Project ENLACE is funded through a Title III National Professional Development Program Grant from the United States Department of Education.
# Table of Contents

About ENLACE ................................................................. 4
Purpose of the Guide ....................................................... 7
Who are the ELLs? ......................................................... 8
TELPAS Definitions ......................................................... 9
Stages of Language Acquisition ...................................... 10
First and Second Language Acquisition ......................... 12
Role of the Instructional Coach ....................................... 13
Sheltered Instruction and SIOP ........................................ 14
Methods Instruction for Every Day ................................. 15
Research-Based Instructional Practices ......................... 16
Strategies for Improving Literacy for ELLs ................. 18
Strategies Table of Contents ........................................ 19
“Before Reading” Strategies ........................................... 20
“During Reading” Strategies .......................................... 51
Text Patterns, Graphic Organizers, and Notes ................. 58
“After Reading” Strategies / Reconstructions ............... 95
Directed Reading Thinking Activity (DRTA) Planning Model ......................................................... 134
Resources ............................................................. 155
What Principals Can Do ................................................. 156
Classroom Information Chart ....................................... 158
Literacy Council .......................................................... 159
Warming the Climate ................................................... 160
Connecting with the Home ........................................... 161
Best Teaching Practices ................................................. 162
ELLs in the Primary Classroom ................................. 164
What Coaches Can Do .................................................. 166
About ENLACE

In December of 2006, a committee began meeting to write a federally funded professional development grant to increase the achievement of English Language Learners. After brainstorming, the committee submitted a grant proposal in March 2007. In July 2007 the U.S. Department of Education funded the grant and Project ENLACE—English Language Acquisition Center for Excellence—became a reality.

Project ENLACE seeks to increase the achievement of English Language Learners through two avenues:

- Stephen F. Austin State University’s James I. Perkins College of Education will restructure the teacher preparation curriculum to include Texas’ ESL Standards. As a result, teacher candidates will be better prepared to teach English Language Learners. In addition, teacher candidates will have the knowledge and skills to take and pass the ESL certification exam—TexES ESL Supplemental 154.

- In-service teachers will gain the knowledge and skills to more effectively teach English Language Learners.
  
  o Mentor coaches on each campus will be trained as trainers for their campuses. Training will concentrate on ELL teaching strategies and best practices, the theory of language development, cultural diversity, and differentiated instruction for second language learners. These sessions will also train administrators to identify appropriate ELL teaching strategies in the classroom as they conduct walk-throughs in their schools. Professional development will follow the Train-the-Trainer and Professional Development School (PDS) models and is designed so that mentor coaches, administrators, and counselors from partner schools will attend the same training sessions as SFASU PDS faculty, who train teacher interns and supervise field placement sites.

  o Each of the thirteen campuses in the partnering ISDs will select teams of six teachers by grade level or content area, depending on the need of the individual school. Teachers will be trained in specific modeling of ELL strategies to meet the individualized needs of second language learners. Back in their schools, these teacher teams will be supported by mentor coaches, the ELL School Supervision Consultant, and the school administration.
Project ENLACE Partners

Nacogdoches ISD

Nacogdoches High School
Mike Moses Middle School
McMichael Middle School
TJR Elementary
Brooks-Quinn Jones Elementary
Carpenter Elementary
Fredonia Elementary
Nettie Marshall Elementary
Raguet Elementary

Dr. Karen Halverson, Asst. Superintendent
Dan Stanley, Bilingual/ESL Coordinator

Lufkin ISD

Lufkin High School
Lufkin Middle School
Herty Primary
Slack Elementary
Dunbar Primary
Garrett Primary
Coston Elementary

Lynn Torres, Asst. Superintendent
Sylvia Eubanks, Bilingual/ESL Coordinator

Dr. John Jacobson, Dean
James I. Perkins College of Education

Department of Elementary Education
Department of Secondary Education

Dr. Betty Alford, Project Director
Mary Catherine Niño, Associate Project Director
Cynnamon Hines, Project Coordinator
Dr. John Leonard, Internal Evaluator

Dr. Sandra Stewart, Curriculum Committee Leader
Dr. Neill Armstrong, Professional Development Schools Liaison

Curriculum Committee: Dr. Linda Black, Dr. Janiece Buck, Dr. Marie Davenport, Dr. Jeannie Gresham, Paula Griffin, Dr. Paige Mask, Dr. Amanda Rudolph, Dr. Kimberly Welsh, Dr. Elizabeth Witherspoon

Marsha Jacobson, Coaching Consultant
Guiding Beliefs

- Engaging in professional development in a PDS collaboration enhances our learning

- Professional development is not a one-time event but instead takes multiple forms with coaching and follow-up

- Leadership matters

- Focusing on what works best for students matters

- Multiple targeted actions will influence success

- Celebrating and sharing our successes matters

- Building on the richness and strength of cultural diversity matters

- If our efforts result in lower expectations for students, we fail

- All students should be prepared for access and success in post-secondary education
Purpose of the Guide

Many times, instructional strategies are referred to as “just good teaching techniques,” such as, making connections between content, teaching key vocabulary terms in content, using visuals, cooperative learning, and authentic assessment. However, as Terry Medina, Associate Director of the Southeastern Equity Center pointed out, “Effective instructional strategies for English language learners are engaging and interactive methods, i.e. ‘good’ teaching strategies plus cultural appreciation and linguistic awareness.” In strengthening effectiveness in leading ELLs, the role of instructional coaches is highly important. This guide is designed to help ENLACE coaches and other instructional leaders help content area teachers make connections between “good” teaching strategies, cultural appreciation, linguistic awareness, and English language learner success.
Who are the English Language Learners?

The TELPAS reading proficiency levels are described below. The definitions reflect second language acquisition research, national and state standards, and the practical experience of Texas educators. Each proficiency level marks a stage of second language development. Students proceed from one proficiency level to the next regardless of whether they begin to learn English in elementary school or at an older age.

An understanding of ELLs diverse backgrounds must be understood before best programs and practices can take hold. ELLs educational and cultural experiences vary widely and significant implications for instruction and assessment. Consider the varying needs of the following students:

- **Joaquin** was born in Texas. His family only speaks Spanish. He was enrolled in a 2-year, early-exit transitional bilingual education program and his kindergarten and first grade classes were taught primarily through Spanish. In second grade, he studied in an English-medium classroom. His family moved and for third grade, he was in a Spanish-medium classroom. His family moved again and he went to fourth and fifth grades in English classrooms. In sixth grade now, he speaks a mixture of Spanish and English, but isn’t making academic progress.

- **Aziza** attending school in Somalia for 1 year when she was 8. After that, she stayed home to help with housework and care for her younger siblings. When she was 14, her family went to a refugee camp, where she learned some basic English in a class for children two mornings a week. At 16, she moved with her family to the United States and enrolled in high school in Minnesota. She has been there 3 months and is struggling with her adjustment to school, English, and the different academic subjects.

- **Daniela** works with her parents on farmers in California and Oregon. They often move to three or four different towns every year. Sometimes they pick lettuce and tomatoes near Salinas, CA sometimes grapes near Fresno, CA and sometimes peaches north of Sacramento, CA. In the fall, they move to Oregon to pick apples. Daniela likes it when they return to Salinas, the town where she and her mother were born, because she spends at least 4 months in school there and has gotten to know some of the teachers. Although she is 17 now, she doesn’t read or write Spanish or English very well. She likes to listen to songs by Shakira an Enrique Iglesias, in both English and Spanish. She mostly speaks Spanish with her family and coworkers.

- **Krystyna** left Poland when she was 12. She had been a good student at school and studied Russian as a foreign language. She entered seventh grade in Texas and was placed in a program with sheltered content courses and content-based ESL classes. After 2 years, she exited the ESL program. She was top student in both her earth science and geometry classes by ninth grade (having studied algebra in Poland) and developed a website for the high school student council. In 10th grade, she took French as one of her elective courses.

Adapted from *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners* available online at: http://www.all4ed.org/files/DoubleWork.pdf
Texas Proficiency Level Definitions

**Beginning Level of Reading Proficiency.** Students at this level are typically new to the English language. They have little or no ability to derive meaning from English text. They generally understand very little English and tend to read very slowly and word by word. In order to figure out the meaning of what they read, they rely heavily on previous knowledge of the topic, the small bank of English words and phrases they have learned, and information from pictures. Because their English is so limited, their comprehension quickly breaks down when they try to read English in authentic social and academic contexts.

**Intermediate Level of Reading Proficiency.** Students at this level have a somewhat larger English vocabulary and a basic sense of simple English language structures. However, they tend to interpret English very literally and have difficulty following story lines that have a surprise twist or nonstandard format. They still rely heavily on what they already know about a topic to confirm meaning and increase comprehension, and pictures that illustrate meaning are still a needed support. Students at this level can read and understand short connected texts on familiar topics when high-frequency English is used. They have difficulty reading and understanding materials written for their grade level.

**Advanced Level of Reading Proficiency.** Students at this level have an emerging grade-appropriate reading vocabulary and a grasp of the structure and grammatical features of the English language. They have the ability to read grade-level texts with some success, although second language acquisition support is still needed to help them understand language that is typically familiar to native English-speaking peers. With linguistic support these students can often demonstrate comprehension of main and supporting ideas on topics they know little about. Additionally, they can often understand English beyond its literal meaning, and they have an emerging ability to think analytically to build conceptual understanding as they read grade-level materials in English.

**Advanced High Level of Reading Proficiency.** Students at this level have the ability to read and understand, with minimal support related to second language acquisition, grade-appropriate English used in academic and social contexts, with some exceptions when low-frequency or specialized vocabulary is used. With minimal visual and textual support and at a level nearly comparable to their native English-speaking peers, they are able to understand both explicit and implicit ideas, think analytically, and build conceptual understanding as they read grade-level materials in English.

From: TELPAS Reading Information Booklet Chapter 2: Test Design 5
# Stages of Language Acquisition

<table>
<thead>
<tr>
<th>STAGES</th>
<th>SAMPLE STUDENT BEHAVIORS</th>
<th>SAMPLE TEACHER BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Production</strong></td>
<td>• May not speak at all</td>
<td>• Gestures</td>
</tr>
<tr>
<td>“The Silent Period”</td>
<td>• Remains silent or gestures when asked questions</td>
<td>• Language focuses on conveying meanings and vocabulary development</td>
</tr>
<tr>
<td>(one to three months, or</td>
<td>• What is spoken may not be comprehensible</td>
<td>• Repetition</td>
</tr>
<tr>
<td>more)</td>
<td>• Relies on visual context clues to infer meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gestures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Language focuses on conveying meanings and vocabulary development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Repetition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asks question that can be answered by yes/no and either/or responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Models correct response</td>
<td></td>
</tr>
<tr>
<td><strong>Early Production</strong></td>
<td>• Responds with one word answers or short phrases</td>
<td></td>
</tr>
<tr>
<td>(a few months to a year,</td>
<td>• Begins to produce phrases commonly used in social conversations and routine expressions</td>
<td></td>
</tr>
<tr>
<td>or more)</td>
<td>• Asks questions with isolated words or simple phrases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relies heavily on gestures to communicate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Decodes text according to the phonetic rules of the first language</td>
<td></td>
</tr>
</tbody>
</table>

- Pre-Production: "The Silent Period" (one to three months, or more)
- 500 word receptive vocabulary
- Minimal comprehension
- No verbal production

- Early Production: (a few months to a year, or more)
- 1000 word active/receptive vocabulary
- Limited comprehension
- One/two word responses
# Stages of Language Acquisition

<table>
<thead>
<tr>
<th>STAGES</th>
<th>SAMPLE STUDENT BEHAVIORS</th>
<th>SAMPLE TEACHER BEHAVIORS</th>
</tr>
</thead>
</table>
| **Speech Emergence**        | *Uses short sentences.*  
*Demonstrates increased understanding of conversation*  
*Can handle most common everyday, face-to-face language requirements*  
* Begins to decode text according to second language rules* | *Focuses content on key concepts*  
*Provides frequent comprehension checks*  
*Uses performance-based assessment*  
*Uses expanded vocabulary*  
*Asks open-ended questions that stimulate language production* |
| *(one to two years, or more)* | *Focuses content on key concepts*  
*Provides frequent comprehension checks*  
*Uses performance-based assessment*  
*Uses expanded vocabulary*  
*Asks open-ended questions that stimulate language production* |                                                                                                                                                                      |
| **Intermediate Fluency**    | *Marked increase in listening, speaking, reading and writing comprehension*  
*Demonstrates an increased use of ‘word attack’ strategies*  
*Able to comprehend a wider variety of texts*  
*Can summarize and make inferences*  
*Expresses and defends opinions* | *Fosters conceptual development and expanded literacy through content* |
| *(two to five years, or more)* |                                                                                                                                                                      |                                                                                                             |
| **Advanced Fluency**        | *Able to read and write age-appropriate levels of text.*  
*Converses ‘almost’ like a native speaker*  
*Expresses with accuracy, using complex vocabulary and grammar with ease*  
*Reads independently for information and pleasure* |                                                                                                                                                                      |
| *(Five to seven years, or more)* |                                                                                                                                                                      |                                                                                                             |
## Ways in Which First and Second Language Acquisition Compare

<table>
<thead>
<tr>
<th>L1 Acquisition</th>
<th>L1 and L2 Acquisition</th>
<th>L2 Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents or caretakers are the primary language models for first language learners.</td>
<td>- Through a process called overgeneralization, a language learner may indiscriminately apply a language rule to many different situations. (e.g., He goed to the store.)</td>
<td></td>
</tr>
<tr>
<td>First language learners have innumerable opportunities to interact with language models.</td>
<td>- Learners acquire language by interacting with others.</td>
<td>Second language learners already have a language for communication and thought.</td>
</tr>
<tr>
<td>Most first language learners acquire a high level of first language proficiency.</td>
<td>- Learners go through a silent period.</td>
<td>Second language learners can transfer knowledge about language (metalinguisitic awareness) and thought processes from the first to the second language.</td>
</tr>
<tr>
<td>First language acquisition is arguably internally motivated by an innate cognitive process, although environmental factors shape development.</td>
<td>- Learners need comprehensible input.</td>
<td>Peers and teachers are the primary language models for second language learners.</td>
</tr>
<tr>
<td>Most people develop a first language.</td>
<td>- A highly contextualized, language-rich environment will facilitate language acquisition.</td>
<td>Second language learners have a greater repertoire of language learning strategies.</td>
</tr>
<tr>
<td>Language acquisition is cognitively demanding.</td>
<td>- Language acquisition involves conceptualizing information in new ways and developing new ways of processing information.</td>
<td>The second language learner may make language mistakes in the second language because he or she is applying rules from the first language to the second language.</td>
</tr>
<tr>
<td>Language acquisition occurs in predictable stages.</td>
<td>- Language acquisition is a dynamic process during which learners actively construct meaning using prior knowledge, experience, and context.</td>
<td>Second language learners can code switch, which involves using both languages to create greater meaning than could be achieved by relying on only one language.</td>
</tr>
<tr>
<td>Second language learners can use cognates to comprehend new words in the second language.</td>
<td></td>
<td>Second language learners can use cognates to comprehend new words in the second language.</td>
</tr>
<tr>
<td>Second language learners often need more time to process information.</td>
<td></td>
<td>Second language learners can lose a first or second language if they do not use the language.</td>
</tr>
<tr>
<td>Second language learners often have fewer opportunities to interact with second language models.</td>
<td></td>
<td>Second language learners who reach high levels of bilingual proficiency tend to have greater cognitive abilities than monolingual language learners.</td>
</tr>
</tbody>
</table>
Role of the Instructional Coach

Austin, Cooper, Momon, and Williams (2007) shared valuable insights into the roles of ESL Instructional Coaches. The remind us that a coach is one who instructs, one who trains. Coaching is not about “fixing” a person. Instead, coaching is about:

- being an instructional guide, advisor, advocate, and teacher and administrator trainer
- giving support and coming one’s time to the achievement of others
- providing the opportunity for reciprocity of gifts of knowledge and skill, caring and support, feedback and celebration
- presenting teachers with various teaching scenarios so that they can “win” in an even bigger situation—student achievement in the classroom
- developing relationships with targeted teachers, which are aimed at helping teachers enhance their current instruction and assessment
- providing feedback so that teachers can maximize their teaching potential
- working to help teacher recognize their own thinking processes and making changes based on their own thinking
- helping veteran teachers as well as beginning teachers

Basic coaching steps include:

- modeling ESL strategies at faculty meetings, department meetings, grade level meetings, etc.
- modeling ESL strategies during classroom instruction
- assisting in planning lessons to meet the needs of ELLs
- observing other teachers during classroom instruction to provide feedback
- developing professional development opportunities for the school community
- highlighting and celebrating other teachers’ positive practices to share what practices are improving ELL student achievement
- engaging the school community in vital conversations about ELL student achievement

Coaches build professional relationships around partnerships, establishing a sense of teamwork.
What is Sheltered Instruction?

An approach in which students develop knowledge in specific subject areas through the medium of English, their second language: teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g. demonstrations, graphic organizers, cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Source: *ESL standards for pre-K-12 students*, TESOL, Inc.

The 8 Components of SIOP

1) Preparation*
2) Building Background
3) Comprehensible Input*
4) Strategies
5) Interaction*
6) Practice/Application
7) Effectiveness of lesson delivery
8) Lesson review/evaluation*

*Essential components for EACH lesson.

Source: Terry Medina, Southeastern Equity Center
Methods to Employ *Every Day* with ELLs

- Extralinguistic cues such as visuals, props, and body language
- Linguistic modifications such as repetitions and pauses during speech
- Increased waiting time; giving the student time to formulate an answer
- Interactive presentations with frequent comprehension checks
- Cooperative learning strategies
- Focusing on central concepts rather than on details by using thematic approach
- Adapting materials by adding graphic organizers, pictures, charts, maps, time lines, and diagrams
- Building on a student’s prior knowledge as often as possible (while considering cross-cultural issues)
- Development of reading strategies such as mapping and writing to develop thinking
- Using an integrated approach: subject matter and English language skills

Source: Tery J. Medina, Associate Director The Southeastern Equity Center
Research Based Instructional Practices

1. **Integrate All Four Language Skills into Instruction from the Start**
   To be academically literate, students must be able to engage in oral discourse of the classroom as well as the reading and writing activities in the lessons. Therefore, teachers should integrate all four language skills in their lessons, and oral language practice should not be sacrificed for more time on reading and writing. (August, 2002; Echeverria, Short, & Powers, 2006; Genessee at al., 2006)

2. **Teach the Components and Processes of Reading and Writing**
   For ELL students who do not read or write in any language, it is important to teach them the components of reading: beginning with phonemic awareness and phonics and adding vocabulary, text comprehension, and fluency (August & Shanahan, 2006). After ELLs acquire the basic skills, they need to become active readers and writers who use reading and writing processes, such as previewing, making predictions, paraphrasing, and inferring (for reading) and brainstorming, drafting, editing, and publishing (for writing).

3. **Teach Reading Comprehension Strategies**
   Besides learning the basics of reading, ELLs need to receive explicit instruction about reading comprehension strategies (Bernhardt, 2005; Denti & Guerin, 2004; Garcia & Godina, 2004). If the students already apply these strategies when reading in their native language, then the strategies may transfer to English (August, 2003; Riches & Genesee, 2006). Some students, however, need explicit instruction in strategy use in order to make the transfer. For ELLs who lack reading strategies in their native language, second language strategies instruction can provide them with skills they can apply to all texts.

4. **Focus on Vocabulary Development**
   To be academically literate, students need a strong and constantly growing vocabulary base. Knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area and develop strong reading comprehension and test-taking skills (Graves, 1986, 2006). Teachers must teach multiple meanings of words and help students incorporate words into their expressive vocabularies. For ELLs, teachers may also need to distinguish between content-specific words (e.g., *hypotenuse, equilateral*), process words e.g., *scan, draft, clarify*), and words related to English structure e.g., *prefix, photo-*, suffix, *-ly*) (Echeverria, Vogt, & Short, 2004; Graves, 2006).

Excerpts from *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners* available online at:
5. **Build and Activate Background Knowledge**

Many ELLs lack background knowledge of the topics taught in content classes. Teachers must activate what prior knowledge exists and apply it to the lessons or explicitly build background schema. This background knowledge—what students know from schooling, personal experience, or insights gained from study in another country or from oral history—is important because background schema is a major factor in reading comprehension (Bernhardt, 2005). Connecting instruction to what the learners know and then explicitly discussing how that knowledge applies to the topic at hand is a technique teachers should use with ELLs. A number of researchers argue that when teachers make an effort to learn about students’ existing “funds of knowledge,” and when they encourage students to relate that knowledge to the subjects studied in class, students tend to become more engaged in the lesson and their reading comprehension improves (Gonzalez et al., 1993; Moje et al., 2004).

6. **Teach Language Through Content and Themes**

When language instruction is linked closely to real-life experiences, including the content and themes being taught in other classes, students have more success integrating the two (Garcia & Godina, 2004; Short, 1999). With teacher facilitation, students can access their content knowledge to bolster their academic language development and similarly use their language skills to gain more content knowledge. In a learning environment that incorporates language development with content or themes, students can see for themselves the importance of literacy skills in understanding the way material is presented and how texts are organized. The literacy skills needed to “do” science, for example, can be made clear and explicitly taught while students are engaged in “doing” science for a real purpose (Moje et al., 2004). Thus, providing content- or theme-based instruction gives ELLs an important framework for assimilating new information and applying language skills learned across the curriculum (Echevarria, Short, & Powers, 2006; Garcia & Godina, 2004; Schleppegrell, Achugar, & Orteiza; Short, 1999).

7. **Use Native Language Strategically**

One useful strategy for helping students understand difficult academic and content-specific concepts is to explain the ideas in their native language. In this way, students can develop a deep understanding of the concepts while they are still learning the English words and expressions that define or exemplify them. If students share the same language background, they may also be able to explain concepts and terms to each other (Gumperz, Cook-Gumperz, & Symanski, 1999). Other options for clarifying or explaining information in the native language include the use of bilingual dictionaries, glossaries, or websites.

8. **Pair Technology with Existing Interventions**

Technology and second language literacy development generally relate in two ways—through the teaching of technology-based literacy skills and through technology supports for literacy development. The incorporation of technology into instruction for ELLs is seen as promising, as the practical relevance and often two-way nature of the work are thought to positively impact student motivation (Kim & Kamil, 2004).

9. **Motivate ELLs through Choice**

Most students tend to be more motivated and more successful in reading when they have meaningful opportunities to exercise choice, whether that means choice of text (deciding what to read), choice of task (what sort of reading or writing project to do with the text), or choice of partner (picking a partner with whom to do a project).
Strategies for Improving Literacy for ELLs in the Content Classroom

The following strategies are techniques that Marsha Jacobson has shared with the ENLACE campuses. They are organized in the Directed Reading Thinking Activity (DRTA) Structure: Pre-Reading Activities, During Reading Activities After Reading (or Reconstruction) Activities. Some strategies can be used in different parts of the lesson, depending on how they are presented and used. For the purposes of the booklet, we have included them where they will most likely but not necessarily be used. We have also included an index of strategies which indicates the literacy focus of each strategy.

This guide is a living document. As more strategies are presented, this document will be updated.

Before Reading Strategies
During Reading Strategies
After Reading/Reconstruction Strategies
<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Pre</th>
<th>During</th>
<th>After</th>
<th>Literacy</th>
<th>Schema</th>
<th>Vocab</th>
<th>Synthesis</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation Guides</td>
<td>✓</td>
<td></td>
<td></td>
<td>RL</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Anticipation/Reaction Guides</td>
<td>✓</td>
<td></td>
<td></td>
<td>R</td>
<td>W</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Bell Ringer/Warm Ups/Focus Activities</td>
<td>✓</td>
<td></td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>28</td>
</tr>
<tr>
<td>Building and Arousing Schema</td>
<td>✓</td>
<td></td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Card Stock Sheet Summaries</td>
<td>✓</td>
<td></td>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>Choral Reading</td>
<td>✓</td>
<td></td>
<td></td>
<td>RSL</td>
<td>✓</td>
<td></td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Concept Definition Maps</td>
<td>✓</td>
<td></td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>92</td>
</tr>
<tr>
<td>Dare to go Bare</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>Discussion Activities</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>RSL</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>31</td>
</tr>
<tr>
<td>Double Column Notes</td>
<td>✓</td>
<td></td>
<td></td>
<td>RW</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>Games</td>
<td>✓</td>
<td></td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>One-Pagers</td>
<td>✓</td>
<td></td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Partner Reading</td>
<td>✓</td>
<td></td>
<td></td>
<td>RSL</td>
<td>✓</td>
<td></td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Previewing Text</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>R</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Previewing Title Headings</td>
<td>✓</td>
<td></td>
<td></td>
<td>RW</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Reader's Theater</td>
<td>✓</td>
<td></td>
<td></td>
<td>RSL</td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Restatements</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>WLS</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>131</td>
</tr>
<tr>
<td>Selective Reading Guide</td>
<td>✓</td>
<td></td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>Sentence Building</td>
<td>✓</td>
<td></td>
<td></td>
<td>RW</td>
<td>✓</td>
<td></td>
<td></td>
<td>113</td>
</tr>
<tr>
<td>String Story</td>
<td>✓</td>
<td></td>
<td></td>
<td>RW</td>
<td>✓</td>
<td></td>
<td></td>
<td>114</td>
</tr>
<tr>
<td>Summary Sentences</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td></td>
<td></td>
<td>128</td>
</tr>
<tr>
<td>Text Patterns and Graphic Organizers</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>RW</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>59</td>
</tr>
<tr>
<td>Varied Grouping</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>RW</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>133</td>
</tr>
<tr>
<td>Vocabulary Dictionaries</td>
<td>✓</td>
<td></td>
<td></td>
<td>RW</td>
<td>✓</td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Word Lines</td>
<td>✓</td>
<td></td>
<td></td>
<td>RW</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>47</td>
</tr>
<tr>
<td>Word Sorts</td>
<td>✓</td>
<td></td>
<td></td>
<td>RWLS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>48</td>
</tr>
</tbody>
</table>

✓=Main Focus   R=Reading   W=Writing   L=Listening   S=Speaking

*Italics indicate literacy area covered in variations of the activity*
Before Reading Strategies

Anticipation Guide
Anticipation/Reaction Guide
Bell Ringers/Warm Ups/Focus Activities
Building and Arousing Schema
Discussion Activities
Previewing a Text
Previewing Title Headings
Vocabulary Dictionaries
Word Lines
Word Sorts
Anticipation Guide

**Purpose:**

1. To allow students to be introduced to main ideas and related details before they read them in the body of the text.
2. Such encounters arouse schema.
3. Most notably, as students are thinking if a statement is true or not, they are focused in their reading looking to find the verity of such a statement. It focuses their reading.

**Process:**

1. Teacher selects and reads through text, noting main ideas and important related details.
2. Teacher then creates 3-10 (age appropriate) **short** statements that are false or true.
3. As a pre-read, students read (or as a whole class, the class reads) each statement.
4. Individually, each students marks “Y” if s/he feels the statement is true, “N” if the statement if false. This is done in pencil.
5. Reading then takes place.
6. Students are asked if they wish to revisit their answers.
7. After all changes are made, students engage in reconstruction activities, discussion, etc.
8. The whole class goes over the anticipation guide a final time for correction and grade.

**Variation:**

Teacher can have students revisit guide after the lesson is complete, make changes, and turn in for a quiz grade.
Teacher can also ask students to work as partners to decide how to correct the “N” statements.
How to Make a Bar Graph

Y N 1. Make a table.
Y N 2. Making a table takes too much time. Skip it.
Y N 3. Find the greatest number you need to show.
Y N 4. Write numbers on the graph.
Y N 5. Write label on the left side of graph.
Y N 6. Write label on the bottom of graph.
Y N 7. Color in bars.
Y N 8. Write label on right side of graph.
Y N 9. Write name of the graph at the top.

Germs

A D Write a + if you agree. Write an O if you disagree.

1. A cold is a disease.
2. Having a disease means you are sick or ill.
3. All diseases are caused by germs.
4. Some germs are so large you can see them.
5. Germs are found in mostly filthy places.
6. Germs are only inside me when I am sick.
7. Germs get into your body through cuts, food you eat, or air you breathe.
8. Another name for bacteria is virus.
9. Viruses are germs that are smaller than bacteria germs.
10. Washing my hands will help remove germs from them.

The Gilded Age Section II

Y N 1. The prosperity of the 1880s led to soaring property values in the cities.
Y N 2. Cost of property caused the market for low-rising housing needs.
Y N 3. The tenement house was the city’s answer to housing needs.
Y N 4. In order to earn a living to pay rent and eat, employees worked 8 hrs/day, 5 days/wk, for $1-2/hr.
Y N 5. The employees were ensured safe working conditions by OSHA, the government agency that protects work environments today.
Y N 6. It was against the law for children under 14 to work, and most parents kept their children in schools.
Y N 7. The private sector (charities, volunteers) fought for safety and good health conditions in apartment buildings.
Y N 8. American churches during this time did little to help the poor.
Y N 9. Many individual clergy tried to help the poor by establishing the Salvation Army, writing political books, and giving speeches urging people to unite to help unemployment and worker conditions.
The Great Depression and World War II

Y N 1. People called the 1920s the Roaring Twenties.
Y N 2. I can buy part of a company, like McDonalds. What I buy is called stock(s).
Y N 3. If a business “booms” it earns a lot of money.
Y N 4. On October 29, 1929, stock prices went up and people made a lot of money. That’s one reason the 1920s were called the Roaring Twenties.
Y N 5. If I own stocks and the prices go up I can sell the stocks and make money.
Y N 6. If I borrow money, then buy stock in WalMart (invest in WalMart), I have to pay back the money I borrowed only if WalMart’s stock goes up (and I make money). If WalMart’s stock goes down, the bank will forgive my loan.

You and Your Environment

Y N 1. Niche and habitat are synonyms.
Y N 2. Relationships between an organism, its surroundings, and neighboring organisms make up an organism’s niche.
Y N 3. The place an organism lives is called its habitat.
Y N 4. Your habitat may be New York City and your niche would be anchorman of the NY City Channel 5 News.
Y N 5. Having squirrels live in your oak trees in your backyard is an example of mutualism.
Y N 6. Having earthworms in your soil in your backyard is an example of mutualism.
Y N 7. Having a friend who is only around when he wants to copy your homework or cheat off your test is an example of parasitism.
Y N 8. The relationship you have with your parents could be either mutualism or parasitism.
Y N 9. Except for a few species, plants produce all their own food.
Y N 10. You produce some of your own food.
Y N 12. You exist in the food web as an omnivore eating both producers and consumers.
Area

A    D  Write a + if you agree. Write an O if you disagree.

__ __  1. Area is the number of square units.

__ __  2. Some examples of square units are:

\[
\begin{array}{c|c|c}
\text{1 cm} & \text{1 in.} & \text{1 ft.} \\
\text{1 cm} & \text{1 in.} & \text{1 ft.}
\end{array}
\]

__ __  3. There is only one way to find the area of a rectangle and if you don’t learn it you will flunk your life.

__ __  4. The area of your bedroom = the length of your room \times the length of your room.

__ __  5. The area of your bedroom = the length of your room \times the width of your room.

__ __  6. The length of your fence around your backyard is the same as the area of your backyard.

---

Exploring Quadratic Functions

T    F  1. A function of the form \( y = bx + c \) is a quadratic function.
T    F  2. The shape of a quadratic function is a parabola.
T    F  3. The axis of symmetry of a parabola divides it into two congruent halves.
T    F  4. The vertex of a parabola is another name for y-intercept.
T    F  5. When a parabola opens downward, the vertex is a minimum value.
T    F  6. The value of “a” in \( y = ax^2 + bx + c \) determines if the quadratic function opens upward or downward.
T    F  7. The value of “c” in the quadratic equation \( y = ax^2 + bx + c \) determines how wide or how narrow the graph is.
T    F  8. The graph of \( y = 12x^2 \) opens upward.
T    F  9. The axis of symmetry intersects the parabola at the vertex.
T    F  10. The maximum value is the y-coordinate of the vertex of a parabola that opens downward.
Anticipation/Reaction Guide

Purpose:

1. To promote logical thinking.
2. To have students practice articulating positions in logical and understandable language.
3. To have students listen to others articulate positions and form responses to positions they hear.
4. To read for information that has bearing on their opinions.
5. To engage in a learning process that has power to change thinking, and opinions.
6. To learn that some opinions do not change regardless of increased information and learn the reasons for adherence to such stances.
7. To learn that others think differently— that sometimes diverse thinking is not necessarily wrong thinking—just different.

Process:

1. “A D” is written on board.
2. Teacher has already determined 3-4 statements that have a debatable edge that are introduced, inferred, argued in text. These are placed on overhead or power point and revealed one at a time. (“Pencils are nice” is not debatable. “Having money makes you happy” is.) These statements are related to the chosen text for the day.
3. Students stand and are counted if they agree or disagree as each statement is read aloud.
4. Teacher tallies number who agree under “A” and number who disagree under “D.”
5. Discussion:
   Teacher asks for volunteers to explain reason(s) for their stance. She then asks for students with same stance but different reasons to explain. Same for disagree.
6. Read:
   Text selection is then read.
   Teacher uses pre-read strategies to prepare students w/key vocabulary, real objects, text organization, etc.
   Students read.
   Clarification of authors’ meaning is done in one of several ways:
   1) Have partners create a fact list from memory.
   2) Have small groups define author’s main idea and related details.
   3) Class restatements.
   4) Summary paragraph.
   Vote is taken with students who change stance asking for reasons why—what made them change their minds?
Atherosclerosis

A   D  1. Today people are healthier than ever before.
A   D  2. People who eat a diet high in animal fat will have more cholesterol. We should therefore eat more like vegetarians.
A   D  3. Mostly older people suffer from atherosclerosis.
A   D  4. Since eating fatty foods is an individual’s choice, he should pay for the consequences of his choice and not the insurance company when he gets sick.

The Coordinate Plane

A   D  1. It doesn’t matter if a point is referred to as a letter or an ordered pair.
A   D  2. If you use ordered pairs to locate a store on a city block, that store and only that store will be located using that ordered pair.
A   D  3. Moving to the left along the x-axis will always put you in positive numbers.
A   D  4. Having a positive y-coordinate will put you in quadrant I.

Anticipation / Reaction Guide

“Independence Won at San Jacinto”
Chapter 12 pg. 253-256

Agree       Disagree

____          _____ 1. Houston’s retreat after the fall of the Alamo was a wise decision.
____          _____ 2. The Texas troops were braver than their leader, Sam Houston.
____          _____ 3. It was more dangerous to stay than escape during the Texas Revolution and the Runaway Scrape.
____          _____ 4. The Texas Revolution relied on Houston’ decisions more than his men’s valor.

SADAKO and the Thousand Paper Cranes

Agree       Disagree

____          _____ 1. It is okay for people to suffer or to be killed so that others may have a better life.
____          _____ 2. Good luck charms really work.
____          _____ 3. Becoming a hero requires courage.
____          _____ 4. Parents love you no matter what.
____          _____ 5. Seeing your dream fulfilled is your reward.
Variations to Anticipation / Reaction Guide—U.S. History 8
“The Amendments to the Constitution”

Directions: After previewing the reading, read each of the statements below. In the “before” column, put a plus if you agree with the statement or a zero if you disagree with the statement. After your group has completed marking, discuss your responses with the rest of the group. You may change your answer at any point. After reading the lesson, put a plus or zero in the “after” column and discuss this answer. Be sure to state your reasons if there is a change. The statements will be discussed with the whole group, so be certain to support your answers with evidence.

Text: Vol. 1, The Story of America: Beginnings to 1877

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>_____1. The First Amendment is the most important amendment to the Constitution.</td>
</tr>
<tr>
<td>____</td>
<td>_____2. It is legal for police officers to search citizens’ property.</td>
</tr>
<tr>
<td>____</td>
<td>_____3. A person can be elected into the office of the President as many times as he sees fit.</td>
</tr>
<tr>
<td>____</td>
<td>_____4. The President has the final word in all decisions concerning the country.</td>
</tr>
<tr>
<td>____</td>
<td>_____5. Serial murderers have the same rights as every other citizen of the United States.</td>
</tr>
</tbody>
</table>

Variations to Anticipation / Reaction Guide—Reading 7
“Ryan White: My Own Story”

Directions: After previewing the reading, read each of the statements below. In the “before” column, put a plus if you agree with the statement or a zero if you disagree with the statement. After your group has completed marking, discuss your responses with the rest of the group. You may change your answer at any point. After reading the lesson, put a plus or zero in the “after” column and discuss this answer. Be sure to state your reasons if there is a change. The statements will be discussed with the whole group, so be certain to support your answers with evidence.

Text: Become the Music

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>_____1. Children with AIDS should not be allowed to go to school.</td>
</tr>
<tr>
<td>____</td>
<td>_____2. It is dangerous to drink after someone who has AIDS.</td>
</tr>
<tr>
<td>____</td>
<td>_____3. You can tell by looking at someone that s/he has AIDS.</td>
</tr>
<tr>
<td>____</td>
<td>_____4. People are most afraid of things they don’t understand.</td>
</tr>
<tr>
<td>____</td>
<td>_____5. Famous people are often lonely.</td>
</tr>
</tbody>
</table>
Bell-ringers, Warm-ups, Golden Five Minutes, Focus Activities

**Purpose:**

1. To promote being on time
2. To make use of starting time when teachers are busy with classroom business, roll etc.
3. To give students time/opportunity to focus on concepts for the day—(learning readiness)

**Process:**

1. Teacher puts on overhead a problem, question that students read, answer that serves as a jump into the lesson that day.
2. Every day, the problem includes an indication as to whether the student works alone, with a partner, or a small group. Students are allowed to work with partners,
Building and Arousing Schema

Principals provide time for content areas in secondary and grade-level teams in elementary to have conference time to separate tasks and share ideas.

Teachers share. It’s just as easy to copy and laminate 30 sets of word sorts as 5 if every teacher is doing part of the work for others.

- **Purposes:**
  - To avoid misconnects and disconnects of new information
  - To build vocabulary
  - To create a mental picture that can be brought forward in concept development

- **Process:** In anticipation of concepts to be taught in each lesson, the teacher previews material to be taught and asks, “what might students not know that is necessary before new information can be added?” (Before teaching a lesson that differentiates between real roosters and the roosters of the genre of animal fiction, am I sure they know what a real rooster looks like and how it behaves? Before a lesson on species interactions, do my students have experience with predation, symbiosis, parasitism that can be brought to the lesson today and help explain these concepts as they occur in various habitats? Before teaching the algorithm rules of division, have my students had experience with needing to separate a quantity into smaller, equal groups?
  - Real object, real experience, real problem, demonstration
  - United streaming video clip (generally, you need only a few seconds or minutes)
  - Photo
  - Drawing
  - Oral or written explanation – analogies or metaphors are helpful at times and confusing at others. Choose carefully.

- **Note:** Assume nothing.
  - The valedictorian of one high school asked at the end of the unit on The Scarlet Letter (AP English) what the “A” stood for and why Hester had to wear it.
  - At the beginning of a lesson on roosters in animal fiction, the teacher brought in a rooster. One student said, “oh, look at the kitty.” Another asked, “are those its paws?”
  - It was in college when one student who graduated with high honors realized that a cell is spherical/ovoidal and not two dimensional like the drawings of a sliced cell in the high school text.

Think Smart

- Scout resources. Now is the time to prepare for next year.
- In one school, where reading was about boats, one teacher discovered – during a five minute conversation with other teachers – she had access to five or six different kinds of boats owned by teachers and their families. Talk to each other.
- One call to the Ellen Trout Zoo yielded five animals the zoo is willing to bring out to classrooms.
- SFA has geodes, fossils, and rocks of all varieties.
• The logging company in Nacogdoches brought a fully-loaded logging truck for students to see when they were reading *Marvin in the Wilderness*.

• Mariam Mumm in Nacogdoches will bring farm animals to classrooms if you reimburse her for fuel.

• To better prepare for plant studies, two schools are currently planning to build raised beds for planting school gardens.

• United Streaming can be sourced for what pertains to your class. Divide units and assign one person on your team to a particular section. Ease your individual burdens by working as a team.

• Some schools have purchased cameras for teachers to take pictures of objects that are then laminated and used for word sorts.

• Of course, there is the internet.

• Use your school librarian! Identify the test/picture needs to and have your librarian gather texts. Remember, if you’re teaching a difficult concept, drop down two or three grades and use the commercial picture texts for building schema. Secondary teachers: become acquainted with what your content looks like in picture books down several grades – it’s a great place to start when you’re worried about schema gaps. Each year, the selection, quality, high picture/text ratio, and availability of great nonfiction texts increase. You’d be surprised!

---

**Filling Concept Schema Deficit**

1. Object
2. United streaming/video clip
   (10 seconds to about 3 minutes)
3. Photo
4. Drawing
5. Verbal/written description

Concrete object is ideal

Abstract concepts are not as effective in building schema
Discussion Activities

Purposes:
1. to provide oral language opportunities
2. to structure oral language opportunities around pre-read/schema and vocabulary building activities

Graphing Charts

Purpose:
1. To promote conversation as children cite preferences, gather statistical information, make predictions.
2. To let children learn in natural, conversational environments how math shows majorities, minorities, comparisons, greater than, less than, mean, median, and mode; line and bar graphs; and plotting increases and decreases, etc.
3. To use math language in conversational ways.

Process:
1. Teacher begins conversation regarding a particular subject, asking students to state preferences.
2. When it is obvious there is a variety of opinion or preference, s/he then directs students in gathering data.
3. As a whole class, they then create the bar graph. She then directs them to work in small groups to create the next bar graph, first gathering data, then constructing the graph. Groups then present information to the class.
4. When gathering data such as daily temperature, students read the thermometer, then plot, then connect the line—doing this for a full month. Months’ temperatures can be compared. Teacher uses math and science language (trend, increase, hotter, colder, drop, cold front, degrees, etc.) and encourages same in students.
This is a list of topics for classroom graphs. I did not create this list - it comes from teachers.net and was shared on the KinderKorner list serve. If you go to the KinderKorner archives and search "graph" you may find even more!
I like to use a graphing question on my Morning Message during the Morning Meeting. (I use the Responsive Classroom approach for my Morning Meeting.) It keeps all the children actively involved.

**GRAPHING CHARTS**

How Do You Like Your Apples? sliced sauce baked
Which do you like to color with? crayon marker
Does your jacket have a hood? yes no
Which milk do you like? white chocolate
What do you wear to keep your hands warm? mittens Gloves
How Do You Fasten your Shoes? buckles laces velcro
Have You Ever Gone Fishing? yes no
How many Letters are in Your Name?
Do You Brush and Floss? Brush Only Brush and Floss
Would You Rather Have a Pet with ... Fur Fins Feathers
What Kind Of Pizza Do You Like? Cheese Pepperoni Sausage
Which Soup Do You Like Best? Chicken Noodle Vegetable Tomato
Do You Like Watermelon? YES NO
What is Your Favorite Meal? BREAKFAST LUNCH DINNER
Have You Ever Been to the Beach? YES NO
Which do You Like Best? Celery Carrot
How Old Are You? 5 6 7
Do you like to play inside or outside on a rainy day? inside outside
What is Your Favorite Dessert? Ice cream Cake pie
What is your favorite sport? football baseball basketball
How many people in your family?
Which fast-food restaurant do you like best? Wendy's Burger King McDonald's
How Do You Feel Today? Happy Mad Sad
Is your shirt Striped print plaid or solid?
What time did you go to sleep last night? 8 O'CLOCK 9 O'CLOCK LATER THAN 9:30
How many televisions are in your house? 1 2 3 or more
Which holiday do you like best? Halloween Thanksgiving April's Fool Day

Using 2 postcards (Ex: Disney World Sea World) Graph Where you would like to go on vacation.
Using 2 - 3 video movie boxes have the kids graph their favorite movie.
Provide 2 - 3 cookies and have the kids graph their favorite one. (ex. sugar creme filled chocolate chip)
Provide 2 - 3 different juices and graph their favorite. (EX. ORANGE, APPLE, CRANBERRY)
Provide 2 - 3 different kinds of cereal and graph their favorite. (Ex. cheerios golden grahams Trix)
Color of hair, eyes
Number of boys and girls
Number of letters in names
Type of shoe
Favorite story, cartoon, super hero
Favorite fruit, vegetable
Number of family members
Favorite toothpaste
Number of brothers and sisters
Ways to get to school
Halloween costumes
Types of Halloween candy received
Favorite holiday
Favorite season
Type of home (apartment, house, etc.)
Number of teeth lost
Pets at home
Favorite pizza
Their age
Favorite piece of playground equipment
Favorite summer or winter activity
How do you feel on the first day of school?
How Do You Feel Today?
How do you get to school?
How Do You Like Your Apples? (Sliced, sauce, baked)
How many languages can you speak?
How many people are in your family?
How many vowels are in your name?
How old are you?
How your shoes are fastened: shoe laces, Velcro, buckles, slip-ons
Is your pet a reptile, mammal, fish, bird pet?
Kind of toothpaste
Lion and lamb graph...cool or warm weather
Long sleeves/short sleeves
Mode of transportation used when their family went on their last holiday: car, bus, boat, train, plane, etc.
Month you were born
Number of bedrooms in your house
Number of boys and girls
Number of brothers and sisters
Number of letters in your first name
Number of pencils you have in your desk
Number of pets at home
Number of pockets on your clothing
Number of teeth lost
Provide 2 - 3 cookies and have the kids graph their favorite one.
Provide 2 - 3 different juices and graph their favorite.
Provide 2 - 3 different kinds of cereal and graph their favorite. (Ex. Cheerios, golden graham, Trix)
Shirt- patterned or solid color
Swimming-lake, ocean, pool
Their age
Time you go to bed
Time you wake up in the morning
Type of clothing worn that day: shorts, pants, T-shirt, sweater, vest, etc.
Type of job they would like to have when they grow up
Using 2 - 3 video movie boxes have the kids graph their favorite movie.
Using 2 postcards (Ex: Disney World, Sea World) Graph Where you would like to go on vacation.
What are you eating for lunch? hot lunch or cold lunch
What color is your hair?
What did you have for breakfast?
What do you like to receive for presents? (Books, games, money, toys, clothes)
What do you wear to keep your hands warm? (Mittens, Gloves)
What kind of home do you live in? Single-family, two-family flat, four-family flat, apartment house, etc. (I found I had to introduce the concept the day before and have kids check with parents.)
What Kind Of Pizza Do You Like? (Cheese, Pepperoni, Sausage)
What letter does your name start with
What they hope to do (or did) on their summer holidays: go to another city (go on vacation), swim in a lake, go hiking, etc.
What you like best to write on (paper, chalkboard, magic slate, etc)
What you like best to write with (pencil, crayon, marker, chalk, etc)
What will you eat for lunch today?
Which do you Like Best? (Celery, Carrot)
Which fast-food restaurant do you like best? (Wendy's, Burger King, McDonald's)
Which milk do you like? (White, chocolate)
Which Soup Do You Like Best? (Chicken Noodle, Vegetable, Tomato)
Would You Rather Have a Pet with Fur, Fins, or Feathers
Favorites

Favorite activity
Favorite cartoon
Favorite Center
Favorite coin
Favorite color
Favorite day of the week
Favorite dinosaurs
Favorite food (meats, vegetable, dessert, drink, main dish, fast food, etc)
Favorite fruit
Favorite game
Favorite holiday
Favorite ice cream
Favorite kind of music
Favorite meal
Favorite month of the year
Favorite penguins
Favorite pet
Favorite piece of playground equipment
Favorite pizza
Favorite rainy day activity
Favorite school lunch

Favorite season
Favorite 'special'
Favorite sport (Football, baseball, basketball)
Favorite story
Favorite story character
Favorite subject in school
Favorite summer activity
Favorite super hero
Favorite thing to read (book, magazine, comics, cereal box!),
Favorite toothpaste
Favorite transportation
Favorite vegetable
Favorite version of a story
Favorite way to travel
Favorite winter activity
Favorite after school activity
Favorite book title
Favorite literature genre
Favorite sport
Favorite time of day: morning, afternoon, evening
Favorite TV show
Estimation Jar

Purposes:
1. Provides opportunity for oral language development
2. Provides opportunity to develop math reasoning
3. Provides teachers with opportunities for restatement
4. Prediction
5. Math counting by twos, fives, etc. grouping into fives, tens, etc.
6. Schema building through discussion of uses and purposes of everyday items children may not really understand. (Why are travel-size soaps provided by hotels? Why are they called travel-size? Why do people travel?)

A large clear gallon jar is sent home on Friday with a child whose task, along with the parents, is to put up to 100 like items in the jar to fill it. On Monday the jar returns to school with the child holding locks and keys, cotton balls, large spools of thread, nuts and bolts, or match cars, etc. Students estimate number of objects in jar. Teacher asks for reasoning that supports each estimation. Students put name on a post-it note and their guess. As the weekdays go by, the teacher may engage students in ways to estimate (counting around the equator of the jar, comparing the size of this week’s item with last week and how many there were last week, counting longitudinally, counting face of half the jar, predicting if it would take more cotton balls to fill the jar (this week’s item) than large spools of thread (last week’s item). On Friday the jar is emptied and the items are counted by ones, twos, fives, tens, etc. Teacher again asks for reasonability of predictions, “Why would guessing 1 million not have been a reasonable guess?” “How did it help to count the equator?” “Would it take more large Hershey candy bars to fill this jar than fruit loops or fewer?” The jar goes home again on Friday, this time with a different child, but also with a note indicating what things have been used already—another use of this is the building of schema as children become more deeply aware of everyday items (i.e. locks and keys, batteries, travel-size soap) whose purposes may not have been known.
Yes/No Charts (Variation of Anticipation Guides for Primary Grades)

Purposes:
1. To provide opportunities for oral language development
2. To provide opportunities for critical listening development
3. To provide opportunities for students to become aware of others’ ideas and to learn respect for them
4. To provide opportunities for teachers to use restatement
5. To discuss topics of pertinence, using social and academic language

Process:
1. A white board is divided into two sides: Yes and No
2. At the top of the white board is a question or statement for the day which requires a yes/no response. It is best if the statement has a debatable quality.
3. Students place clothespins with their names on them on the side of their belief, opinion, preference.
4. Teacher then asks a student to give the reason for her placement, while other students are to listen carefully, because he will be asking other students with the same placement if they had a different reason. Teacher restates when appropriate, using same ideas, correct sentence and grammar patterns. (If the teacher gets a same reason from the second child, s/he simply says, “Oh, you have the same reason as Yeimi—does anyone have a different reason?”
5. Teacher then asks a student to give a reason for his placement on the other side, while students are to listen carefully, because he will be asking other students with the same placement to give a different reason.

Note: To avoid allowing this activity from being a solely “who’s right and who’s wrong” activity (resulting from statements like “It will rain today”) vary the types of statements to react to: (i.e. “We should read The Hungry Caterpillar again today” or “Going away for a holiday is more fun than staying home.” Opinions and preferences are debatable without rightness or wrongness and have a variety of reasons for siding.
Yes or No Chart

Do you have . . .
Do you like . . .
Have you been to . . .
Do you enjoy . . .
Are you left or right handed?
Are your hands clean or dirty when you came into the classroom this morning?
Back pack/ lunchbox
Coats/sweaters
Color of eyes
Color of hair
Did you sleep well last night?
Do You Brush and Floss? (Brush Only, Brush and Floss)
Do you have a cat, a dog, or other animal?
Do you have a four-legged or two-legged pet?
Do you have a pet or no pet?
Do you have your own bedroom?
Do you like baths or showers?
Do you like to play inside or outside on a rainy day? (Inside, outside)
Do You like Watermelon?
Do you read every day?
Do you think ______ will sink or float? (Science)
Have you ever been on a plane?
How did you feel about coming to school?
Happy or sad
You could ask them to pick between two stories you read the day before or two computer programs that they have done.
Are you wearing ______ today? (substitute any color)
Did you brush your teeth this morning?
Did you eat a healthy breakfast?
Do you enjoy . . .
Do you have . . .
Do you have a pet?
Do you have a sister or brother?
Do you like . . .
Have you been to . . .
Have You Ever been to the Beach?
Does your jacket have a hood?
Have You Ever Gone Fishing?
Seasonal
At Christmas
Do you believe in Santa? (Yes/No Chart)

Do you have a real or artificial tree? (Yes/No Chart)
Do you have a wreath on your door? (Yes/No Chart)
Do you have Christmas lights out side your house? (Yes/No Chart)
Have you hung up a stocking? (Yes/No Chart)
At New Years
Did you make a resolution for the New Year? (Yes/No Chart)
On Saint Patrick's Day
Are you wearing green today? (Yes/No Chart)
At Thanksgiving
Do you eat dinner at home or away? (Yes/No Chart)
Do you have turkey for thanksgiving? (Yes/No Chart)
List some pies --children put their name under the Favorite one. (graphing)
Halloween
Favorite Halloween costumes (graphing)
Types of Halloween candy received (graphing)
Lost Tooth Chart

**Purposes:**
1. To validate relevance and importance of an important event in a child’s life and include him in a social circle.
2. To make what is relevant, sometimes traumatic, and show normalcy, acceptance, and interest in a reassuring way.
3. To provide opportunities for oral language development.
4. To make math predictions, count by ones and twos, etc.
5. To categorize according to type of teeth lost.
6. To develop new vocabulary—types of teeth and related schema.

**Process:**
1. Teacher posts the chart at the beginning of the year noting names of children who have already lost teeth before the first day of school. Name of child is put on molar, incisor, bicuspid, etc. and put on chart.
2. As children lose teeth their names are added to teeth and posted.
3. Children are asked to relate the loss of the tooth—where they were, how it happened, who was with them, etc. Teacher responds with restatements and comparisons “Oh, you lost your tooth at Krogers and you weren’t expecting it to come out so soon. That’s very different from D’John who lost his here at school and he’d been waiting for says for it to come out. Yours just fell out, and Samantha wiggled and wiggled hers until it came out. (Diversity isn’t just cultural ☺)
4. Later, when a significant number of teeth are on the chart, ask children how they might sort these into groups. Children may suggest by date, by gender, by tooth type, etc.
Three Math Languages Flip Cards
(Do not make the mistake thinking this is elementary alone!)

Purposes:
1. There are three languages of math:
   a. English words
   b. Numerical symbols
   c. Representational (pictures, tally marks, objects, manipulatives)
2. To provide opportunities for children to share math schema
3. To provide opportunities for oral language development, both social and academic
4. To provide opportunities for children to work in groups

Process:
1. Children sit on floor in groups of 2-5
2. One child is the “flipper” of 3x5 or 4x6 cards on a ring
3. The children face the “flipper” with paper and pencil with manipulatives
4. When the “flipper” flips a card, the children in the circle must show the same math idea in the other two languages of math

Card: one and two
   Children show 1 cube and two more
   Children then write 1 + 2

Card: five with seven more
   Children show 5 bears and 7 more bears
   Children write 5 + 7

Card: 7-3
   Children show seven worms with three moved
   Children write “seven take away three”
   Or “seven minus three”
   Or “three less than seven”

5. The flipper checks. Any incorrect answer is not corrected by the flipper but tells the group to help.
   Game proceeds after correct answer is completed.

6. Flippers last for pre-determined number of turns and a new flipper is chosen.

7. Teacher teaches this as whole class for a period of time before it can turn into an independent center.
   When children are independent, teacher can merely say, “Flippers turn three” or “The younger starts as the flipper and turn five.”
Temperature Chart

**Purposes:**
1. To provide opportunities for oral language development
2. To provide opportunities for reading a thermometer
3. To provide opportunities for counting by twos, tens
4. To provide opportunities to see movement along a number line and see points and lines on a graph
5. To provide opportunities to predict, see trends, and compare
6. To provide opportunities to understand seasons, weather, appropriate clothing, appropriate activities, hot, cold, and their variations

**Process:**
Teacher invites students to read the outside thermometer each day. This is best done if the activity is done the same time each day. Once the teacher has modeled the reading, students are then invited to read and explain how they read. Temperature is plotted each day on a monthly chart. A long graph is created by connecting the daily plotted points on the graph. Predictions are made, seasons noted, trends predicted, months compared, etc. Choral counting to locate exact point on the graph aids children who are still learning to count by tens and twos.
Previewing a Text

Purposes:

1. improve sight vocabulary
2. develop effective read-aloud skills
3. develop ability to sight read aloud
4. develop listening comprehension and vocabulary
5. develop reading for fluency, expression, correct phrasing
6. promote language learning for ELLS
   a. in low-anxiety environment, with repeated practice, comprehensible input, and use of language in social setting

Processes:

1. Read the title.
2. Read the headings.
3. Look at the visuals.
4. Scan for special terms, key vocabulary.
5. Formulate anticipatory questions.

The SQRRR Method

(Deliberately slows down the reading process for greater-comprehension).

1. Survey: preview the chapter (headings, pictures, theme, vocabulary, headings, etc.)
2. Question: make questions out of the topic headings and generate questions from the predictions made after surveying
3. Read: (just one section at a time), stop and try to answer questions that were generated. Reread until questions have been answered.
4. Recite: recite the answer to yourself, make a note and go on to the next section
5. Review: at the end of the section, summarize the text and review regularly
Preview of Title Headings

Purpose:

1. To alert students to the idea that headings clue readers to main ideas.
2. To teach students to use headings as note-taking guides
3. Helping children turn the titles and headings into questions that the reading then answers promotes focused reading, main idea identification, and note taking.
4. Changing title headings into questions as a way of previewing them, often creates questions that require students to analyze, clarify, confirm, defend, demonstrate, evaluate, judge, identify, interpret, retell, summarize, and understand—all which then can be done after they have read for necessary information.
Process One:

Turning Headings into questions that the reading then answers.

**STAYING HEALTHY** (How can I stay healthy? What does it mean to be healthy?)

**EATING PROPERLY** (What do I eat when I eat properly? How do I eat properly? Does eating properly mean using good manners?)

**EXERCISING PROPERLY** (How does exercising properly help me? How much exercise – what kind?)

**GETTING ENOUGH SLEEP** (How do I know if I’m getting enough sleep? How much is enough sleep?)

Eating, exercising, and getting enough sleep are good health habits. Following these habits can help keep your body working well.

**Eating Properly**

How can you plan healthy meals? You can follow the four food group plan shown in the picture. You need to eat foods from each of these food groups. This plan tells you how much of each kind of food to eat each day.

You learned in Chapter 9 that plants and animals need nutrients. Foods contain nutrients that your body uses to grow and stay healthy. Eating the right amounts of foods from each food group helps you get all the nutrients you need.

**Exercising Properly**

What kind of activities do you enjoy? Exercising can help build **physical fitness**. Physical fitness helps you work and play without getting tired or hurt easily. Playing sports and active games can help build physical fitness. Walking, dancing, or riding a bicycle also can help keep you fit.

Your heart is a muscle. Your heart beats faster during exercise. When you exercise properly, you help your heart get stronger. When your heart is strong, you can work and play for a long time without getting tired.

Exercise helps all the parts of your body work well. Exercise also helps you sleep well. Getting enough exercise helps you look and feel your best. How can playing every day give you the exercise you need?

**Getting Enough Sleep**

Your body needs time to rest after a busy day. You need sleep to grow properly. Your body makes and repairs cells while you sleep. Sleep also helps give you energy for the next day. This girl knows she can work, play, and learn better when she gets enough sleep.
Chapter 13
BACKGROUND TO THE CONFLICT

Differences Divide the NORTH and SOUTH
(What were the differences that divided the north and the south?)

Regional Differences (What were the regional difference—What is a regional difference?)

The Slave Economy (How did the slave economy divide them?)

King Cotton (Who was he?—just kidding—How did cotton divide the North and South?)

North and South Disagree (Over what?)

Graph of Trends

Africans in SLAVERY and FREEDOM

Life Under Slavery (How did slavery create conflict?)

Fighting Back (Who fought back? Slaves fought back? Against whom?)

Running Away (How did slaves run away? How did that add to conflict b/t North and South?)

Free American (who freed them? What did they have to do to become free?)

Facing a NATIONAL PROBLEM

New Compromises (How could slavery be compromised—aren’t you either free or not? Either a slave or not? How could they compromise?)

Hopes for Peace Fade (Why did hopes for peace fade? What happened to make hopes for peace seems reasonable—what happened to make them fade?)

Abraham Lincoln Works for Change (How did AL work for change—what did he do? Did his work for change work?)

The Lincoln-Douglas Debates (How did the debates face a national problem? What did they debate? Who favored whom?)

A Time for HARD DECISIONS

The Election of 1860 (What happened in the election in 1860—how did the election create more conflict? Why was this a hard election?)

Fort Sumter (Why was Fort Sumter a hard decision? Who was it a hard decision for?)
Preview Using Titles and Subheads to:
Tell a Story, Turn into Questions
(What is the order of the blood traveling through the body? What happens to the blood in each place? Why does the blood follow this pathway through the body?)

Circulation in the Body

The Right Side of the Heart

The Lungs and Back

The Left Side of the Heart

Arteries: Pipelines from the Heart

Capillaries: The Unseen Pipelines

Veins: Pipelines to the Heart

The Urban Poor
(Who were the urban poor?)
(Why were the poor of the cities unique?)

The Tenements
(What were tenements? How did they contribute to poverty?)

Making Ends Meet
(What did the poor do for a living?)

Private Aid to the Poor
(Who helped the city’s poor? What kind of help was given?)

The Social Gospel
(How did “the gospel” help the poor? Who was behind the Social Gospel?)
Vocabulary Dictionaries

Purpose:

1. To help students identify build vocabularies.
2. To help students have more experiences with critical words in the content areas. To define, find synonyms, draw, find examples of, and identify non-examples that often create points of confusion.
3. To have a personal organization of vocabulary words—a place to keep them for continual use and reference.
4. To explore a potentially troublesome word completely so that its use in the language is more deeply understood—especially words like “root”, “table” “plant” that take on different meanings in different content areas.

Process:

1. Print and bind dictionaries for each student in the class—elementary use pink- colored covers for the math dictionary, green-cover for language arts dictionary, yellow for science etc. Secondary—a separate spiral binder can be kept for vocabulary or teacher can print one with the template in place.(template next page)
2. When words are encountered in the text—each can either be handled as a pre-read for the DRTA, group task for after-read reconstruction, whole class quick discussion when the teacher notes a point of general confusion, etc.
Word Lines

Purpose:
To show the relationships of words, yet show degree variation.
Creating a word line develops a stronger sense of diction in writing and helps students to form accurate mental pictures when speaking about things like math terminology.

Process:
1. The teacher - when encountering a word that students probably know but perhaps aren’t sure of its power or relationship to other words – quickly draws a line on the board and enters a few examples.
2. Teacher then asks students to suggest where word in question goes.

Example:

Where, on the word line, would you put hysterical, furious, etc.?

Where would you put the words scared, creped-out, alarmed, panicky, calm, anxious, horrified, shocked?
Word Sorts

Purposes:

1. To build vocabulary
2. To provide group problem-solving which requires both social and academic language
3. To provide group problem solving which requires sharing of schema
4. To provide the teacher and the student opportunities for restatement
5. To provide a context for vocabulary words – to see relationships between words/concepts and the general category to which they belong
6. To set a writing task that emphasizes main idea with related details

Process:

1. When first introducing word sorts to a class, begin with an entry-level problem. Sorting girls’ names and boys’ names, mammals from reptiles, one digit numbers from two digit numbers, etcetera is easy and helps all students feel successful. Students need to feel they have mastery over the process so that when you introduce a word sort with higher level thinking, they are not encumbered by the concept relationship couples with a confusing process.
2. When first introduction word sorts, begin with entry-level problems that are easy but clearly have two ways of perceiving (monkey, mongoose, mongrel, macaw, toucan, tiger can be sorted into the categories of birds and mammals whose names start with a mon sound and those who don’t, animals that start with a T or M, etcetera). It is important that students see that there are multiple ways of perceiving grouping possibilities.
3. Determine word sorts, type, laminate is desired so they can be saved for next year. Put into envelops for each student group.
4. Pass out envelopes to students in groups of 2-3-4. Let the click drive the task. 1-4 minutes is sufficient.
5. As they sort, visit different groups and ask them toe explain reasoning, logic, and the process. Ask, “What made you decide to include this one here?” “You seem to be holding off putting this one somewhere. Why doesn’t this one seem to fit?” “I see you’ve grouped these together. In what way do you think they are alike?” With each response, the teacher responds with a restatement – looking for ways to teach concepts – but not determining rightness or wrongness.

For example:

a. You’ve grouped these together. I’m curious why.
b. Well, these all have hair.
c. Oh, I see. You’ve grouped these because they’re mammals. (The teacher, in the restatement, has just retaught the concept that mammals have hair.) ELLS need such restatements – opportunities to express ideas.

6. Sample Word Sorts
   a) Task given to students: sort into three categories and determine the title for each
      i) (Photosphere)
         (1) Visible layer of gas 500 kilometers thick
         (2) Temperature at edges of 7,280 degrees Fahrenheit
         (3) Inner temperature of 11,420 degrees Fahrenheit
         (4) Generates most of the light we see
ii) (Chromospheres)
(1) Is the layer above the photosphere
(2) Visible only during an eclipse
(3) During an eclipse, seen as a reddish glow
(4) Several thousand kilometers

iii) (Corona)
(1) Very thin envelope of gas that surrounds sun
(2) Visible only during eclipse
(3) Gives off a million times less light than photosphere
(4) Temperature reaches 3,600,000 degrees Fahrenheit

b) Note how the following would be sorted by math students into monomial, binomial, and trinomials:
   i) $xy$
   ii) $a+b+c$
   iii) $2x+4$
   iv) $-17xb$
   v) $3a-6b$
   vi) $y-4y-7$
   vii) $5xy$
   viii) $5xy+2y$
   ix) $y$
   x) $a-b$

c) Note how math students would sort the following into triangles, quadrilaterals, and regular polygons
   i) Pentagon
   ii) Hexagon
   iii) Trapezoid
   iv) Scalene
   v) Nonagon
   vi) Square
   vii) Isosceles
   viii) Rectangle
   ix) Obtuse
   x) Acute
   xi) Right
   xii) Equilateral
   xiii) Parallelogram
   xiv) Rhombus
   xv) Heptagon
   xvi) Octagon
   xvii) Hexagon

d) Note how the following would be sorted
   i) President
   ii) Vice President
   iii) Senate
   iv) House of Representatives
   v) Can lay out and collect taxes
   vi) Provide for national defense
vii) Pay debt
viii) Can borrow money on U.S. credit
ix) Can regulate commerce with foreign nations
x) Commands the army and navy of the United States
xi) Can grant pardons for offenses against the U.S.

xii) Can make treaties
xiii) Can appoint ambassadors and Supreme Court Judges
xiv) Sets controversies to which the U.S. is a party
xv) Sets controversies between citizens and their states
xvi) Can enact law

e) Another example
   i) S orbital
   ii) P orbital
   iii) D orbital
   iv) Is the simplest orbital
   v) Has the lowest level of energy
   vi) Is shaped like a sphere
   vii) Surrounds the nucleus
   ix) Is shaped like a dumbbell
   x) Has 3 orientations, much like the x, y, z axis (each can hold up to two electrons)
   xi) Has five possible orbitals holding up two electrons
   xii) Has seven possible orbitals holding up two electrons
   xiii) Totaled, the electron number possible in this level is six
   xiv) Totaled, the electron number possible in this level is two
   xv) Totaled, the electron number possible in this level is ten
   xvi) Totaled, the electron number possible in this level is fourteen

f) Another example
   i) Gives light
   ii) Is found in the sky
   iii) Sends light to the earth
   iv) Sends heat to the earth
   v) Is made of hot gasses
   vi) Cooks your food
   vii) Is caused by rubbing your hands together
   viii) Is caused by driving tires on the road
   ix) Warms you
   x) Burns wood
   xi) Is caused by rubbing sandpaper on wood
During Reading Strategies

Choral Reading
Partner Reading
Reader’s Theatre Dialogues
Selective Reading Guides
Choral Reading

Purposes:

7. improve sight vocabulary
8. develop effective read-aloud skills
9. develop ability to sight read aloud
10. allow all students to participate, read with the support of others, make errors anonymously with little risk
11. helps teachers quickly identify comprehension, fluency, and vocabulary difficulties

Processes:

a. Teacher provides text for all students. This is done with textbooks, handouts, or large projected image on wall. Projected TAKS word problems work well, as well as instruction for labs, paragraphs from textbooks etc.

b. Teacher directs the reading to begin with students using a definite out-loud voice (no mumbling). They are given a purpose for reading (looking for what we’re solving for, looking for three lab steps, looking for four characteristics of).

1. In order for skills to improve, students should point to word as it is spoken (lower grades) or track lines.

2. Students should read all words that are known to them and hear other read aloud at the same time to “fill in the blanks.”

3. The whole class (or teams) will read aloud from the same section. The teacher will also read and set the pace, as well as model proper pronunciation and variation in tone.

4. As a variation, students can lead the choral reading.

5. Teacher listens to oral choral reading. At any dip in sound, or confusion of pronunciation, or stumbling in making sense, she will know this is an area that needs clarification. It may be a new word with unusual spelling, unknown vocabulary, inability to read following punctuation clues etc. Knowing what to clarify helps the teacher deal directly with exact problems that students reveal as a group with no student feeling alone in his ignorance.

6. The teacher returns to the point(s) of confusion and asks students to pronounce words with her, repeat after her as she models correct fluency of reading, defines words and asks students to add them to their dictionaries, etc.

Choral Reading in High School?

Yes! High school teachers have reported that choral reading helped all students develop more confidence in using appropriate terminology and reassured ELLs that help was necessary and available even for mainstream students.
Partner Reading

Purposes:

12. improve sight vocabulary
13. develop effective read-aloud skills
14. develop ability to sight read aloud

Processes:

7. Teacher defines the segment students are to read (paragraph, verse, page, etc.)
8. Students alternate reading (each reads a sentence, line, paragraph, etc.)

Partner Reading Options

Teachers can modify partner reading options to include the strategies they are using. For example:

- partners read an entire page, alternating sentences
- Partner A retells what happened or summarizes facts from the first paragraph
- Partner B retells what happened or summarizes facts in the second paragraph, and so forth until the finish the page.
- Students place Post-It notes on words they cannot identify or understand for addressing when the whole class comes together.

**Three-step peer scaffolding process for Newcomers in the mainstream classroom:**

Newcomers can “shadow read” with a partner group, sitting between the two partners. Each established partner will follow the classroom norms for partner reading. The newcomer can read after each partner in a softer voice or read along with each partner softly. Once the newcomer is comfortable reading, the third step is to ask the newcomer student to take turns reading on his/her own but still sitting between both partners. This way, the student in the middle gets more turns at reading because the students are still alternating sentences but the one in the middle gets to read twice as much.
Readers’ Theater and Dialogues

Purpose:

1. To give students opportunity to develop literacy skill in all four domains—reading, writing, speaking, listening.
2. To increase number of times students have experiences using content concept vocabulary.
3. To increase comprehension of content area concepts.
4. To give students opportunity for cooperative group work.

Process:

1. Students read and discuss section of text.
2. Students decide who “characters” are, what they will say and/or do, the kind of dialogue that can take place between characters, the facts that need to be included.
3. Students write the readers’ theater script. Each participating student needs a script. This can be accomplished by each student making a copy or using a Xerox machine.
4. Students rehearse, practicing speaking out, saying words correctly, etc., then perform for the rest of class.
5. To avoid audience from tuning out (especially if a group’s performance is less than stellar) require audience students to take notes that can the be used on a quiz at the end of class.
Example of an Adaptation for Readers Theatre

Original Text

Grimke and other women who joined the abolitionist movement in the decades before the Civil War faced opposition from many sides. Not only was their cause unpopular, but the women were called indecent and unladylike for expressing their views in public.

Among the women abolitionists, few were so bold as Sojourner Truth, a former slave. Tall and muscular, with a commanding voice and lightening wit, Truth was at her best before an unfriendly crowd. At a women’s rights rally in Akron, Ohio, in 1851, the first women to speak were constantly interrupted by men who insisted that females were inferior. A crowd of boys jeered from the balcony. When Sojourner Truth rose from her seat, and the unruly members of the audience saw that a six-foot-tall black woman was approaching the stage, they hissed loudly.

Standing at the podium, Truth fixed her gaze on one of the men who had interrupted the meeting. “That man over there,” she said in a strong voice, “says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helped me into carriages, or over mud puddles, or gave me any best place. And aren’t I a woman?” She pushed the sleeve of her gray dress up to her shoulder. “Look at me! Look at my arm! I have plowed and planted, and gathered into barns, and no man could head me. Aren’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well. And aren’t I a woman?” By now, her voice was thundering through the hall. “I have borne thirteen children and seen them most all sold off into slavery, and when I cried out with a mother’s cried, none but Jesus heard. And aren’t I a woman?” When Truth was finished, the audience applauded into loud cheers.

(From A Separate Battle: Women and the Civil War by Ina Chang. Copyright © 1991 by Living Communications, Inc.)

Readers Theatre adaptation

Sojourner Truth

Narrator 1: Women who joined the abolitionist or anti-slavery movement in the decades before the Civil War faced opposition from many sides.

Man #1: It’s indecent for ladies to speak in public like this!

Man #2: A woman’s place is in the home!

Narrator 2: Among the women abolitionists, few were so bold as the former slave, Sojourner Truth.

Narrator 1: Sojourner Truth was at her best before an unfriendly crowd. At a women’s rights rally in Akron, Ohio, in 1851, the first woman to speak were constantly interrupted by men who insisted that females were inferior.

Man #3: Women can’t do nothing! They need men to help them do everything!

Boys: Boo! Boo! Go home!

Narrator 1: Truth fixed her gaze on one of the men who had interrupted the meeting and spoke in a strong voice.

Sojourner: That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helped me into carriages, or over mud puddles, or gave me any best place. And aren’t I a woman?

Narrator 2: She pushed the sleeve of her gray dress up to her shoulder.

Sojourner: Look at me! Look at my arm! I have plowed and planted, and gathered into barns, and no man could head me. Aren’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well. And aren’t I a woman?

Sojourner: I have borne thirteen children and seen them most all sold off into slavery, and when I cried out with a mother’s cried, none but Jesus heard. And aren’t I a woman?

All: (applaud loudly and cheer)
Selective Reading Guides

Purpose:
1. To guide students through difficult text.
2. To break texts into manageable sections which focus students on what is important and what they need to get out of the reading (main idea and related details).
3. To give students the opportunity to read and take notes with scaffolded help.

Process:
1. Teacher reads text and divides it into sections.
2. Each section is identified and has a task component (you are reading “in order to”).
3. Each section may cue students to key vocabulary—or may define such for students to ease their reading.

Rules in creating selective reading guide
1. Go in order of the text.
2. Determine blocks of reading.
3. Keep instructions as short as possible.
4. Vary instructions and methods of reconstruction.
Selective Reading Guides for 10-2 Mutations

Title and P1 Read and record a summary sentence.

P2 Using the words somatic, germ, chromosome and gene – draw a graphic relationship that explains where mutations occur.

P3 This section describes four types of mutations that occur in the structure of a chromosome. Draw each before the mutation occurs and after it has occurred. Used colored pencils to help your reader understand. Write one summary sentence for each explaining the mutation.

P4-5 Draw a cell that is about ready to divide. This cell should have three pairs of chromosomes. Color each pair a different color. Draw an arrow from this cell to two new cells to show the cell has divided. Put the single chromosome in the new cell to show the proper placement (one homologue from each pair will be in one of the daughter cells). Read P4-5. Now, draw the same cell (with three pairs of chromosomes) ready to divide. Color each pair as you did before. Draw an arrow from this cell to two new cells to show that this cell has divided. Draw the chromosomes in the cells to show the mutation disjunction.

P6 Thumbs up when you finish reading this. Two thumbs up if you can explain this type of nondisjunction to the class using the following words: homologous, triploid, tetraploid, polyploidy, and nondisjunction. Raise your hand if you can create this concept with play dough and be ready to explain it while the rest of us are talking about it. Put your head down and sigh if you are feeling like the title of this chapter.
Text and Graphic Organizers, Notes
Text Patterns and Graphic Organizers

Purposes:
1. To help students process reading, comprehend better, and recall information by understanding how the author organized the material. (We remember better if there is a perceived order to ideas, rather than a jumbled mess of input.)
2. To guide note-taking. If a student knows how the author organized the information, the student can then choose an appropriate note-taking style.

Processes: Teach students to identify the following text structures:

1. **Description**
   Example: "The crocodile is the master of deception in the water. It stalks its prey and then swiftly closes in for the kill."

   **Authors’ Word Clues:** is, does, has, also has, can be found, additionally,

2. **Problem/Solution**
   Example: "One problem to resolve in crocodile watching is transportation. How can an observer get close enough to watch without scaring it away or being attacked?"

   **Authors’ Word Clues:** problem, solution, as a result, consequently, because of, then, due to, since, to ensure, so that,

3. **Time/Order**
   Example: "Archaeologists have helped us to understand that the evolution of the crocodile began with ..."

   **Authors’ Word Clues:** first, second, third, then, next, finally, begins with, ends with, one, two, three, subsequently, in order are, when, after

4. **Comparison/Contrast**
   Example: "The power of the crocodile is like that of a monstrous machine. With one lunge it can destroy its prey and protect the kill from other predators."

   **Authors’ Word Clues:** on the other hand, whereas, however, but, like, unlike, same as, different, similar to, both are, all are, yet,

5. **Cause/Effect**
   Example: "We observed the crocodile as it stalked a raccoon moving through the moonlight toward the edge of the water. As a result of a noise we made, the raccoon bolted..."
Authors’ Word Clues: since, because, because of, due to, when, after, as a result, consequently, as a result, due to, to ensure, so that,

6. **Directions**
   Example: "When observing a crocodile, first you must..."

   Authors’ Words: first, second, third, then, next, finally, begins with, ends with, one two, three, after that,

   from Revisit, Reflect, Retell by Linda Hoyt Heinemann

NOTE: For Problem/Solution and for Cause/ Effect the word clues are often the same:
For Time/Order or Directions the word clues are often the same:
Changing Headings into Questions

Financing the Nation

Hamilton and the National Debt

The Roots of Capitalism

The Bank of the United States
What Causes Disease?

Diseases that Spread
- Germs

Diseases that Do Not Spread
- Changes in the Body

What germs are
- Diabetes

How germs get in your body
- Cancer

Two kinds of germs
- Heart Disease

How to keep germs from spreading
How Can you Stay Healthy?

- Eating Properly
- Exercising Properly
- Getting Enough Sleep
CHAPTER 11- QUADRATIC FUNCTIONS

Graphing Quadratic Functions

QUADRATIC EQUATIONS and FUNCTIONS

axis of symmetry
role of "a"
vertex
maximum value
minimum value

Form of Quadratic Function

y = ax^2 + bx + c

Solving Quadratic Equations

Solve By Graphing
*Solve By Factoring
Solve By Using Square Roots

#Solve By Completing the Square
Solve By Using Quadratic Formula

* CHAPTER 10
#CHAPTER 13
Outline

I. Topic

A. Sub Topic
   1. Information
   1. Information

B. Sub Topic
   1. Information
      a. Information
      b. Information
      c. Information
Basic T - Chart  
(one subject)

Part 1 - Brainstorming

<table>
<thead>
<tr>
<th>Pros / Advantages / Likes</th>
<th>Cons / Disadvantages / Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
T - Chart
(one subject)

Part 2 - Elaboration

Introduction

Conclusion
Persuasive

Introduction / Position

Conclusion / Restatement of Position
VERBS

Action

Action You Can See
- Example Verbs
  - Marry
  - Walk
  - Look
  - Jumped
  - Yell
  - Talk
  - Knock
  - Gather
  - Pounce
  - Smells
  - Feels
  - “I knocked on the door.”
  - “I tasted the milkshake.”

Action You Cannot See
- Example Verbs
  - Appreciate
  - Think
  - Affect
  - Believe
  - Remember
  - Know
  - “I believe that you’re right.”
  - “I think I can do this.”
  - “I appreciate your help.”

State of Being

Verbs that connect the subject to a predicate adjective
- Am
- Appear
- Is
- Remain
- Are
- Become
- Was
- Look
- Were
- Seem
- Be
- Being
- Been
- “The bread smells wonderful.”

Verbs that can go with a main verb to make a complete verb phrase
- Am
- Is
- Are
- Was
- Were
- Be
- Being
- Been
- Do
- Does
- Did
- Have
- Has
- Had
- May
- Might
- Must
- Can
- Could
- Shall
- Should
- Will
- Would
- “Mark has been studying.”

Linking

Helping

After an action verb, a sentence may have:
1. A direct object
   “I wrote a letter.”
2. An indirect object
   “I wrote Mary a letter.”

- 71 -
The Daffodil

- petals
- reproductive parts
- flowers
- leaves
- chloroplasts
- stomata
- roots
- bulbs
- root "hairs"
- CA
- xy
- Ph
- stem
- xylem
- phloem
Invertebrates:
- Mollusks
- Jellyfish
- Worms
- Spiny Skin

Anthropoids:
- Insects
- Crustaceans
- Centipedes
- Millipedes

Arachnoids:
- Spiders
- Scorpions
- Ticks and Mites

Vertebrates:
- Fish:
  - Bony
  - Cartilaginous
- Amphibians:
  - Frogs
  - Toads
  - Newts
  - Salamanders
- Reptiles:
  - Snakes
  - Lizards
  - Alligators
  - Crocodiles
  - Turtles
- Birds

Monerans
- Bacteria
- Algae
- No Nucleus
- One Cell
- 3,000 Sp.

Protist
- Cells w/ org.
- Have Nucleus
- Damp & Water
- 28,000 Sp.

Fungi
- No Chl.
- No Photo
- Absorb Food
- Threadlike
- Hyphae
- 75,000 Sp.

Plant
- Flowering
- Non-flowering

Animals
- Kingdoms
How Scientists Group Living Things

<table>
<thead>
<tr>
<th></th>
<th>Know</th>
<th>Learn</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fungus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### More Examples

<table>
<thead>
<tr>
<th></th>
<th>What I Know</th>
<th>What I Learned</th>
<th>Questions I Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perpendicular Lines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parallel Lines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intersecting Lines</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>What I Know</th>
<th>What I Learned</th>
<th>Questions I Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of a Fraction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Write a Fraction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Say a Fraction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Characteristics of the Sun

<table>
<thead>
<tr>
<th>Gravity</th>
<th>Sun’s Interior</th>
<th>Sun’s Atmosphere</th>
<th>Features of the Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Background to the conflict

- Differences Divide the NORTH and SOUTH
  - Regional Differences
  - The Slave Economy
  - King Cotton
  - North and South Disagree
  - Graph of Trends

- Africans in SLAVERY and FREEDOM
  - Life Under Slavery
  - Fighting Back
  - Running Away
  - Free Americans

- Facing a NATIONAL PROBLEM
  - New Compromises
  - Hopes for Peace Fade
  - Abraham Lincoln Works for Change
  - The Lincoln-Douglas Debates

- A Time for HARD DECISIONS
  - The Election of 1860
  - Fort Sumter
How Does Your Circulatory System Work?

<table>
<thead>
<tr>
<th>Parts of Blood</th>
<th>Kinds of Blood Vessels</th>
<th>The Heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plasma</td>
<td>Artery</td>
<td>Right Atrium</td>
</tr>
<tr>
<td>Red Blood Cell</td>
<td>Capillary</td>
<td>Right Ventricle</td>
</tr>
<tr>
<td>White Blood Cell</td>
<td>Vein</td>
<td>Left Atrium</td>
</tr>
<tr>
<td>Platelets</td>
<td></td>
<td>Left Ventricle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Valves</td>
</tr>
</tbody>
</table>
Description

Example:

Example:

✓
✓
✓
✓
✓
✓
✓
✓
Text Patterns

Section 1
Compare and Contrast (“Differences Divide North and South”)

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2
Description

- Slavery
  - Fighting Back
  - Running Away
- Life Under Slavery
- Free Americans

OR this could be seen as a problem with three solutions:

- Fight Back
- Run Away
- Become Free
- ✓
- ✓
- ✓
- ✓
- ✓
Section 3
“National Problem” Problem Solution

First Problem: Slavery $\rightarrow$ New Compromises

New Problem: Hopes for Peace Fades $\rightarrow$ Abraham Works for Change

Compare and Contrast
Lincoln/Douglas Debates

Section 4
“A Time for Hard Decisions” Cause and Effect

Election 1860 (cause) $\rightarrow$ Fort Sumter (effect)
Cause and Effect

Example:

Example: Tipping Dominoes

Example: Bowling ball (cause) pins show effect
Comparison, Contrast

Example: T-Bar

<table>
<thead>
<tr>
<th>Quadrilateral Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Example: Semantic Feature Analysis

<table>
<thead>
<tr>
<th>Shape</th>
<th>Number of Sides</th>
<th>Number of Pairs of Parallel Lines</th>
<th>Number of Right Angles</th>
<th>Length of Sides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rectangle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapezoid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example: Venn Diagram

Because of Winn Dixie

- Asks others’ opinions when solving problems
- Loves to run
- Loves to Draw
- Drank
- Ran Away

Opal

Opal’s Mother

Example: Sequence

1.
2.
3.
4.
5.
Double Column Notes

Purpose:
1. To give students opportunity and responsibility for their own learning.
2. To give students a format for note-taking (which then acts as a study guide.)
3. To teach students to interact with text.
4. To teach students how to find main idea and related detail.
5. To engage students in summary writing

Process:
1. Teacher demonstrates process by using overhead transparency while reading together as whole class.
2. Notes are divided into two columns. Some teachers prefer to have right side slightly wider than left side.
3. Sections of text are read (good if teacher has read this beforehand and divided the sections into sections each with a main idea and related details).
4. Students create own set of notes as the whole class works together.
5. Teacher carefully guides students in their understanding of “good” vs. “useless” questions to write on the right side of the paper.
6. Students are then allowed to use first sets of notes for quizzes and even test taking as a motivation to show the importance of notes and how studying is helpful.
7. Students are eventually directed to work in small groups and then partners before reading and noting on their own.

NOTE: Students then study by covering the right side of the notes and ask themselves the questions on the left side. They then lift the cover to check for accuracy and completeness. Remember – students aren’t given the gift of knowing how to study by the tooth fairy—they have to be taught.
# Double Column Notes

<table>
<thead>
<tr>
<th>Question/Commands</th>
<th>Taking Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Go in order of text</td>
</tr>
<tr>
<td>Explain</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>Use abbreviations</td>
</tr>
<tr>
<td>Draw and Label</td>
<td>Ex: w/o, b/c, b/t, w, w/o</td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>What reason(s)</td>
<td>Underline new vocabulary</td>
</tr>
<tr>
<td>Identify</td>
<td></td>
</tr>
<tr>
<td>Give in order</td>
<td>Be as brief as possible but sensible</td>
</tr>
<tr>
<td>What are the (4) kinds</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Try to read full P b4 noting</td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
<tr>
<td>What is</td>
<td>ASK: What is this about? (title)</td>
</tr>
<tr>
<td>Give (3) examples of</td>
<td>ASK: What is the author telling me?</td>
</tr>
<tr>
<td>(details)</td>
<td></td>
</tr>
</tbody>
</table>
## Characteristics of the Sun
*Grade 6, Prentice Hall Science Explorer, p. 538*

<table>
<thead>
<tr>
<th>Name the most powerful force in S.S.</th>
<th>The Sun’s Gravity</th>
</tr>
</thead>
<tbody>
<tr>
<td>How powerful is it?</td>
<td>1. Sun = most powerful source in S.S.</td>
</tr>
<tr>
<td>What’s the sun made of?</td>
<td>2. Sun’s gravity holds planets in orbit.</td>
</tr>
<tr>
<td></td>
<td>99.8% of mass in S.S. is sun.</td>
</tr>
<tr>
<td></td>
<td>3. ¾ hydrogen, ¼ helium and a little of other things. Not a solid surface you can walk on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does the sun get energy?</th>
<th>The Sun’s Interior</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does it work?</td>
<td>1. Sun gets energy from nuclear fusion</td>
</tr>
<tr>
<td></td>
<td>2. Nuclear Fusion: high temperature + high pressure + hydrogen = helium + energy + light. There is less helium than hydrogen used.</td>
</tr>
<tr>
<td></td>
<td>3. Nuclear fusion occurs in the core (center of the sun)</td>
</tr>
</tbody>
</table>

| The Sun’s Atmosphere                  |
| Three layers of the sun’s atmosphere are |
| 1. Photosphere (inner)                 |
| 2. Chromosphere                        |
| 3. Corona (outer)                      |

| Features of the Sun                   |}

## Functions of the Skeletal System

- 89 -
1. Provide shape, support (we’d be blob of jelly without it)
2. Allows movement – bones are attached to muscles, muscles contract (shorten) and bones move. Ex: walk, sit, somersault
3. Protects tissue and organs. Ex: backbone (vertebral column) protects spinal chord which is soft and easily damaged.
4. Stores materials (some of the materials: give bone stiffness, help block clot, helps nerves and muscles).
5. Produces blood cells – long bones (arms and legs) produce blood cells that carry oxygen and fight bacteria

<table>
<thead>
<tr>
<th>Name the two parts of the skeletal system. Draw and label.</th>
<th>Two parts of the skeleton:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. from head to hips (not including hips)</td>
</tr>
<tr>
<td></td>
<td>2. hips, legs, hands, feet, shoulders</td>
</tr>
</tbody>
</table>

26 Vertebrae

126
Concept Definition Maps

**Purpose:**
1. To help students understand a word within its general category and, at the same time, see what makes it unique and separate from all other items in the same category.

   Examples:
   - A linking verb is a “passive verb,” but what makes it different from all other verbs?
   - A square is a 4-sided polygon quadrilateral, but what makes it different from a kite or trapezoid?

   This helps students deal with the typical points of confusion innate to every content area.

2. To provide opportunities for partner, small group and/or whole class discussion.

**Process:**
1. Do this first as a whole class and have all students contribute input as teacher directs students through the questions for each of the sections.

2. When doing next, allow small groups to work together, then later, partners before having students work alone. For ELLs this grouping process allows them to more quickly identify points of confusion.
Concept Definition Map

Category: In one or two words, what is this?

Properties: From the reading, what is this word like?

Comparisons: What is a word that is similar to this word, and what is one that is the opposite?

What word do I want to understand?

Illustrations: From the reading and from your knowledge, what are some examples of this word?
After Reading/Reconstruction Activities

Cardstock Sheet Summaries
Dare to go Bare
Games
One Pagers
Restatements
Sentence Building
String Stories
Summary Sentences
Varied Grouping
Cardstock Sheet Summary

Purpose:
1. To create a summary of every concept that is learned in a content area for the course year.
2. To provide students with a quick review and study guide
3. To help students to develop a main idea and use their summary skills
4. To provide an focused information for tutorials—students may bring summary sheet to tutorials which give tutor exact idea of point of confusion.

Procedure:
1. Students have heavy cardstock (three-hole punched) with class title at top.
2. At the end of every completed lesson (some lessons may last 2-3 days) students write main ideas with related details and box the information to keep it separate from other entries yet to come.
3. If procedural steps are necessary, students give examples.
Dare to Go Bare

Purpose:

The purpose of Dare to Go Bare is to give students the opportunity to reconstruct concepts and provide a visual reminder on the walls that students will pay attention to because it is comprised of their own creations.

Process:

Whenever major concepts - such as charts with the numbers 1-100, the water cycle, facts of the electron orbital levels, time lines of the Civil War, labels for what is found on a map, etcetera – need to be posted, the students will create the visuals rather than the teacher buying them. Group work, individual work, whole class construction can be utilized in this way. Consider windows, doors, outside walls, ceilings, flip charts, and bulletin boards as showcase places for students’ work.
Games

Purpose:

1. To give students more opportunities to use vocabulary terms, have terms repeated, reinforced
2. To use the vocabulary terms in context with other related terms

Process:

1. Depending on the game, students will need to be divided into appropriate teams.
2. Teacher needs to script questions ahead of time—trying to think of questions while shooting form the hip often slows pace of games. Questions sometimes help students when they are in a particular order (like steps or events).
3. Game playing often serves well in review of quiz or exam.

- Vocabulary review via game playing
  - Pictionary
  - Taboo
  - Outburst
  - Bingo
  - Battleship
  - Around the world
  - Jeopardy
  - Five questions
  - One minute talks
Rules: Number speakers in each group. Proceed in order of group one, speaker one. If question is answered correctly, a grid section may be guessed. If a hit = 1 point Control stays with group as long as the question is answered and grid guess is a hit. If a group sinks a ship, group gets points worth full value of ship, as well as final hit point.
### Rules:

- Number speakers in each group. Proceed in order of group one, speaker one. If question is answered correctly, a grid section may be guessed. If a hit = 1 point, control stays with group as long as the question is answered and grid guess is a hit. If a group sinks a ship, group gets points worth full value of ship, as well as final hit point.

<table>
<thead>
<tr>
<th>Aircraft carriers</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battleships</td>
<td>4</td>
</tr>
<tr>
<td>Destroyers</td>
<td>3</td>
</tr>
<tr>
<td>Submarines</td>
<td>2</td>
</tr>
<tr>
<td>Mines</td>
<td>-2</td>
</tr>
</tbody>
</table>
Outburst Categories

Laminate several large, blank cards. Let the kids use grease pencil to create their own Outburst Categories. Divide teams and play. Erase cards at the end and save for another day, another subject.

SARAH PLAIN AND TALL
Example Categories:

<table>
<thead>
<tr>
<th>Things at Sarah’s Sea</th>
<th>Sarah’s Garden</th>
<th>Sarah Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Razor clams</td>
<td>Zinnias</td>
<td>Barked (like a seal)</td>
</tr>
<tr>
<td>Scallops</td>
<td>Marigolds</td>
<td>Sang songs</td>
</tr>
<tr>
<td>Sea salt</td>
<td>Wild Feverfew</td>
<td>Drove a wagon</td>
</tr>
<tr>
<td>Seals</td>
<td>Nasturtiums</td>
<td>Wore overalls</td>
</tr>
<tr>
<td>Conch</td>
<td>Roses</td>
<td>Laughed</td>
</tr>
<tr>
<td>Shore</td>
<td>Dahlias</td>
<td>Plowed the field</td>
</tr>
<tr>
<td>Gulls</td>
<td>Columbine</td>
<td>Dried flowers</td>
</tr>
<tr>
<td>Kittiwake</td>
<td>Hailstones</td>
<td>Fixed the roof</td>
</tr>
<tr>
<td>William</td>
<td>Dirt</td>
<td>Drew pictures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mitosis</th>
<th>Decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somatic cells</td>
<td>tenths</td>
</tr>
<tr>
<td>Anaphase</td>
<td>decimal point</td>
</tr>
<tr>
<td>Telephase</td>
<td>hundredths</td>
</tr>
<tr>
<td>Spindles</td>
<td>fractions</td>
</tr>
<tr>
<td>Centromers</td>
<td>divide numerator by denominator</td>
</tr>
<tr>
<td>Chromatids</td>
<td>thousandths</td>
</tr>
<tr>
<td>Prophase</td>
<td></td>
</tr>
<tr>
<td>Duplication</td>
<td></td>
</tr>
<tr>
<td>Diploid</td>
<td></td>
</tr>
<tr>
<td>Cross-over</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mutation</th>
<th>Henry Knox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translocation</td>
<td>Bookseller</td>
</tr>
<tr>
<td>Duplication</td>
<td>Portly</td>
</tr>
<tr>
<td>Polyploidy</td>
<td>George Washington</td>
</tr>
<tr>
<td>Down’s Syndrome</td>
<td>Fort Ticonderoga</td>
</tr>
<tr>
<td>Kleinfelter’s Disease</td>
<td>cannons</td>
</tr>
<tr>
<td>Deletion</td>
<td>barges</td>
</tr>
<tr>
<td>Insertion</td>
<td>rivers, lakes</td>
</tr>
<tr>
<td>Germ cell (egg, sperm)</td>
<td>2 months</td>
</tr>
<tr>
<td>Gene</td>
<td>trusted</td>
</tr>
</tbody>
</table>
**TABOO (forces students to use synonyms)**

1. Using 3x5 cards cut in half, teacher enters key vocabulary word at top in large letters.
2. She decides which 2-5 related words, if said, would be dead give-aways. (ie. if the word I want the students to guess is George Washington, I would enter below his name the clue words “first, president, teeth, Valley Forge, and general”, because if students used these clue words, the name George Washington would be very easy to guess.
3. Student giving the clues, may not say anything written on the card—not the Vocabulary word, nor the key words as he speaks, saying anything else he wants to get his team to say the vocabulary word. (ie. “This man stayed with his troops during the cold winter -- he was waiting for the opportunity to attack the British etc.)
4. As soon as the team guesses the word, the student picks up the next card and tries to get his team to guess that one. He may do as many cards as he can in one minute he receives points for all his team guesses, but not for cards where he used one of the no-use words.
5. Students are forced to use synonyms, descriptions, word pictures to get their team to guess correctly.
6. Eventually, after students have had enough experience with the game, the teacher gives students a list of words, cards and time for small groups to create 10 or so cards complete with clue words (by the end of the period, and for play tomorrow).

---

<table>
<thead>
<tr>
<th>Example: Transportation Unit (Easy to difficult cards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Locomotive</strong></td>
</tr>
<tr>
<td>Locomotive</td>
</tr>
<tr>
<td>Train</td>
</tr>
<tr>
<td>Tracks</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Sarah Plain and Tall

Plain

Sarah
Looks

Tall

Height
Sarah
Length

Caleb

Boy
Little
Brother

Genes

Mutation

Change
Mistake
Chromosome
Gene

Deletion

Mutation
Leave Out

Translocation

Mutation
Allele
Over
Hypotenuse
- Right Triangle
- Opposite
  - A
  - B
  - C

Sine
- Theta
- Cosine
- Tangent
- Right Triangle

Archetype
- Nadir
- Journey
- Hero
- Conflict
- Rebirth
**Five Questions**

<table>
<thead>
<tr>
<th></th>
<th>Ch. 19</th>
<th>Ch. 20</th>
<th>Ch. 21</th>
<th>Ch. 22</th>
<th>Ch. 23</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashley</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dave</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtney</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tricia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olivia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Each group has a fish bowl with each group member’s name in it twice.
2. The first 20-30 minutes of class, teacher lectures, class reads, work is done on a particular chapter which was to be read the day/night before. Notes were required. Fifteen minutes are then given to the student groups to review each other over the designated chapter. All students are responsible for all the chapters. However, students may break the chapter into sections that each may master in order to review the group.
3. At the end of the review time, the teacher goes to fishbowl 1 and draws a name.
4. The student stands, selects an envelope (from about 10-20 envelopes).
5. Inside the envelope are five questions from somewhere in the chapter. Teacher reads each question and student answers. One point is awarded for each correct answer. If the student relies on the team for help then only a half point is rewarded. Total score for that student’s five questions is recorded.
6. The teacher places name in fishbowl, then draws a name from fishbowl 2 and proceeds as above (then 3, then 4, etc.).
7. If chapter warrants another drawing, teacher than starts back at fishbowl 1. It is possible to have your name drawn twice, or not at all, for any given chapter; however, students never know. It is this anxiety that puts pressure to be prepared.

Possible rewards:
The group with the highest score does not take the exam.
The group with the second highest score takes the exam but gets +5 points.
The group with the third highest score takes the exam but gets +2 points.
The groups with the lowest score distributes the exam (and also take exam)
Math Bingo

**Process:**
1. Teacher has students make a grid on paper of 5x5 squares—(3x3 for lower grades, 4x4 for middle elementary)
2. Students quickly enter 25 of the 30 items on the overhead. The game begins. Teacher reads statement, definition, synonym, students find answer on bingo card and note it with small pencil mark which can be erased for next game.

[Bank for Bingo]
\[
x/7, \ 7x, \ 7x-7, \ 7/x, \ x-7, \ x+7, \ 7-x, \ x, \ 7x/y, \ 7x/y, \ 7\leq x, \ 7\geq x, \ etc.
\]

[Teachers Questions]
1. A number divided by seven (shown as a fraction)
2. Seven times a number
3. Seven less than seven times a number
4. Seven divided by a number (shown as a fraction)
5. Seven less than a number
6. A number added to seven
7. Seven minus a number
8. A number whose value may vary
9. The product of seven and a number divided by another number
10. Seven times a number divided by another number
11. Seven is less than any value a number could be
12. Seven is greater than any value a number could be
13. Seven divided by a number with seven as the dividend
14. Seven added to the product of seven and n
15. n less than the product of seven and n
16. Seven tenths
17. A number squared divided by seven (shown as a fraction)
18. Seven squared divided by n, shown with seven as the quotient
[Teachers’ Question bank in Math Unit on Fractions as Part a Whole and Fractions as a Part of a Group]

1. $\frac{7}{8}$ is a like fraction to _______.
2. $\frac{6}{6}$ is the same number as _______.
3. 3 eggs in a carton of eggs is part of a _______.
4. 2 pieces of pizza represent part of a _______.
5. In the fraction two-fourths, two is the _______.
6. The number that represents the denominator in $\frac{3}{4}$
7. The fraction that means one sandwich cut into three parts
8. The fraction that means one-fifth
9. The number below the fraction bar that tells the total number of parts
10. In the fraction $\frac{6}{7}$ the number that means you cut the candy bar into seven parts
11. In the fraction $\frac{6}{7}$ the number that means how many parts you ate
12. In the fraction $\frac{1}{2}$ the sandwich was cut into _______ parts
13. The fraction four-fifths
14. Another way I can say $\frac{1}{4}$
15. Another way I can say $\frac{2}{3}$
16. the word fraction…

1/8
1
Whole
Group
Numerator
1/5
2
4/5
6
7
One divided by four
Two out of three
Fraction
4
Around the World

1. Teacher constructs a list of questions. This is a must to keep pacing rapid. Questions need to be short, clear, and relevant to lessons.

2. First two students stand. Question is asked. The first student to respond correctly advances to stand against the next student. Losing students sits.

3. All students pay attention—these are test questions.
One-Minute Talks

There are several variations of this review procedure.

1. Teachers can have students draw from a paper bag, topics, words, processes etc. from the chapter.

2. Students are given 2-3 minutes to prepare to speak on that subject—the object being their grade will be based on how many RELEVANT facts they can cram into a minute speech. They may not use notes.

3. OR Teacher may assign groups a topic—groups create a list of facts that must be included to get the most points. The teacher then announces speaker from each group based on the oldest person in the group, a name drawn out of a hat, number students 1-4 and she announces all fours will speak, etc.

Topic Drawn is Precipitation: (Unit of Study is Water Cycle)

Student: Precipitation:
Rain, snow, hail, mist, fog, sleet are all forms of precipitation. Precipitation is part of the water cycle—it is the part where the water returns from the cloud collection to the earth. The water has evaporated from the water forms on the earth—oceans, rivers, lakes and ponds, and has risen to form clouds or to hang in the air as humidity. Water returns to the earth to start the cycle all over.
One Pagers

**Purposes:**

1. If done in cooperative groups, provides opportunities for oral language development
2. Develops strong understanding of concept as main idea and attributes as related detail
3. Can serve as a scaffold for formal writing assessment

**Process:**

After studying a concept/vocabulary word, students are to include (or teachers are to assign) from a list of optional combinations:

1. Title at the top (this would be the word or concept)
2. Five facts on the page
3. Background border
4. Labeled drawing
5. One odd fact
6. Time/era of the discovery
7. Time line that places discovery in relation to 5 other world events or people
8. Flowchart to explain process
9. Famous quote or saying *by* the person
10. Famous quote or saying *about* the person
This is an example of a graphic organizer used as a pre-read. This is then used as preparation for the reconstruction activity—the one pager.
Boxcar

A boxcar is a train car that holds freight.

Boxcars have sliding doors so the freight can be loaded and unloaded.

door

ladder

coupler
(to join it to next car)

slides for door to open

Furniture  TVs  Flashlights
Footballs  Stationery  lamps
Clothes
Sentence Building

Purpose:
1. Grammar development
2. Concept development (in content areas)

Process:

1. Simple (who did what, how, when, why, where)
   a. A big cat
   b. A big cat ran.
   c. A big brown cat ran fast.
   d. A big brown cat ran fast as the dog came near.
   e. A big brown cat ran up the tree fast and the dog came near.

2. More difficult (what information can you add?)
   a. The proton
   b. The proton stays.
   c. The proton stays in the nucleus.
   d. The proton, along with the neutrons, stays in the nucleus, while the electrons move in orbits.
   e. The proton, along with the neutrons, stays in the nucleus, while the negatively-charged electrons move in orbits.
   f. The proton, along with the neutrons, stays in the nucleus, while the electrons move in balanced-leveled orbits.
String Story

Purposes:

1. To help students recall from memory the basic elements of a sequence of events (i.e. story) or steps (i.e. process)
2. To develop listening skills
3. To provide opportunities for oral language development through students’ articulation of events or steps and all related details
4. To provide scaffolding for writing—particularly in identification of cause and effect

Process:

1. Teacher identifies process, story, series of events, etc.
2. Students are told to listen and watch in order to retell the story with all main ideas and detail.
3. Teacher tells the “story” as he draws key icons on the board.
   a. Teacher tells concept to be taught in form of a story including details to be learned
   b. Quick drawing is done as details unfold. (Best to draw before lecture on notes so drawing on board doesn’t lag and ruin pacing.)
4. Students are then directed to retell, furnish details, and help each other remember key ideas. This is a good opportunity to have students use restatements (“Can anyone say this using other words?”)
   a. Students retell in order. Language development is enhanced through listening and speaking opportunities.
   b. Writing task may then be assigned (drawings remain on board).
   c. Other reconstructions possible as follow-ups—bulleting boards, posters, murals, one-pagers
String story as prewriting

The Eye

[Diagram of eye and surrounding areas, possibly representing a map or plan]

Restaurant

[Diagram of a building or area, labeled 'Restaurant']

Goblin Coop

[Diagram of a building or area, labeled 'Goblin Coop']

Closed eye

[Diagram of a face with closed eyes]

House

[Diagram of a house, possibly a map or plan]

Houston

[Diagram of roads or paths, possibly a map]

Jones Trip

[Diagram of a route or path, possibly a map]
Me and my family went to Houston for the day. Me and my family went to a fancy restaurant. It was called Galleria. We ate spaghetti and then it was dessert time. I had ice cream. After we finished eating, we decided to go to the movie theater.
I went to see a movie called the Exe. The movie was scary. I closed my eyes. We went in the car to Lufkin.
My mom stumee
started to brr. My dad
took hr to the
hospital, me and Jose stayed
at my mom friends
house. My mom friend
took us to the PRK.
I go to the Kro.
I went to Mexico.
I went to the movies.
I see the movies and I go to my house.
String story during lecture—Boston Tea Party

King

Money Tax

Sons of Liberty

Blockade

Quartering

Cause & Effect
Sample Plan of a string story used in instruction—3rd grade Water Cycle

1. Water — used — forms — recycle

2. String story:
   - listen in order to tell it back — remember then we will find all the places water is found
   - Then we'll group ways water is used

3. This am I took a shower & got equally clean

4. It was easier to clean me than my dog Boone

5. Albumin — wash & clean my hair

6. Brush my teeth

7. Husband's gift
   - sake/juven
   - My thirst
   - Tangerine
   - Baby needed a drink

8. On my way to school
   - Crossed a bridge
   - Barge loaded w/ things it was taking to

9. Lake
   - Passed a lake
   - Use
   - Clean
   - Drink
   - Transp
   - Recreation

10. Reservoir
    - Fishing

   - Clean
   - Pond
   - Rain
   - Lake
   - River
   - Reservoir
Sample Plan of a string story used in instruction—5th grade Resources
Our Country is the United States.

We have a democratic government (which means our citizens can choose their leaders) by voting.

Leaders who run for president are called candidates and they will give speeches over the next few months.

Citizens will vote for a new president next November.

People will choose one Rep. candidate & the Democrat candidate this summer to be on the Nov. ballot.

These leaders belong to 2 groups or parties, called the Rep. & the Democrats.
USA, diploma, citizen, vote, 2 parties one of the parties are called Democrat and a non-partisan is called Republican. 1 person from the red team 1 person from the blue team.
We have a dem government.

USA

we live in the USA.

we have candidates

we have two parties called the rep and dem.

It will be the first time to have a women or a black man.
Window Pane Lecture

This is a variation of a string story

Processes:
1. Divide a flip chart or overhead transparency into 4-8 sections.
2. As you lecture, draw or post graphics, symbols, and images in each window pane to illustrate the point you are making.
3. When you have completed the lecture, remove the completed window pane. Ask participants to recreate the image in each pane (alone, or with a partner), remembering the content associated with the image. After they have recreated the images, display the original.
4. Invite participants to compare their window pane images with the original, with the content and sequence in mind.
5. Allow time at the end for participants to take notes.

Variation of a string story adapted from: Mead, Nelson, Paulucci, Pearson, Walker; Clark County School District, Las Vegas Nevada; IRA 46th Convention—New Orleans, LA
Summary Sentences

Purpose:

1. To teach students how to focus on main idea.
2. To help students have a strategy for writing main idea without relying on copying.

Process:

1. First teach students how to identify “important” words; the author will do one or more of the following:
   a. Include the word in the title, caption, or heading
   b. Bold face it
   c. Provide a picture or drawing of it
   d. Repeat it. Remember: using a pronoun such as it, they, he, she, that, these is a way of repeating.
   e. Define it
   f. Provide synonyms (these are more difficult to find)
2. After reading, have the whole class (when students are first learning this skill) decide on 3-4 important words. When the students have had experience with skill, assign the task to small groups, eventually partners, then individual students.
3. Without referring back to the passage, create a sentence that:
   a. Uses all chosen important words
   b. Restates the main idea of a paragraph

* Words may vary, main ideas may vary – students’ skill increases with experience.
The main task of the circulatory system in all organisms is transportation. The circulatory system delivers food and oxygen to body cells and carries carbon dioxide and other waste products away from body cells. The power behind this pick-up and delivery system is the heart. The heart pumps blood to all parts of the body through a network of blood vessels. This network is so large that if it could be unraveled, it would wrap around the earth more than twice!

Group 1:
Important Words: circulatory system, carries (synonyms: delivers, transportation, etc.), heart
Sentence: The circulatory system, driven by the heart, carries nutrients to the body.

Group 2:
Important Words: circulatory, cells, heart
Sentence: The circulatory system transports food and oxygen to cells because the heart pumps to keep it going.

Group 3:
Important Words: body, circulatory, system
Sentence: The body is fed by the circulatory system where the heart pumps blood to feed the cells.
For example:

**Important Words:**
Bees (bees, they, bees)
Honey
Animals (us, animals, people)

**Sentence:** Bees make honey that other animals eat.

**Important Words:**
Honeybees (note picture)
Hire (picture and synonym “nest”)

**Sentence:** Honeybees’ homes are called hives.
Restatements

**Purpose:**

Students develop language by using alternative wording and synonyms for a statement or sentence found either in the text or a lecture.

**Procedure:**

Before reading, the teacher directs students to a block of text and has them read in order to restate. The teacher says, “I’ll ask you to use your own words to explain or say what the author is saying. Who can say it another way?”
Examples of Restatements

1. Text: “Exploding stars such as supernovas blast out dust and gas, spreading elements that will one day form new stars and planets. Shock waves generated by the giant star’s explosions often slam into rings of gas, causing regions to glow, and causing layers of gas at regular intervals to ripple outward like water rippling from a stone cast on a pond.”

Teacher Question: Who can say this another way?

Student restatement: Well, stars explode and when they do – all the pieces cause surrounding gas to ripple in waves—like when you jump in the pool the water waves go out from you. The surrounding gas does the same.

Teacher Response: Good, that’s a great way to see it in your mind. Good analogy. Can someone else say it yet another way?

Student restatement: Well, stars are often surrounded by gas. When they explode that gas has to go somewhere—it gets moved outward by the power of the explosion. The way it moves when it goes outward is like ripples, waves, nuclear blast stuff.

2. Text: “Often called ‘Wolves of the Sea’, killer whales are the ocean’s most intelligent predators. Like wolves they hunt in packs; unlike wolves, each pod of whales speaks its own dialect. Like wolves, they will stalk prey, instinctively coordinate movements of all pod members, and share the kill. Unlike wolves, they often display what some scientists call pseudo-altruistic behavior. For example, they have been seen helping a wounded member surface for air or staying behind with a member too wounded to travel with the pod.”

Teacher Question: Without looking back at your text, who can say this using your own words? Synonyms?

Student restatement: Killer whales are like wolves and then—not like wolves. Wolves and killers act alike when they’re hunting food. But whales are different from wolves. They communicate differently depending on what family—pod—they’re in. And also—they can be nice to each other—and I guess wolves never are.

Teacher Question: Who can come to the board and demonstrate what this has said and explain as you go?

3. Text: When two parallel lines are cut by a transversal several kinds of angles and relationships of those angles result. First, corresponding angles are congruent. Second, vertical angles are congruent. Third, alternate interior angles are congruent. Fourth, supplemental angles equal 180 degrees.

Teacher Question: Who can come to the board and demonstrate what this has said and explain as you go?
Varied Grouping

**Purposes:**

1. To provide opportunities for both social and academic language development
2. To provide opportunities for students to share schema
3. To provide opportunities for students to share metacognition—how they perceive, understand, picture
4. To provide modeling from teacher to student
5. To provide modeling from student to student

**Process:** Though there are several types of groupings and purposes for grouping (variations will be described as ENLACE proceeds) some key factors are common to all.

1. When teaching a new task (how to write a one-pager, how to follow the steps of dimensional analysis, how to write a Bio-poem or précis, how to read the section of text and create notes in the form of a graphic organizer, etc.) it is often helpful to students to move from whole class, direct instruction (when it is necessary for the teacher to model process or thinking) to small group, to partner, to self.

   Whole Class ➔ Small Groups ➔ Partners ➔ Individual students

2. It is often helpful to let the clock drive manual tasks in terms of seconds or 1-2 minutes (getting into groups of fours; getting out text, pen, paper; generating lists; quick draws and labeling; setting up grids, T-Bars, Venn Diagrams; passing out handouts; etcetera.

3. It is often helpful to construct grouping so that English help is available to ELLs within the group.

4. It is often helpful to construct grouping so that a “cheerleader” or “mother” personality is present in each group. ELLs receive emotional support from such grouping.

5. It is often helpful to vary the way groups are constructed:
   
a. Student choice
   
b. Randomly (take a card at the door – the match is your partner for the day. The color is your group for the class).
   
c. Structured (teacher writes names in groups on the overhead, students are given minute to adjust their seating)
   
d. Natural (the person across the aisle, in front of you, is your partner)
   
e. By interest (jigsaw grouping)
   
f. By need
The DRTA Planning Model
Second language acquisition occurs more effectively when students are provided opportunities to engage in all four literacy areas: reading, speaking, listening, writing. Lessons and activities which engage students in all four literacy areas are more effective in developing both language skills and content concepts.
Planning Lessons Using a Research-Based Design for Language and Literacy in the Content Areas

Objectives/Text and Content Selection
Ask: What is/are the standard(s) and objective(s) for this lesson?
    How will I assess the standard(s) and objective(s)?
    Which text will I use? Is it appropriate? Do I parse it?

Text and Content Preparation
Ask: What can I do to the text or the content to make it more accessible to students?
    How might I parse this text? (select, condense, eliminate unnecessary information, segment, chunk)?
    How will I summarize this text and put it into the context of the unit/theme?
    What is the concept density? How is the text organized?

Background knowledge
    How will I build schema?
    How will I connect this new information with previous information?
    What information or activities do I need to plan to give the content a context for the students which is relevant and accessible?

Vocabulary
Ask: Which Tier 1, 2, and 3 words will I teach that will help students understand the main concepts of this text?
    Which techniques/strategies will I use to teach each vocabulary word?
    How can I make sure students interact with each word at least 5 times prior to the lesson?
    What is the purpose for reading? “We are reading in order to…”

Text Engagement
Ask: Which comprehension strategies are most appropriate?
    How can I make sure students use the new vocabulary? Is there a graphic or cognitive organizer they can use?
    What follow-up cooperative learning strategy should I use to consolidate knowledge and develop more language skills?

Anchor Knowledge
Ask: What cross-cutting strategies can I use to anchor knowledge, check for understanding, and assess individual student learning?
    How can I consolidate content and skills?

Assess
Ask: How might I test student’s content knowledge?
    What is the best genre for writing up the content they have learned?
    What skills do I want the students to exhibit?
    What rubric will I use?

What does it mean to plan for language and literacy in the content areas?

1. Teachers read, select, and prepare text and content to meet the learning objectives of the lesson. Teachers define the reason to read. ("Preparation for Reading")

2. Teachers carefully plan pre-reading or pre-content activities to build background knowledge and vocabulary, giving students the keys to “unlocking” the text. Teachers give students the reason to read, giving students a purpose in reading. ("Before Reading")

3. Teachers carefully plan for effective and authentic student engagement with text and content, giving students an effective text delivery system. ("During Reading")

4. Teachers carefully plan for post-reading or post-content student reconstruction of text and content. ("After Reading")
### Before Students Read

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview</td>
<td>Anticipation Guide</td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td>Set up Inner/Outer Circles</td>
</tr>
<tr>
<td>Problematic Situation</td>
<td>Power-Point Presentation</td>
</tr>
<tr>
<td>Guided Imagery</td>
<td>Restate Key Facts</td>
</tr>
<tr>
<td>Key Vocabulary</td>
<td>Vote in Anticipation/Reaction Guide</td>
</tr>
<tr>
<td>Pictures</td>
<td>Teacher Breaks Reading into Parts</td>
</tr>
<tr>
<td>Picture/Caption Walk-thru</td>
<td>KW Part of KWL, KL Part of KLQ</td>
</tr>
</tbody>
</table>

### Students Read

- Teacher Read aloud
- Read alone
- Partner Read
- Choral Read
- Small Group Read
- Round-Robin Read
- Listen to CD/Tape

### After Students Read - Reconstruct

- Think-Pair-Share: Put the steps in order
- Restate in Own Words: Draw a chronology line
- Draw: Tell why
- Demonstrate: Give an example of
- Fill in the graphic organizer: Determine non-example
- Fill in the Venn diagram: Word sort
- Write a summary sentence: Create a CD map
- Create your own problem: Make double-column notes
- Clock (groups of three): Use Manipulatives
- Add a notecard to a ring of notecards: Identify in Lab
- Decide, Choose, Select Best Options: Role Play
- Revisit Anticipation Guide: Create a One Pager
- Revote in Anticipation/Reaction Guide: Create a 3D Model
- Put the Steps in Order from Memory: Review through Games
- Add Information to Double-Column Notes
- Add Info to Title, Subheading Notes
- Put Info to Rap, Ballad, Bumper Sticker, Ad, Jingle
- Explain in your own words to your neighbor
- List (solo, partner, small group, whole class)
- Write Questions the Reading Generated
- Identify Characteristics in Power-Point Graphics
1. Teachers **select and prepare text and content** to meet the learning objectives of the lesson. Teachers define the **reason to read**.

**Objectives/Text and Content Selection**

**Ask:**
- What is/are the standard(s) and objective(s) for this lesson?
- How will I assess the standard(s) and objective(s)?
- Which text will I use? Is it appropriate?

**Do:**
- Select (or follow) the district’s content standard, objective, indicators, purpose, outcomes and targets, and scan text for information that addresses the standard.

**Text and Content Preparation**

**Ask:**
- What can I do to the text or the content to make it more accessible to students?
  - How might I parse this text? (select, condense, eliminate unnecessary information, segment, chunk)?
- How will I summarize this text and put it into the context of the unit/theme?
- What is the concept density? How is the text organized?
- What is the specific purpose for reading the entire text? Each segment of text?

**Do:**
- Preview the text to select, condense, and eliminate unnecessary information and segment the text for explicit instruction. “Chunk” the text.
- Create a summary/overview of the unit, lesson, chapter. Write a short summary for sharing with students.
- Define the purpose for reading the text and for each segment in preparation for designing reading and reconstruction activities.
Text Preparation Methods/Techniques/Strategies

Preparing the text and the purpose for reading

- teachers reads the text
- teacher prepares the text for meaning construction and for presenting the lesson
- this does not mean the text is “watered down”
- teacher identifies trouble spots
- teacher decides where to segment the text, where to stop the students’ reading, where to initiate discussion toward the construction of meaning
- teacher writes guiding questions for eliciting rich discussions after each segment
- teacher “condenses and eliminates” extraneous information in order to help students focus on important details and concepts that point to the learning objective
- teacher identifies major ideas for students to construct (during reading) and reconstruct (after reading)
- teacher determines the purpose statement and activity for the reading (We’re reading this because… We’re reading in order to….)
2. Teachers carefully plan pre-reading or pre-content activities to build **background knowledge and vocabulary**. Teachers give students the **reason to read**, giving students a purpose in reading. (“Before Reading”)

### Background knowledge
**Ask:**
- What am I sure students already know?
- How will I create schema?
- How will I connect this new information with previous information?
- What information or activities do I need to plan to give the content a context for which is **relevant** and **accessible**?
- How will I provide students with the keys to unlocking the text or the content so that they will be successful in achieving the learning objective?

**Do:**
- Use graphics, films, united streaming, pictures, real objects, or concepts of print (title, headings, charts, graphs) in the selected text to provide an anticipatory set of main concepts.
- Review previous lesson/concepts/content and connect the new information with previous information learned.

### Vocabulary
**Ask:**
- Which Tier 1, 2, and 3 words will I teach that will help students understand the main concepts of this text?
- Which techniques/strategies will I use to teach each vocabulary word?
- How can I make sure students interact with each word at least 5 times prior to the lesson?

**Do:**
- Select a **total** of 6-7 words from Tier 1, 2, and 3 for background building, for pre-teaching, for teaching on the run as you conduct a read aloud, and for follow-up activities with the new words after students have read the text.
- Select a method/technique/strategy for each word.

### Purpose for reading
**Ask:**
- What is the purpose of students reading this text?
- What is the learning objective and how does it relate to the text?
- What should students be able to do as a result of the text?
- What can the students do to show that they achieved the learning objective?

**Do:**
- Give students a purpose for reading “We’re reading this because…”
- Give students a clear task for each segment or chunk they read “We’re reading in order to…”
- Give students a time for reading and completion “You have about … minutes, or It will take you about…. tonight”

***The more challenging the text, the more time you will spend on the “Before Reading” portion of the lesson***
**Methods/Techniques/Strategies**

Building Background Knowledge and Vocabulary

Giving Students a Purpose for Reading

- Preview the text
- Graphic organizers to show text organization, preview of concepts, or preview of vocabulary
- Problematic situations, real situations to build relevance and context
- Guided imagery
- Pictures
- Picture/Caption Walk-thru
- Anticipation Guide
- Power-point presentations
- Restate key facts
- Vote in Anticipation/Reaction guide
- KW part of KWL, KL part of KLQ
- Provide realia
- Vocabulary dictionaries
- Decide options
- Speculate reasons
- List facts from memory
- Demonstrate with manipulatives
- Determine all steps in best order

- Analyze differences between
- Give an opinion about
- Give an alternate solution
- Solve a problem
- Construct notes
- Draw and label

**After building background knowledge and key vocabulary, it is critical for teachers to give the reason for reading: “Read the next paragraph in order to…..” or “Read the next page in order to…..” and give the reconstruction task.**
3. Teachers carefully plan for effective and authentic student engagement with text and content.

Text Engagement

Ask:
- Which comprehension strategies are most appropriate?
- How can I model the strategies in a read-aloud/think-aloud?
- How can I make sure students use the new vocabulary? Is there a graphic or cognitive organizer they can use?
- What follow-up cooperative learning strategy should I use to consolidate knowledge and develop more language skills?

Do:
- Plan comprehension strategies for students to engage with the text and content.
- Read aloud to model reading fluency and comprehension strategies and skills, but do not read for the students. Keeping students from reading does not develop their literacy and language skills.
- Use partner reading, small group reading, silent reading, choral reading (even in secondary!), round-robin reading to engage students with the text and content.
Students have been given a purpose for reading and will be engaged in this purpose while reading. During reading, students will be engaged with this purpose and task within the time frame they have been given.

The method of delivering the text can be achieved in many ways:

- Teacher reads aloud to model comprehension strategies
- Partner read
- Small group read
- Read alone
- Choral read
- Round-robin read
- Listening to a CD/Tape

**Keeping in mind that students are engaged in a task while reading “We are reading in order to….**"**
4. Teachers carefully plan for post-reading or post-content **student reconstruction of text and content.** (“After Reading”)

| admit slips | community bulletins | game rules |
| ads | comparison/contrast charts | good news-bad news |
| advice column | comparison/contrast T notes | gossip |
| affidavit | comparisons | graffiti |
| allegories | complaints | graphic organizer notes |
| anecdotes | confessions | greeting cards |
| announcements | contest entries | grocery lists |
| apologies | conversations | hand-clap rhymes |
| around the world | couplets | headlines |
| autobiographies | critiques | horoscopes |
| awards | cumulative stories | how-to instructions |
| ballads | definitions | imitations |
| battleship | descriptions | inquiries |
| beauty tips | dialogues | insults |
| bedtime stories | diaries | interviews |
| billboards | dictionary entries | introductions |
| biographies | diets | invitations |
| blurbs | directions | jeopardy |
| book | documentaries | job applications |
| book jackets | documents | job descriptions |
| book reviews | double-column notes | jokes |
| bulletin boards | dramas | journals |
| bulletins | editorials | jump rope rhymes |
| bumper stickers | encyclopedia entries | legal brief |
| calendar quips | epilogues | legends |
| campaign speeches | epitaphs | letters |
| captions | essays | |
letters of:  
  advice  
  apology  
  application  
  complaint  
  congratulations  
  farewell  
  inquiry  
  invitation  
  protest  
  recommendation  
  resignations  
  sympathy  
  to editor  
  warning  

letters to:  
  deceased relative  
  unborn children  
  historical figures  

lies  
lists  
love notes  
luscious words  
lyrics  

magazines  
marquee notices  
marriage proposal  
memoirs  
memories  
menus  
metaphors  
minutes of meetings  
monologues  
mottoes  
movie reviews  
movie scripts  
murals  
mysteries  
myths  

news analyses  
newscasts  
newspapers  
nonsense  
notebooks  

obituaries  
observations  
one minute talks  
one pagers  
opinions  
Outburst  

palindromes  
pamphlets  
parodies  
persuasive letters  
petitions  
phrases  
plays  
point/counter point scripts  
policy statements  
post cards  
posters  
prayers  
precis  
poetry  
problems  
profiles and portraits  
profound savings  
prologues  
propaganda sheets  
proposals  
protest letters  
protest signs  
proverbs  
psychiatric report  
public notices  
puns  
puzzles  
questionnaires  
quips  
quizzes  
ransom notes  
raps  
reactions  
readers' theater  
real estate notices  
rebuttals  
recipes  
record covers  
remedies  
requests  
requiems  
restatements  
resumes  
reviews  
revisions  
riddles  
sale notices  
sales pitches  
satires  
screen play  
secrets  
self descriptions  
sequels  
serialized stories  
sermons  
ship's logs  
signs  
silly sayings  
skits  
skywriting messages  
slogans  
soap operas  
society news  
songs  
sound track  
speeches  
spoofs  
spooky stores  
spoonerisms  
sports accounts  
sports analyses  
stories  
summary paragraphs  
summary sentences  
superstitions  
tributes  
trivia  
TV commercials  
TV guides  
TV programs  
undercover reports  
used car description  
Venn diagrams  
vignettes  
want ads  
wanted posters  
warning  
weather forecasts  
weather reports  
will  
wise sayings  
wishes  
yarns  
yearbook blurbs
Sample DRTA Plans
Fresh Water

Water that is not salty is called fresh water. Rain is fresh water. Rain makes puddles or sinks into the ground.
Where Fresh Water Comes From

Rain and melted snow run down mountains. They may form a **stream**, a small body of moving water.

The stream may flow into a **river**, a larger body of moving water. The river flows into a **lake**. A **lake** is a body of water with land all around it.
People need fresh water for drinking, cooking, and washing.

Water from lakes and rivers is cleaned. Then people can drink it. A water tester checks water. The clean water flows through pipes to people's homes.

Think About It
1. What is fresh water?
2. Where do we find fresh water?
This is the actual plan used for the DRTA lesson. DRTAs do not require elaborate lessons plans, just forethought!
Rates of Change of a Chemical Reaction  
(High School Science)

Place a drop of cologne on paper and time how long before someone will smell it. Note begin time.

I. Quick Skim: we’re reading in order to determine today’s title on our graphic organizer:
   a. Look at the title: Rates of Change. Start with this. Write it down.
   b. Note synonyms for “rates”: quickness, speed, slow, fast
   c. Change of What?
   d. Skim first and last sentences to fill in title on your note sheet
   e. Chemical Reactions: remember how to tell if there has been a chemical reaction
      i. Rearranged atoms
      ii. Change in color
      iii. Production of gas

Title: Rates of Change of Chemical Reaction
Today we will read five short paragraphs that tell us of conditions that make reactions go faster or slower.

I. P1 top of page 170

**TEXT SEGMENTS**

*If temp ___ reactions___
*If temp ___ reactions___*

**PREREAD EMPHASIZES SCHEMA**

*I have here a bunson burner heating up 300mL of water in this beaker. I have here 300mL of water loaded with ice. I am going to add a tea bag to each. You’ll read this paragraph and tell your partner what will happen and why. Then you and your partner need to decide how to complete this diagram using arrows.*

**RECONSTRUCTIONS PARTNER WORK=SPEAK, ANALYZE, COMPLETE DIAGRAM**

You have two minutes to:

SPEAK, ANALYZE, COMPLETE DIAGRAM

Get answers from students, ask for **restatements** in own words. What will you add to notes?

**II. P2 Vocabulary Build**

Before we start, we need the definition of **surface area**. Then we need to have a few of you point out, in the room, something with a small surface area exposed to the air and something with a rather large surface area exposed to the air.

How can I increase the surface area of this potato? How could you decrease the surface area of this paper? Which has more surface area: this capsule or powder? How can you increase surface area? (Cut it up, crush it, blow it up.) How can you decrease surface area? (Fold it, wad it up, compact it.)

Read this paragraph to find our second way to speed up a chemical reaction. As you read, ponder this problem: a drug company has a great drug for the common cold – aches, pains, headaches, fever. A person’s body can only handle a little bit at a time. The problem is that the person starts hurting again and needs to take more – but can still only take a little bit – which then lasts for a little while. How can the drug company make a pill that a person can take which will last for a long time but will only give the person a little at a time?
Problematic Situation, Vocabulary, Writing

What will you add to your notes?

III. Write a short paragraph including the definition of concentration and a demonstration to make sure we understand. You’ll read to understand clearly how concentration makes chemical reactions go faster, and you’ll be able to demonstrate using this CD cover and these beads.

IV. Time the air freshener spray.
The first one to smell the air freshener will raise his/her hand – compare time of cologne on paper.
Read to understand why these gasses had different reaction times. Read to find the one sentence that explains why gases react faster under higher pressures. If you feel you found that one sentence, you’ll signal to me that you can read it to us. The rest of you will need to think of ways to re-say it in your own words. We will then be ready for a role play that demonstrates this sentence.
Finding the main idea ➔ Restatement ➔ Role Play

Have four students walk across the room at intervals. Likely, there will be no talking. Bungee cord the same group together and ask them to go across the room. Likely, there will be a lot of interaction. What will you write down in your notes?

V. Macromolecules have two reasons why they are slower to react. The next two paragraphs tell you the two reasons. Read to find the two reasons. Thumbs up when you have found them and can say them in your own words. Write…

Four walk across the room separated. Likely they will not talk much. Another four will walk across the room bungee corded together in a tight bunch. Likely there will be a lot of talking and interaction.
Rates of Chemical Change

Factors that change a chemical reaction’s rate/speed

<table>
<thead>
<tr>
<th>Faster</th>
<th>Slower</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

If the temp \(\uparrow\) the reaction rate \(\uparrow\)

If the temp \(\downarrow\) the reaction rate \(\downarrow\)
Resources
What Can Principals do to help increase the Achievement of English Language Learners?

1. Prepare a spreadsheet for each student with cells for identifying meds, ESL level, TAKS scores, performance in core classes etc. (See example.) For elementary teachers, have teachers fill out one for each child, using data from various reports. For secondary, have home-room teachers or house leaders fill out for each student. When teachers see first concern about behavior/performance, they may consult that homeroom teacher for further information and insight.

2. Hand-schedule ELL students into sheltered classes, with other students of bi-lingual skill able to help translate.

3. Prepare all handouts, fliers, advertisements, etc. (anything that goes home) as English on one side, Spanish on the reverse.

4. Provide bilingual front-office personal who can address issues quickly when Spanish-speaking parents call or come in with concerns. Avoid calling bi-lingual teachers out of class to handle situations. Avoid using ESL teachers as school interpreters.

5. Provide interpreters to be available for Back-to-School Night. Envision yourself at a Back-to-School night in Bangladesh. What would your needs be? Make sure there is a stated purpose for Back-to-School Night that has information and activities that the parents can get from no other source, that truly help them work with their child at home, that give them understanding of procedures and policies of the school, that provide them with resource help and understanding of what to do when needs arise.

6. Does your PTA have a bilingual parent on board? Does the ethnic makeup of your PTA reflect the demographics of your school? What contributions can your PTA make to helping parents know how much to read to children, how to help with homework, how to make best use of the school library, how to increase parent involvement, how to involve more parents, etc. How can your PTA help second-language parents navigate the educational system?

7. Does your school have literacy council? Can you think of the configuration of such a council on your campus and how it could be put to work? (See example.)

8. How do your tutorials work? Do they work? Are they shot-gun approaches to content with the tutor shooting out information into the air hoping it hits someone? Or are your tutorials designed to be specific, geared to each student’s need? Do you track those who attend and their subsequent grades and scores? When a student comes does the tutor know why that particular student is there and what must be done to address the specific concern?

9. Conduct walk-throughs on a regular unannounced basis. Have short debriefings with teachers at your/their leisure. Train vice-principals, curriculum specialists, department chairs to do the same, looking specifically for use of strategies that promote literacy skill.

10. Provide conferencing time for grade-level teams (in elementary) and core content teams (in secondary) for group to construct lesson/unit plans. Friday afternoon is a great time for lesson plans to be turned in because it encourages collaboration, which fosters creativity, sharing, division of work load; it provides opportunity for monitored mentoring of developing teachers; and it is a good use of time as it prevents conference-time use from being a chat-fest). Friday afternoon is a good time for lesson plans to be turned in because some teachers wish to develop them over the weekend, which is an isolated act devoid of collaboration. The weekend gives administration time to view plans, look for over-use of worksheets (which cover content but do not develop literacy skill), check for use of needed strategies, and be prepared for what to see in walk-throughs, etc.

11. Carefully consider pull-out programs. Pulling students continually from core lessons in order to remediate may help create additional need to remediate. Consider what attendance in core lessons students need to develop the academic language necessary for school success. Weigh it against the help they receive from pull-out programs. Pull-out from core lessons should emphasize same content, but using
comprehensible input tailored to the child. Discuss with your staff when those pull-outs will be the least intrusive. Consider before school/after/school/elective options. Be careful to leave the student’s time for social interaction in tact as much as possible (lunch, recess) because it is in these activities both the social language develops and the affective filter widens. Consider ways to obtain more after-school help from family members.

12. Does your school encourage out-of-school reading? Is there a program in place that gets students into the library for book-teases, browsing, learning about where genre are located in the library? Is there a bilingual section? Is it accessible? Do the books belong to the librarian or the students? Do the busing times allow enough time before school/after to visit the library? How does the librarian function in your school? In what ways can she/he be used as a unit-planning resource to teachers?

13. Are whole-school activities truly whole-school or are there evidences of class, ethnic, and language divisions? Encourage discussions among faculty to see what can be done to integrate more, include more, celebrate achievement more—with regard to all students.

14. For elementary, create take-home packets that children check-out to take home with dual language instructions for activities and game playing. Activities and games reinforce concepts of the day/week in literacy development, math, and science. Packets are simple, in zip-locked bags and contain all needed parts. Children return bags before being allowed to check others out.
## Classroom Information Chart

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>LEP</th>
<th>Media</th>
<th>Prev Retain</th>
<th>Grade Retain</th>
<th>GT</th>
<th>Special Ed</th>
<th>504</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>EOY TPRI</th>
<th>Meds</th>
<th>Allergies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KEY

- M/F
- B/W/H
- Y/N
- Y/N
- Y/N
- #
- Y/N
- S/LD/OHI
- Y/N
- SCALE SCORE
- D/SD
- Y/N
- Y/N

Thank you to Valerie Sheppard at TJR Elementary for providing this sample.
Possible Objectives for a Literacy Council

1. Locate trusts, grants, foundations from local library listings which typically make donations for literacy development to schools, PTAS. Apply for such to supplement libraries.
2. Conduct campaign of local people (mayor, business owners, parents, sports figures, celebrities, etc.) to write a note in the front of a favorite (age appropriate) book and donate to school library. Person features in assembly, school announcements, school newspapers, library-hallway poster, etc.
4. Gather resources from library, Internet, magazines, news, etc. for teachers’ unit supplemental reading, group projects, retellings, classroom libraries, SST, etc.
5. Locate technology experts from school, district, parents, other sources. Develop classes for students, teachers, parents together after school hours (i.e. Power Point, Printshop, etc.)
6. Find answers for inservice wish lists.
7. Whole school literacy activities. Reading Marathons, Reading Bingo programs, Math Blizzards, Great Brain celebrations, etc.
8. Create purchase wish list for libraries. Poll teachers for unit objectives in content areas. Identify available trade books.
9. Parent-training for helping children with:
   Checking notebook completeness, how to read a text assignment, helping with homework,
   preparing children for tests, reading aloud to children, listening to children aloud, etc.
11. Brown-bag lunch reading. Designate location of brown bad lunch site. Assign parent, teacher, guests to read aloud ongoing novel while children eat lunch as they listen. Older students can practice voice expression, pass off, and then be allowed to read to younger children. Can be by invitation—or open.
12. Book talk on Channel One. Given by students, teachers, administrators, etc. Time limit 30-45 seconds.
13. Read-aloud breakfast once a month.
14. Teacher photos in hallway or designated front lobby bulletin board. Teachers photographed in various settings shown reading. Photos are large like celebrity posters.
15. “What’s Your Book?” chat with students in halls/lunch, etc. Catch students with books, start conversation, recommend other books. Increase number of informal conversation about reading, books, and ideas found in them.
Warm the Climate

1) Children acquiring a second language will move out of their silent period faster when accepted and affirmed.

2) There are two types of consequences
   a) Natural: If you erase really hard, the eraser will put holes in your paper. If you hit or yell on the playground, others will not want to play with you.
   b) Logical: If you do not hand in your work on time, you will miss recess. If you disrupt during silent reading, you will need to make up the reading time during lunch.

3) When teachers use logical and natural consequences to guide behavior
   a) The child learns that the teacher means what he/she says.
   b) The child experiences the consequences of irresponsible behavior.
   c) The consequences drive home the message that the child needs to be responsible in order to enjoy his/her privileges.
   d) The teacher’s calmness keeps the focus on the inappropriateness of the child’s behavior. Ranting and raving, yelling, and sarcasm draws attention to the teacher. Teaching proper behaviors actually increases the time needed for the child to learn the appropriate behavior.
   e) By refusing to argue with a child, the teacher brings closure to the issue and prevents further arguments and escalation of tempers.

4) Teachers who plan well actually spend less time dealing with consequences altogether. Teachers whose classes run smoothly with positive climates:
   a) They clarify what they want before asking. Their expectations are high but reasonable.
   b) They time their requests. They select a time when the child is available emotionally and physically to understand what is expected. They do this before the crisis.
   c) They are positive and specific. “When the clock says exactly ten minutes to eleven, you will hear a bell that will tell you to put all scraps in the garbage - none on the floor or under your tables, the markers go in the caddies, the tape goes in its place on the shelf. Our housekeepers today are Ken and Julie, and they will inspect our clean-up work and report to me when everything is put away. When they have reported, we will line up for lunch.”
   d) They demonstrate what they want. “You will see the outline of the stapler, scissors caddy, and hole punch on this shelf. This is how you will know where they go when you finish a project. I match them up like this.”
   e) When behavior is done correctly, they give lots of positive and specific feedback. “That was a good clean-up job. You put things exactly where they belong and you did it very quickly. You were very responsible today and that leaves us time to read from our read-aloud book after lunch.”
   i) Caveat: Children who receive too much praise and few expectations become self-centered and experience a drop in self-esteem. They can see through empty general praise they have not earned.
   f) When introducing behaviors they expect, they ask children to practice the behavior several times, then again the next day to demonstrate remembering the expected behavior, then again the following day. When the teacher is sure they have the behavior, she tells him of her confidence and that they will not be practicing again unless she sees someone forget. This is especially important for learning how to make transitions, behave in centers, line up, give attention to her in unexpected moments, how to behave when the teacher leaves the room, how to greet guests, how to clean up, etcetera.

5) Children thrive in rooms when teachers laugh often, establish eye contact, wait for answers, affirm all ideas, show interest in life outside of class, and show the same consideration and respect as they would to a visiting adult. Children who participate do so voluntarily - we need them to voluntarily tune in every day. When the climate is negative, children tune out.
Connecting with Home

1. Have children read to their parents in English, even if parents do not speak English. Have parents ask child to summarize what the story was about and do it in Spanish so the parent can understand. This exercises the child in both languages and gives him sequencing, summarizing practice.

2. Ask the parents to read every night to the child in Spanish. Books can come from public library, school library, or materials in the home.

3. Host a family picnic, where children, siblings, parents, teachers come together for grilled hot dogs etc and games. Teachers meet family members important to the child. Parents meet teachers in non-threatening atmosphere. Games (of hop-scotch, water relays, balloon tosses in elementary, and for secondary, of volleyball, basketball, soccer, bingo etc.) can build bonds of unity. Take and print off pictures for use in story telling, story writing, discussion, take home activities, etc.

4. Provided translation for all take-home notes, phone calls, visits.

5. Have important announcements, calendar events, policy changing made in non-traditional places: local churches, businesses, La Lingua, on James Montoya’s television program.

6. Make positive phone calls to the home, making at least one positive comment/compliment about the student to the parent.

7. In elementary, create take-home concept reinforcement packets (also mentioned in the “What Principals Can Do section).

8. Send home a parent-interview sheet asking what the child like to eat, what animals he’s familiar with, games he likes to play, what things he likes to do, places he’s lived or been, and what the family does to celebrate special days. Use this information, names, places etc. in math lessons, to generate stories, and to spur discussion.

9. Send home a disposable camera and ask the parent to take 5 pictures of the family that would best show the child in his yard, with his dog, with family members, of whatever they fell will help the class get to know his family. Or the family could be asked to come in when they drop off the child and have the teacher take their pictures.
Best Teaching Practices

For the purposes of this summary report, best teaching practices are seen as those ongoing activities that occur frequently, if not every day, in a classroom to transfer positive attitudes toward literacy and language development within a community of learners.

Such practices include:

1. Daily reading aloud to students from text that is above students’ reading levels, and has high interest
   - i.e. Reader’s Digest articles, articles from newspaper, magazines, novels, short stories, diary excerpts, book teases, etc.
   - Research justification: Builds background knowledge, models the voice/sound of good reading, develops vocabulary, allows for stopping places in reading, to ask questions, clarify, make predictions. Listening ability is above reading ability so reading aloud allows teachers to model what the reading or more difficult text sounds like before readers encounter it. Research states repeatedly that reading aloud and reading are the two activities that improve reading comprehension.

2. Daily assigning of reading and writing
   - Research justification: Research identifies two significant activities that improve reading comprehension and the ability to attend to text for extended periods of time: reading and being read to. Likewise the actual constructive process of writing is the single most important factor in developing mature writers who write for a purpose, to an audience, with choice, and with proper diction and grammar/punctuation rules. Such writing is not to be confused with writing to fill in blanks on practice sheets. Continuous practice of and exposure to reading and writing is indispensable.

3. Daily silent reading opportunities of text related to concepts from ongoing unit.
   - Research justification: Reading practice creates reading improvement. Learning to read, the goal of the elementary years, is followed buy reading to learn, as the next step in reading maturity. The middle school years mark the point of transition.

4. Daily use of organized notebook wherein assignments, student-created notes, learning logs, journal responses, vocabulary selection lists, chapter/section summaries, quizzes, etc. are kept in an order that enhances the mental organization of concepts.
   - Research justification: One characteristic of the immature reader/writer is the inability to distinguish main idea from related sub-topics and details. Organization of such things as learning tools, information on concepts, and order of introduction of ideas aids the student in becoming a strategic learner.

5. Development of and reference to visuals in the classroom that help create mental pictures of concepts being studied.
   - Research justification: The classroom provides a context for literacy skill development. Teacher attitudes toward reading, writing, speaking, listening, and even toward the student are found inherent in the messages sent to the student from the messages of text on walls, bulletin boards, and posters. Arrangement of tables, desks, shelves, and students also defines attitudes of teacher and student. Research also indicates that learning is limited when words on a page do not translate into mental pictures that make sense to the reader. If a student can match words on a page to pictures, images, and other previously known ideas represented by
6. Lessons build from background knowledge (schema).
   • **Research justification**: Readers activate background knowledge banks to interpret text. The more background knowledge a reader has on any given subject, the more able he is to interpret text on that subject, even text considerably more complex than his reading level would suggest he could understand. Research suggests two domains of schema be addressed by teachers prior to reading: concept schema, and text schema, that is, prior knowledge of how the assigned text (particularly expository text) is organized.

7. Student access to class/school libraries where student reading choice is encouraged/facilitated.
   • **Research justification**: Student voice in reading choice has long been the hue and cry of reading improvement. Interest in text subject facilitates comprehension. Passion for reading develops as interest is allowed to dictate choice. Access to a multiplicity of genre exposes students to the ways texts organize, display, and explain information as well as give students ideas of format possibilities for future projects.

8. Use of variety of media (DVD, interactive computer, guest speaker, united streaming, newspaper, radio, advertisements, CD)
   • **Research justification**: Learning styles and preferences require a varied teaching approach. Concepts can be introduced, explained, and extended through the use of media either as a before-reading schema builder or an after-reading extension of information introduced by text.

9. Continuous use of whole class direct teaching, small group practice, and/or partner practice before individual practice.
   • **Research justification**: See Appendix A for extended report on current research suggesting reasons for the uses of grouping.

10. Lessons designed to include before-reading, during reading, and after-reading reconstruction activities to enhance reading comprehension and concept understanding.
    • **Research justification**: Before reading activities focus students on the reading purpose, build background knowledge of concept and text, sustain/develop motivation, and give specific direction for task completion. During reading activities prompt active response from readers while reading—the asking of questions, looking for information, predicting upcoming information, monitoring comprehension. After reading activities involve the reconstruction of the concepts encountered in the reading often, but not exclusively, in some reading, writing, speaking, listening format. Building and drawing are also example formats of reconstruction. Such activity following reading reinforces and extends ideas from the text. Such activities also help reinforce mental images of concepts introduced in the text (and, at times, actually create mental images that students failed to think of while reading).
A How-To Guide for Teaching English Language Learners in the Primary Classroom  
Pat Barrett Dragan

1. Greet, at eye level, by name (the name the student chooses to be called, say the name correctly)
2. Culturally familiar books, pictures, toys, photos
3. Gesture, model, facial expressions
4. Speak clearly, a little more slowly, provide more wait time
5. Call on children who are raising their hands
6. Never pressure a student to talk or respond verbally
7. Place name tags on cubbies, place group photos of entire class - on T-shirt, sweatshirt, bulletin board – to build a sense of community.
8. Provide things to look at and handle: toys from other countries – wooden eggs from Poland, Matryoshka dolls from Russia, rhino skin, mole bones, etcetera.
9. Focus early on how to do school: how to use glue (wipe off and close cap, use tiny dots of glue, etc.), how to: line up, raise hand, go to the bathroom, get drinks, put things away, sharpen pencils, push in chairs, gather at the rug, work in centers, what to do at recess.
10. Self-portraits:
   - Show several head/shoulder portraits
   - Discuss names of parts of the body
   - Demonstrate drawing of face, eyes, nose, mouth
   - Examine colors: various blends, right color
   - Directional language

   Post the self-portraits on the walls and gather on the rug to guess and talk. Next, move to Ruth Krauss’ book, A Hole is to Dig: “A face is so you can make faces.” Learn the names of emotions and how to draw them. Create word lines and bulletin boards for expressions vocabulary.

11. Construct individual charts to show student uniqueness:

12. Photograph child with two or three favorite things about himself (family, dog, toy, new shoes, lost tooth, new hair bow).

Books that correlate to this activity:
   - Family Pictures (1993), by Carmen Lomas Garza
   - What James Likes Best (2003), by Amy Schwartz
   - Would you Rather (2003), by John Burmingham

Create books with the student’s picture on the cover, and change the title to “What [student’s name] Likes Best.”
13. Individual interviews with children: is there anything you want to know about school? About me? About the other children? Write on interview notes to keep on each child. Marianthe’s Story: Painted Words and Spoken Memories (1998), by Aliki

14. Survival List:
   (on sign language chart) Good morning, yes, no, bathroom, water, I feel sick, I need help, I have questions, sit, line up, come and gather.

15. Use other students to interpret. Avoid long, complicated sentences – use them occasionally.

16. Use art to teach concepts:
   - Tear art – create body parts or plant parts
   - Drawing faces
   - Rainbow – colors
   - Number/alphabet books

17. Use gather-time to talk about projects and concepts as reinforcement of vocabulary collection.

18. Consistent and clear routines using the same prepositions:
   a. Backpacks hang on the hook (demonstrate and give same instruction every day until it’s learned)
   b. Homework and overnight books in folder
   c. Stand for the flag
   d. Sit with your partner on the rug
   e. Read with your partner
   f. Team 1 line up at the door
   g. Math books in the crate under desks

19. TPR: Total Physical Response. Chant, rap, clap, sing, choral read, mime, draw

20. From the first day of school on, introduce centers and activities, explain, model, then review and have children restate, have children model correctly. Do this for every new activity, center, space in classroom with a special use until learned. Review again any time there is misuse/confusion. Use process charts: sequential pictures and simple words guide washing hands, lining up, gathering etiquette, etc.

21. Tune into body language: yours and theirs. At first, copying is a way to participate.

22. Needs a buddy: access to someone who speaks their language, access to a “nurturer” personality. Buddies can change daily. The buddy’s jobs are:
   h. Show partner work to be done, the routine to be followed (line up, lunch)
   i. Answer questions, reassure
   j. Read story or part of a story
   k. Point to words being read
   l. Help practice alphabet song, numbers, vocabulary
   m. Help practice counting
   n. Simple word games
   o. Teach them how to participate in recess

23. Story rewrites

24. One new thing for oral language a day

25. If children get stuck in making transitions from the picture they draw to writing about it, start by writing a question about their picture. Have the student write the answer.
   (student has drawn a rocket ship)
   Teacher: Where are you going? I think you are in space.
   Student: I’m going to the moon.
   Teacher: What will you do when you get to the moon?
   Student: I will put a flag on the moon.
   Teacher: What will you do next?
   Student: I will blast off and go home and take a nap.
What Can Coaches do to Help Increase the Achievement of English Language Learners?

1. Model lessons at faculty/department meetings
2. Observe teachers in the classroom, focusing on areas to increase language acquisition and literacy development
3. Celebrate classroom successes by recommending teachers for filming and use as examples of ENLACE strategies in action
4. Bring awareness of second language acquisition processes to your campus
5. Increase cultural awareness on your campus
6. Promote high expectations for English language learners
7. Help the ENLACE teachers who are going through ESL certification training to implement strategies into their content
8. Be a campus resource for information about best practices for ELLs
9. Build the learning community on your campus, informing others about best practices for ELLs
10. Be a point of contact for teachers seeking help
11. Model continued professional development and lifelong learning by attending English Language Learner Leadership Institutes, and then returning to your campus to deliver the lessons you learned—either in department or grade level meetings, in meetings with the ENLACE teachers, or at a faculty meeting
12. Share the ENLACE vision of success and high expectations for ELLs
13. Provide inspiration
14. Offer help
15. Affirm current best practices
16. Mentor
17. Provide materials/resources
18. Be a liaison for multidisciplinary projects
19. Bridge communication gaps
20. Build community within the school
21. Help find and provide ELL strategies
22. Provide opportunities for teachers to work with the coach consultant
23. Offer training for teachers and your campus
24. Facilitate academic connections between teachers
25. Facilitate opportunities to observe others
26. Model teach
27. Help with self-assessment of teaching
28. Monitor implementation of self-assessments and coach observation
29. Collaboratively address ELL instructional issues
30. Teach and learn