGRATING DISCOURSE IN YOUR READING/ELA CENTERS*

Two or more students work together to build oral language skills

Create 50+ questions or conversation starters

Questions should

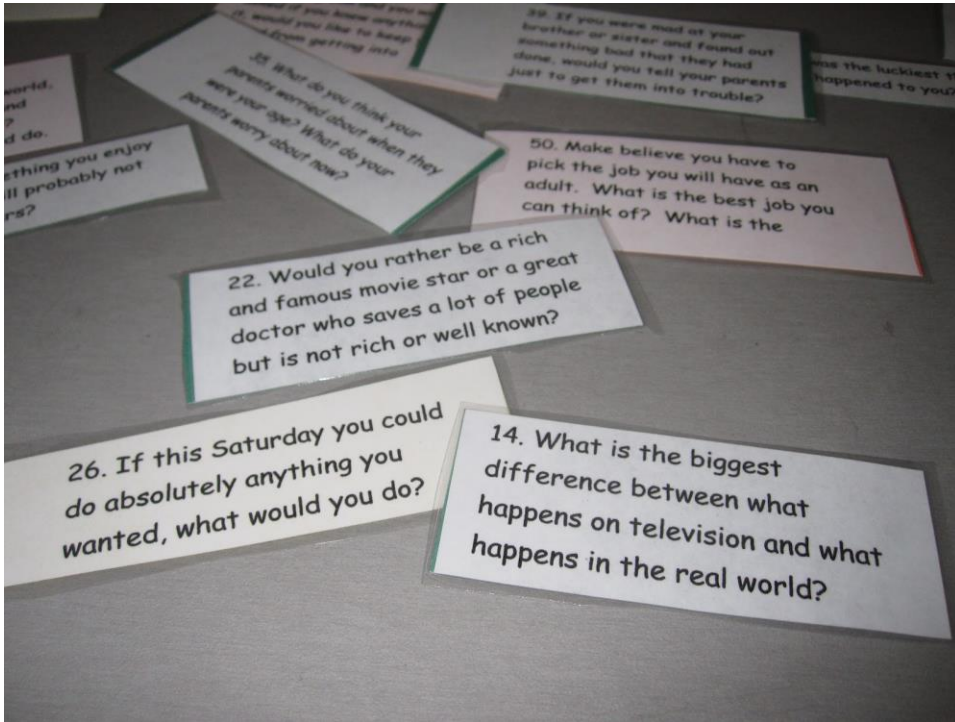
- Require more than a one-word answer
- Prompt some critical thinking, (ie "what would you do if everyone in your family forgot your birthday?")
- Elicit discussion

Students take turns selecting a question for others to answer

This is a great way for kids to practice Accountable Talk and build classroom relationships!



CONVERSATION STATION: *MORE IDEAS*



<http://mrsobrienclassconnect.blogspot.com/2012/02/conversation-station-anytime-oral.html>

Question cards can be swapped out regularly to keep the center fresh & interesting

Questions can be differentiated by level of difficulty for English learners or for learners who have difficulty reading or speaking in other ways

- Try color-coding the paper that they're on to indicate the level of difficulty!

Questions can be general get-to-know you/relationship-building questions OR related to content you are studying

- Reading passages from language arts
- Unit of study in social studies or science

Questions, and their resulting discussions, could lead into writing

DISCOURSE + PARAPHRASING: *INTERVIEW GRIDS*

Interview grid is a matrix that students use as they go around the room talking to each other

- Top of the matrix has academic questions
- Questions should prompt long-ish answers, which make them better for paraphrasing

Students ask their peers questions, then paraphrase answers on paper in the small space

Name	Compare bird and insect adaptations	Explain how crocodiles have adapted	Argue why dinosaurs became extinct
Silvia	Birds and insects can escape by flying	Fast in water; sharp teeth	Meteor started an ice age
David	Some bugs smell bad; other can sting you	They eat everything; camouflage	Smoking
Safiye		Very tough skin; they look like logs	They got diseases and ran out of food

INTERVIEW GRIDS: *YOUR TURN!*

Walk around the room and interview 3 people who are not sitting at your table.

Ask each person all four questions.

Paraphrase their answers in the boxes provided.

Name	Compare content and language objectives	Explain comprehensible input	Argue why teachers should focus on discourse

IMPLEMENTATION OF DISCOURSE STRATEGY

From a lesson or text you already have planned for the next week, plan to add in a Discourse strategy.

Project PLACE
Implementation of Discourse Strategy

Directions: From a lesson or text you already have planned for the next week, plan to add in a Discourse strategy.

Lesson or Text Title: _____

Explain Discourse strategy
Where in your lesson or text will this Discourse strategy take place?
Resources you will need to implement strategy
Amount of time needed for activity
Role of teacher during activity
Role of student during activity
Desired outcome



YOUR TURN TO SHARE:
HOW'S IT GOING???

In school groups, create at least one poster that shows what you have changed because of your participation in Project PLACE:

- What have you tried?
- What is working?
- What has surprised you?
- What barriers have you encountered and how have you tackled those barriers?
- What do you plan to do next?



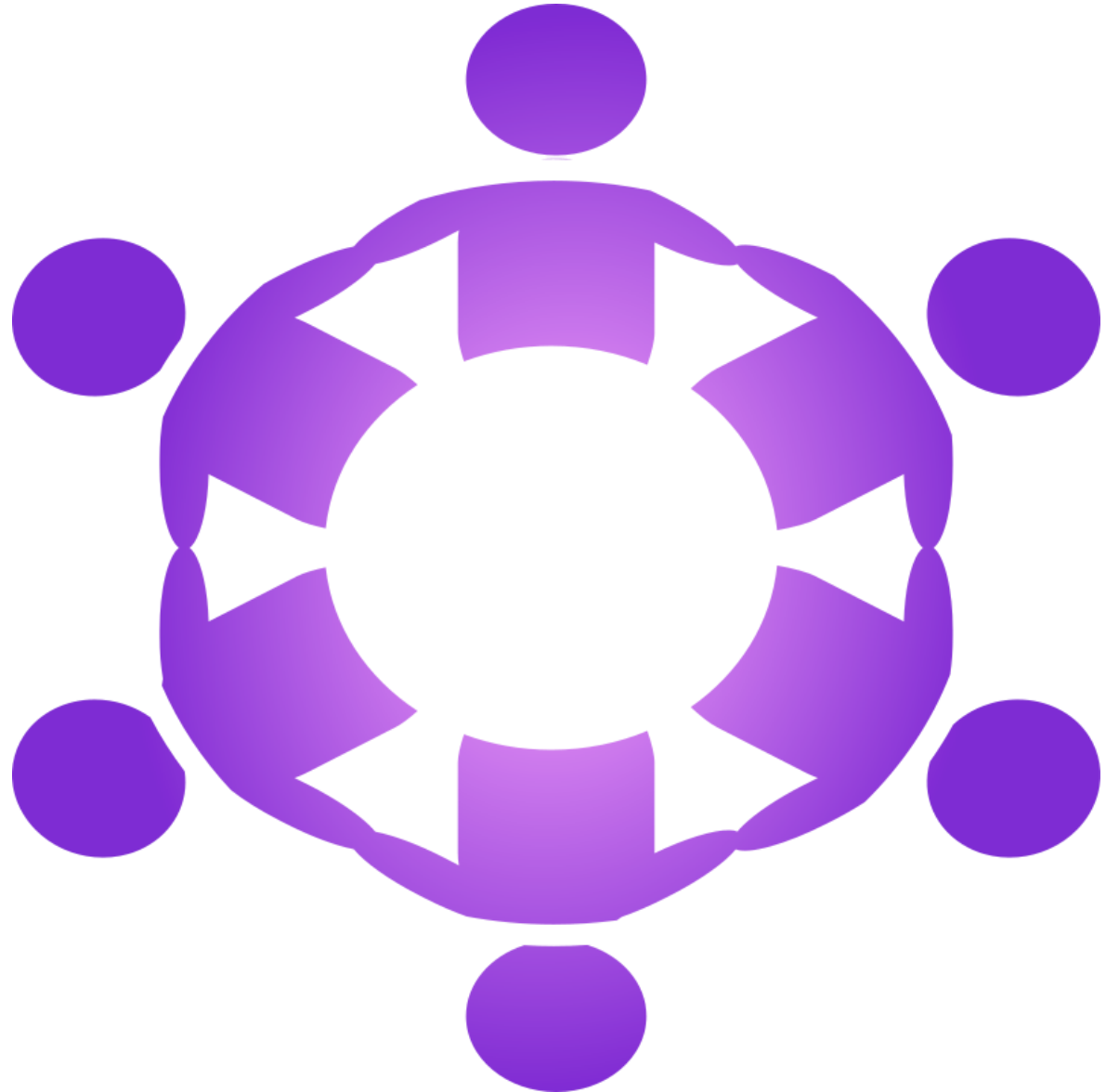
ONE STAY — OTHERS STRAY

1. One person from your group will **STAY** with your poster and explain it.
2. The rest of the people in your group will move around the room and look for great ideas to use.
3. Come back to your group and share the best ideas.

IDEAS FOR COLLABORATING WITH THE COMMUNITY

Who has already done a family/community collaboration? How did it go?

How are you planning to collaborate with a community partner to enhance family engagement?





PLANNING NEXT STEPS

Take time, in school groups and with your coach, to plan:

- a. How you will modify your instruction to incorporate more opportunities for students to use language and develop linguistic competence?
- b. How will you work with a community partner to achieve higher levels of Family Collaboration?