

Lesson Plan Adaptation Activities

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Introduction

Adaptation activities are pedagogically sound activities that can be used to enhance any lesson to make the content more accessible to English Language Learners, without a lot of extra preparation or materials. The activities can be adapted to teach any content area. The activities are social learning activities where students are working together to build and solidify their knowledge. In addition, they facilitate active learning by the students. Many of the activities address multiple learning styles, so all learners can benefit.

Each of the activities in this packet is organized in a similar way. They each include:

- **Learning objective** – Describes what the students will be able to do (TSWBAT) as a result of the learning activity.
- **Standards for Effective Pedagogy** – Includes at least one of the Standards for Effective Pedagogy that applies to the activity. More information about the CREDE Standards for Effective Pedagogy can be found at <http://gse.berkeley.edu/research/credearchive/standards/standards.html>
- **Materials** – Lists any materials needed for the activity.
- **Process** – Describes how to set up and execute the activity.
- **Looks Like, Sounds Like, and Feels Like** – Describes the behaviors students should perform while completing the activity. This is a strategy for modeling appropriate behavioral expectations.
- **Rationale** – Proposes at least one reason why the activity is valid for ELLs and really all students.
- **Brainstorm** – Suggests a couple of possible ways to adapt the activity for other content areas.

The activities in this packet do not constitute a comprehensive list, but are rather just the beginning of possibilities. They have been borrowed from many different sources and adapted to meet our teaching needs and our students' learning needs. You can feel free to do the same. As you think of your own teaching, you will probably find that you naturally already do many similar types of activities. Feel free to add activities and to share with your colleagues. Improving our teaching is about sharing our best ideas and our best teaching moments as well as learning all we can from those we work with, both our colleagues and our students.

Many people have provided feedback and help with this project. Some of these include: Carol Solomon, Kristy Bos, Ramona Cutri, and Jamie Jay. Thank you for your feedback throughout the development of this activity book. We would also like to thank our TELL 400 students for their ongoing feedback and willingness to work hard through classes to prepare for working with diverse learners in their future classes.

3 Question Card Sort

Objective: TSWBAT write the questions they have regarding teaching ELLs and categorize the questions into groups to look for patterns.

Standards for Effective Pedagogy:

Engaging Students with Challenging Lessons

Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Emphasizing Dialogue over Lectures

Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Materials:

3 index cards for each student.

Process:

1. Pass out three blank index cards to each student.
 2. Students should write one question they have **about teaching ELLs on each card.**
 3. After students finish, put students in groups of 3 or 4.
 4. Each group should put all of their index cards together and then categorize the cards based on the criteria the students themselves choose.
 5. Each group shares one of their categories and one or two of the questions in the category with the whole class. If time permits, briefly answer some of the questions.
 6. Let the students know that throughout the course, they will find the answers to many of their questions. Have students record their burning questions so they make sure they get them answered.
- **Looks Like:** Students are seated at their desks working in small groups. Students are sorting cards into categories.
 - **Sounds Like:** Students talking quietly with their groups (3 inch voices)
 - **Feels Like:** Students are learning things. Students are happy and comfortable working together.

Rationale: Higher-order thinking and language use because students have to categorize and negotiate meaning.

Brainstorm: Brainstorm other ways of using this activity in other contexts. One example is to use the activity as a formative post-assessment to find out what students still have questions about. Another example is to use this in math. The cards could then be used to create bar graphs to demonstrate the frequency of answers. Paper can also be substituted for the cards.

BICS to CALP

Objective: TSWBAT modify the language they use from BICS to CALP.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials: completed Diamond in the Middle activity sheets

Process: After completing the Diamond in the Middle activity, each group should **share its So-What statement one at a time**. Write the sentence on the board. Then **find phrases from each that can be modified into CALP words or phrases**. Make the changes.

Example:

BICS statement: The students need hands-on activities that are at their level that they can understand.

CALP statement: The students need hands-on activities that provide comprehensible input.

Complete this activity with a couple of sentences. Then invite the other students to follow your model with their own sentences. Each group should rewrite their sentences. When they are finished, compare their first sentence to their modified sentence.

- **Looks Like:** Students working in small groups talking about the central conclusion from their discussion. For larger discussion, one student per group writing sentence on the board. Students raise their hands and wait to be called on in order to share with the group.
- **Sounds Like:** Students using 2-inch voices. In larger group discussion, one student talking at a time.
- **Feels Like:** Learning is happening. Everyone can participate and contribute in different ways.

Rationale: This is a good activity because the students involved with their groups. They are also able to analyze their writing by making their writing more academic. Some things to stress to your students is that when they do an activity such as this with their own students, it is important for the students to begin by **getting their ideas out on paper (building fluency with BICS) and then revising to build in the academic language (CALP)**.

Brainstorm: Brainstorm ways students can adapt this activity for their own content areas. One possibility is to write content sentences with BICS phrases specific for the vocabulary the students are learning. Underline the phrase and have the students fill in the phrase from their vocabulary list.

Example: The negative parts of the atom move around the middle of the atom. (The electrons rotate around the nucleus.)

Bull's Eye

Objective: TSWBAT synthesize what they learned by participating in the Information Gap activity and articulate how this knowledge will assist them in the classroom.

Standards for Effective Pedagogy:

Emphasizing Dialogue over Lectures

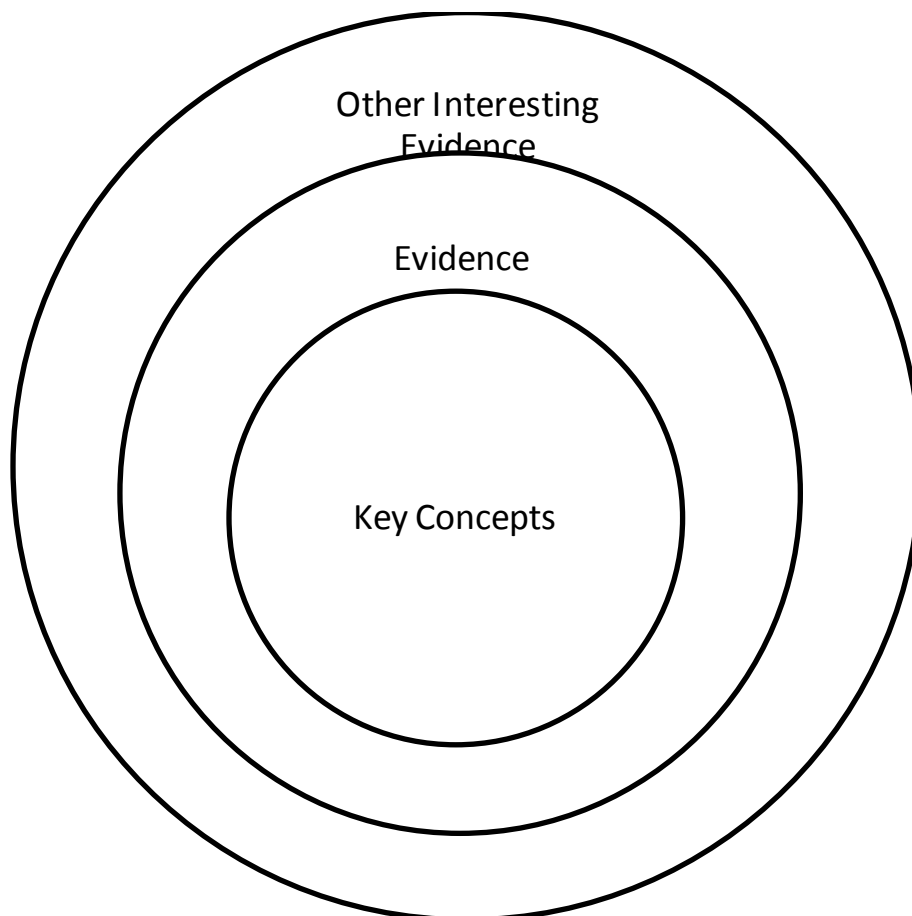
Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Materials: markers, large poster paper (enough for groups of 4 to each have one).

Process: Divide the students into groups of 3 or 4 students each. Hand out a sheet of poster paper and a couple of markers to each group.

Students should draw a 3-circle bull's eye on their paper, large enough to fill the paper.

- In the **inner circle**, students should write key concepts that they learned that will impact their teaching.
- In the **middle circle**, they should write what evidence they heard to back up their point.
- In the **outer circle**, they should write all other evidence they found interesting.



- **Looks Like:** Students seated around large sheets of paper, writing on it.
- **Sounds Like:** Students discussing what they are going to write (in 2 inch voices)
- **Feels Like:** A productive learning session. Students feel comfortable working together.

Rationale: This activity allows students to discuss with each other concepts that may be difficult to articulate, but by working together, they can express something meaningful. This teaches students that they can make claims, but it is essential that they have evidence to support the claims they make.

Brainstorm: The Bull's Eye activity could be used when students are writing a paper in order to help them brainstorm their main point and then to articulate the supporting evidence. It could also be used in Social Studies to find causes, effects, and other factors that affected a situation. For example, when studying the Civil War, students could write the Civil War in the center (the effect), the causes in the middle, and other factors that affected the war (or some of the lasting results of the war) in the outside circle.

Cultural Diorama

Objective: TSWBAT share their Cultural Diorama assignments and gain an understanding of how many of their ELLs feel when they are ignored or do not have an opportunity to share all that they have to offer.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials: Students should bring the artifacts they planned to share for their Cultural Diorama.

Process: Students have brought their artifacts to share for their Cultural Diorama. For this activity, the students who are displaying their projects must sit or stand by their project the entire time. They must not say anything. Those who walk around may not ask questions; they must only look and read, much like observing museum exhibits. Students should have all materials prepared to share their exhibit. Students must have already checked out media equipment required to share their projects.

Divide the class in half. Invite the first half of the students in the class to set up their artifacts and their write-ups for display. Stop the students after 3-4 minutes, blaming it on how much you have to cover in the class. Invite the first group to put their artifacts away and the second group to display their artifacts. Stop the students after 2-3 minutes. Apologize to the students for not being able to share more and invite all the students to sit down.

Debrief: The debrief for this activity is where the learning will (hopefully) take place. Some key questions to discuss are: How did this activity make you feel when you were walking around? How did you feel when you were displaying your diorama?

Most of the time the students express some frustration about putting forth a great deal of work and not really being able to share it. It frustrates them to not be able to communicate about their artifacts and why they were chosen and their meaning. They usually feel uncomfortable when they are "on display" because they feel that others will misunderstand them and judge them wrongly.

After the students air their concerns and frustrations, explain that this is often how their ELLs feel when coming into the classroom. They have a background and they have had many life experiences, but maybe it is difficult for them to be able to communicate those experiences. Maybe they dress differently than other students in the class and they cannot necessarily explain their culture or background, no matter how rich it is. Many are judged because of their appearance and their difficulty communicating in the L2, so they are ignored or made fun of.

These underscore the need to create a nurturing caring environment where everyone is included and students and the teacher seek to understand one another and to really find out who each one is individually.

After the debrief is completed, if you do have some time, invite the students to spend more time with each person's artifacts.

- **Looks Like:** Students walking around looking at a museum, while other students are sitting by their projects to display them.
- **Sounds Like:** a quiet museum with no sounds except people walking quietly around.
- **Feels Like:** It should feel comfortable; we are all friends sharing who we are. It may feel a little uncomfortable when others are looking at your artifacts, but we are not looking for the purpose of judging others.

Rationale: This activity allows all students to participate and to share something personal about them.

Brainstorm: Brainstorm how this activity could be used in the students' teaching contexts. Students often share the idea of having their students create their own personal dioramas and share them with the rest of the class to get to know each other. Some variations could include having the students complete a "Reading Cultural Diorama" or a "Math Cultural Diorama," etc. For a Reading Cultural Diorama, students could share favorite reading materials, most difficult reading materials, favorite childhood story, skills that are easy for them, skills that are difficult. A Math Cultural Diorama could include concepts that they have mastered, concepts that challenge them, favorite type of story problems, etc.

Diamond in the Middle

Objective: TSWBAT create a graphic organizer to help them organize information about immigrant and refugee students.

Standards for Effective Pedagogy:

Engaging Students with Challenging Lessons

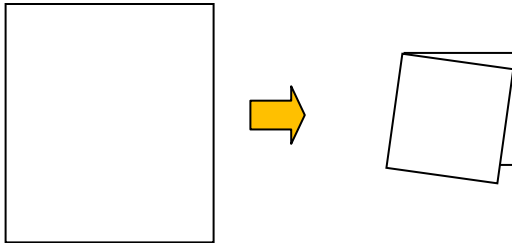
Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Materials:

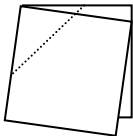
One piece of blank paper per student

Process:

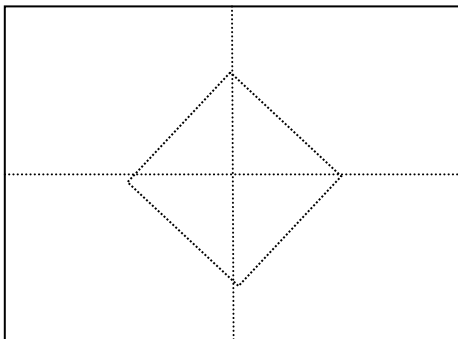
1. Fold the paper into fourths.



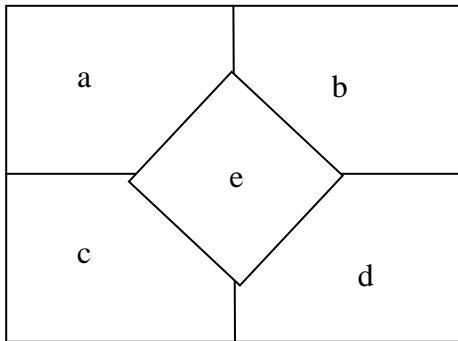
2. Fold a triangle in the middle corner.



3. Unfold the papers. They should look like this.



4. Darken the main outlines to highlight the main sections.



Break the students into small groups (3-4 students per group). Students should use the information from the Venn diagram they completed after watching clips of Vanessa and the Refugee lecture to fill in their Diamond-in-the-Middle graphic organizer. As a group, they should discuss and fill in the following sections of the organizer:

- a. **Differences** between immigrants and refugees
- b. **Similarities** between immigrants and refugees
- c. **Strengths** of both
- d. **Challenges** of both
- e. **One-sentence so-what statement** (What implications can we draw for the classroom?)

This is one easy way to create a graphic organizer without using a copy machine.

- **Looks Like:** Students following directions and folding paper. Then students discussing in small groups.
- **Sounds Like:** Paper being folded. Then students using 2-3 inch voices to discuss the different sections.
- **Feels Like:** Students are excited to learn. Students may feel somewhat confused, but if they are able to follow instructions step-by-step they will be able to complete assignment.

Rationale: This activity allows students to synthesize information from their homework activity as a group. It builds the students' higher-order thinking skills and is social in nature.

Debrief: Brainstorm how this graphic organizer could be used in the students' content areas. With this graphic organizer, students in a **writing class** could organize the sections of their writing assignment. For example, A) Information, B) Topic Sentences, C) Supporting Statements, D) Conclusion, E) Synthesis that creates a thesis.

Do you know? / Are you affiliated with?

Objective: TSWBAT recognize they know or are affiliated with individuals who are multicultural and therefore should all have something valuable to share or contribute in class.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials:

List of things students will respond to – a visual list is helpful to all for multiple modalities students to respond to – PowerPoint, Pictures/words on paper for the board, etc.

Process: The cultural groups that are used for this activity are:

- Blacks,
- Rich
- Catholics
- Democrats
- Poor
- Urban
- Latinos
- Muslim
- Rural
- Undocumented
- Asians
- LGTBQ
- Native Americans

These groups were included as part of a lecture presentation to provide visual cues to the students. An adaptation would be to write or print the cultural groups (or whatever your list includes) on pieces of paper. The point of having them visible is for multiple modalities (students can hear it said, see it written, and do something kinesthetic).

1. Students are all sitting down in their chairs.
 2. When each multicultural group is called, students should stand if they know or are affiliated with someone from that multicultural group.
 3. Students sit down until the next group is called.
 4. Students stand if they know someone in that group.
 5. Continue this until all groups have been called.
- **Looks Like:** Students standing up when a group is called that they know or are affiliated with. Students should have enough space to be able to potentially all stand up without hitting one another.
 - **Sounds Like:** Silence
 - **Feels Like:** Comfortable, students able to express their knowledge by standing up or remaining seated.

Rationale:

- In this activity, all students can participate.
- This is good for all learners because it addresses audio, visual, and kinesthetic learners.
- Even if they do not know exactly what the groups mean, they can stand up or remain sitting down.

Brainstorm: Brainstorm possible applications in other content areas. Remember to include concepts that you know everyone will be able to participate in some way. This activity could be used as an ice-breaker to allow students to get to know each other. Some items you could include in the list are: swimming, doing chores, playing with friends, traveling. This could also be used as a pre-assessment to determine what students already know about a book you are going to read. For example, if your students are going to read *October Sky*, you could include: rockets, geometry, coal mining, football, dating, relationships, Sputnik, science fair, etc.

Debrief: After the activity is completed, debrief the activity reviewing the setup, the actual activity, and why it is good for all learners.

Dot Activity

Objective: TSWBAT demonstrate their knowledge of vocabulary knowledge relating to multicultural education/working with ELLs.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials:

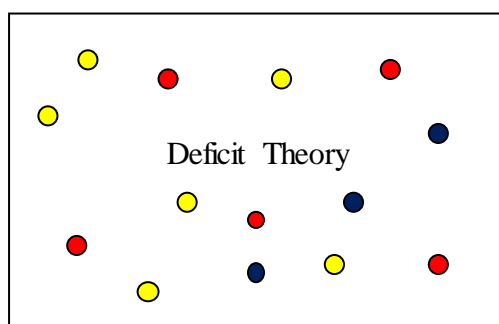
Vocabulary Pages (one vocabulary word per sheet)

Multi-colored adhesive dots (at least 3 colors)

Tape

Process:

1. Tape up the vocabulary sheets around the walls of the classroom so that the students can reach – prior to beginning class.
2. Give each student some multi-colored sticky dots.
3. Students should begin at any of the vocabulary papers in the classroom.
4. Students should put one sticky dot per vocabulary sheet to demonstrate how well they know the meaning of the words in a multicultural education context.
 - Blue/Green: I know the word really well. I could teach it to someone else.
 - Yellow: I think I know the word, but I'm not really sure.
 - Red: I do not know the word.
5. Model what the activity should look like, sound like, and feel like (see [Looks Like](#), [Sounds Like](#), and [Feels Like](#)).



Rationale: The Dot Activity is a good activity for all learners (these are only some possible answers; students will come up with many more) because:

- All students can participate.
- It is completely anonymous.
- It provides the teacher with a snapshot of what the students know already and what they still need to learn.
- It is an effective pre-assessment/needs analysis.
- It could also be a post-assessment to see if the students feel they were able to acquire the content.
- The activity is also kinesthetic and visual.

Brainstorm: Allow students to brainstorm how they could apply this to the content they will teach. One possible application could be to put up **multiplication facts** to see how many the students know. Another example is to put up events from a time period. **Pictures** could be used instead of words to help some learners, or to assess vocabulary knowledge in a different way.

For this activity, crayons or markers could also be used instead of dots. If you have a large number of students in your class, you can also divide the class into two groups and have half of the students complete the activity and then allow the other group of students to complete it. It really is flexible.

Debrief: After the activity is completed, debrief it with the students talking about the setup, the instructions, the applications, etc. These activities should be added to the students' Adaptation Activity kit throughout the semester by keeping detailed notes of each of the activities – detailed enough that they can replicate it and they know and can explain by using multicultural education terms why it works.

Acculturation

Affective Filter

Applied Multicultural Education

Assimilation

Assumptions

Biculturalism

Celebratory Multicultural Education

Common School

Comprehensive Input

Critical Multicultural Education

Critical Reflection Process

Cultural & Social Identity

Cultural Capital

Cultural Learning and Teaching Styles

Cultural Relativism and Cultural Relevancy

Culturally Relevant Assessment

Culturally Relevant Pedagogy

Culture

Culture of Poverty

Deficit Theory

Discrimination

Effective and Intellectually Demanding Teaching

ELL program models

Equality & Social
Justice (Equity) vs.
Equality as Sameness-
(equality)

Ethnicity

Fundamental Attribution Errors

Funds of Knowledge

Generational Poverty

Hidden curriculum (vs. the Official curriculum)

Immigrant

Immigration

Indigenous Minority

Institutionalized Racism

Intelligence

Language Objectives vs. Content Objectives

Mainstream (Majority) Culture

Meritocracy

Micro- & Macro-level Societal factors/dynamics

Minority Culture

Moral dimension of Education (4)

Moral Imagination

Passive Racism

Prejudice

Race

Refugee

Resistance Theory

SDAIE

Second Language Acquisition

SIOP

Situational Poverty

Social Class

Sociocultural Learning Theory

Spiritual Beliefs

Standards for Effective Pedagogy (5)

Stereotype

Undocumented Worker

AYP

LEP

Target Language (L2)

Native Language (L1)

Common Multicultural Vocabulary Terms

Culture: Shared beliefs, values, traits, and traditions that people use to make sense of the world around them. As people interact, culture is taught, learned, and modified.

Cultural & Social Identity: A sense of who one is in reference to their own culture and in relationship to other people. Cultural and social identity develops as a result of decisions made by the individual and is influenced by factors outside of the individual's control. Cultural and social identity develop over time and through experiences—cultural and social identity are dynamic.

Biculturalism: A cultural and social identity that allows an individual to function well in both their own culture and the dominant culture. Relating to, or including two distinct cultures

Ethnicity: A person's ethnicity is determined largely by their nationality—where they were born and raised, the traditions and customs and language of their upbringing. A person's ethnicity comprises a large part of the person's cultural identity (primary ID).

Race: A social constructed system of categorization largely based on skin, hair and eye color (although other things might also be relevant in some cases). There is no genetic basis to racial categories, but they hold important social meaning and are used in society to distinguish between groups of people. Often these distinctions are the basis of unequal treatment and experiences.

Racism: The belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. This is linked with racial discrimination which is when people act on those beliefs.

Minority Culture: A culture that exists within the dominant culture, participates in social institutions such as schools and government and shares some traits and values with the dominant culture. Different minority cultures have distinct characteristics, but share the experience of having less status and power than the dominant culture.

Mainstream (Majority) Culture: The dominant culture, or the culture that is most pervasive and possesses the majority of economic, political, and social power. In the U.S. the characteristics of white, Protestant, middle class values and customs, the English language constitute the majority culture and are considered the 'norms' against which other cultures are measured.

Indigenous Minority: A person born in the home country (USA) but whose culture, ethnicity and or language background differ from the dominant white, middle class English speaking culture. An Indigenous minority may also not be fully accepted by their heritage culture and or language group.

Immigrant: A person born in another country who moves to a new country. Various factors, such as economic and political, may motivate immigrants to move to a new country (push-pull factors). Immigrants progress through stages of adjustment to life in the new country.

Acculturation: a process of cultural and social identity development where an individual maintains his or her own cultural and social identity while also adopting select traits from the dominant culture.

Assimilation: A process of cultural and social identity development where an individual gives up his or her own cultural and social identity in order to fit into the dominant culture.

Different Types of Multiculturalism: Different types of multicultural education can be thought of along a continuum ranging from at one end multicultural education that focuses on celebrating food and holidays from different cultures to at the other end of the continuum a multicultural education that seeks to advocate for change in the world. To make society more inclusive to the various groups that it represents. Most often teachers practice somewhere in between these two ends of the continuum. The overall purpose of multicultural education is to better understand the many factors that impact a multicultural student's school performance and experiences so that we can better teach and serve them.

Meritocracy: A belief that anyone, if they work hard enough, can become anything that they want to be. Critiques of meritocracy assert that, sometimes, hard work alone is still not enough to overcome obstacles like racism and poverty that limit a person's opportunities. These critiques are not meant to convey a hopelessness, but rather to highlight that if a person isn't traditionally successful (economic riches), it may not be simply because they have not worked hard enough or do not have merit as a person.

Intelligence: Traditional learning theories define intelligence as a quantity of mental power—some people have more of it, and some people have less of it. Those with more of it deserve more power and privileges. This definition of intelligence leads to conceiving of learning as behavioral training—merely transmitting knowledge to students. Contemporary learning theories argue that intelligence is not a predetermined quantity of mental power that can be exactly measured. Rather contemporary theories of learning assert that intelligence is cultural knowledge and is multidimensional. This definition of intelligence leads to conceiving learning as thinking, participating with others, meaning making and understanding. Thus, learning is inherently social and cultural. In this constructivist model of learning, students actively participate in learning communities and sources of knowledge come from the teacher, the students, their families, etc.

Assumptions: Beliefs held about people, situations, etc. Such beliefs are not confirmed by factual information, but rather are formed by opinions, experiences, here-say, etc.

Common School: A concept of American schools as public institutions offering a free and equal schooling experience to all children. The idea is that it would complement what families teach their children. Specifically common schools are to teach the skills that citizens need to fully participate in a democracy.

Micro- & Macro- level Societal factors/dynamics: Micro forces are those over which an individual has control, such as personal decisions and reactions. Macro forces are those over which an individual does not have direct control, such as economic forces and other people's prejudice and behavior.

Hidden curriculum (vs. the Official curriculum): The things in school that get taught in addition to the academic curriculum—such as norms and values of the dominant Western culture. For example, school routines and appropriate classroom behavior teach and reward punctuality, assertiveness, and competitiveness.

Deficit Theory: An assumption or hypothesis asserting that some people from minority cultures are lacking in one or more ways when compared to people from the dominant culture or group. Deficit theories fall into two major categories. One asserts that people from minority cultures are genetically inferior (sociobiology...see Charles Murray ‘The Bell Curve’ or Jensen ‘How much can we boost IQ and scholastic achievement’). The other type of deficit theory asserts that the inferiorities of people from minority cultures result from their cultural backgrounds (see Oscar Lewis ‘The Culture of Poverty’)

Resistance Theory: A hypothesis asserting that people from minority cultures who are continually not accepted by the dominant culture can consciously choose to resist participating in the dominant culture. Their resistance may take the form of acting out against the norms of the dominant culture or it may result in constructive efforts to make the dominant culture more inclusive. (Giroux, H. 1983. ‘Theory and Resistance: A pedagogy for the opposition’ South Hadley, MA Bergin and Garvey; Darder, A 1991. ‘Culture and Power in the Classroom: A critical foundation for bilingual education’ Westport CT Bergin and Garvey; McLaren P 1994. ‘Life in Schools: An Introduction to critical pedagogy in the foundations of education.’ New York Longman; Weiler, K. 1988. ‘Women Teaching for Change: Gender, class, and power’ South Hadley, MA: Bergin and Garvey).

Funds of Knowledge: Bodies of knowledge that exist within a community. This community of knowledge originates from different social networks within a community and consists of knowledge critical for survival. Additionally, community knowledge consists of real-life applications of academic knowledge, cultural knowledge, etc. These funds of knowledge serve as rich curricular resources when teachers incorporate them into the classroom. (Moll, L.C., Neff, D. & Gonzalez, N. 1992: Funds of Knowledge for Teaching: using a qualitative approach to connect homes and classrooms” *Theory into Practice*, 31 (2), 132-141).

Equality & Social Justice vs. Equality as Sameness: (equality)-A focus on treating all people in the same manner regardless of their differences. (Equity) A focus on acknowledging people’s differences and making accommodations for some of their differences while still treating everyone fairly.

Cultural Capital (other capitals): A theory originally put forward by Pierre Bourdieu (1984. ‘Distinction: A social critique of the judgment of taste’ Cambridge MA: Harvard U Press). Cultural capital (like other kinds of capital-economic, social, human, etc.) is a set of resources that individuals can use to assist them in the course of their lives. Cultural capital is a set of cultural traits including ethnic, language and class backgrounds that people draw on to interact with social life. Cultural traits, values and habits from the dominant culture are most valued and rewarded. Knowing the ‘right’ cultural traits and using them appropriately helps individuals to ‘play the game’ and win. Often this process is taken for granted or unacknowledged by those whose cultural values match those in power. (see also Lareau, A. 1993. ‘Home Advantage: Social class and parental intervention in elementary education’ London: The Falmer Press).

Cultural Learning & Teaching Styles: Different customs and preferences regarding learning and interaction between adults and children associated with different cultures. Cultural teaching and learning styles are based on generalizations and can lead to stereotyping, but can also provide general guidelines for understanding teaching and learning behaviors.

Culturally Relevant Pedagogy: (3 characteristics of Intellectually demanding teaching)- 1- Construct knowledge vs. passively receiving it, 2-disciplined inquiry or deep understanding, 3-value or meaning beyond school (they use what they know)

Characteristics of effective & intellectually demanding teaching: (effective teaching with multicultural students)-Teachers believe that everyone can learn. Teaching and classroom accomplishments are worthwhile, significant, and meaningful in the real world. Learning draws upon students' prior knowledge and personal experience, incorporates student voices and collaborative learning, teaches critical thinking and action taking, and teaches principles of a democracy. Teaching and learning occur as a person who is more knowledgeable (a teacher, another student) lease, or scaffolds, a less knowledgeable person (student) through knowledge and skills that the student cannot learn on their own.

Culturally relevant & biased Assessment/testing practices (testing): All teachers need to determine what their students know, what they need to be taught, and what they have learned. Assessment can be accomplished in various ways and used for various purposes. How teachers assess students and how they use this information raises ethical questions: "Does a form of testing favor certain learning styles over others? Is testing culturally or linguistically biased? Are there gender biases? What is being done with the information gained on students' skills? Are teachers using this information to track students and change their views of them as learners, including their expectations of what they can accomplish?" In the United States, standardized test scores commonly represent to the public a person's intelligence and potential in society. Teachers must consider multiple ways of assessing and testing what their students know including: traditional testing (designed to measure what a student knows at one point in time), authentic assessment (non-conventional ways of evaluating what a student knows on an on-going basis), and classroom assessment (assessments that are on-going and interwoven into instruction). The inclusion of alternative means of assessment should not happen at the expense of teaching children how to do well on standardized tests. Standardized tests serve as gatekeepers in our society. If we want multicultural students to have access to academic and social mobility, then we must teach them to perform well on standardized test.

Five Standards Revisited

Objective: TSWBAT align the Adaptation Activities with the Five Standards for Effective Pedagogy.

Standards for Effective Pedagogy:

Engaging Students with Challenging Lessons

Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Materials: Five Standards for Effective Pedagogy, Adaptation Activities lists

Process:

This activity will most likely come at the end of the semester so students can reflect on the activities they participated in.

Divide students into five groups (if your class is larger than 30 students, you may consider putting them in 10 groups instead).

Assign each group one of the [Standards for Effective Pedagogy](#). Give each group a list of the Adaptation Activities. Each group should decide which of the activities align with the standard they were assigned. They should then talk about how the activity aligns with the standard.

After students have discussed the standards and activities, have them jigsaw so one person from each group participates with a new group to share all of the activities and how they align with the Standards for Effective Pedagogy.

- **Looks Like:** Students working in small groups. Students sitting with one group and when time is called, they should work with a new group.
- **Sounds Like:** Students using their two-inch voices to discuss the learning activities and how they align with learning outcomes and SEP.
- **Feels Like:** Students should feel enlightened as they have discovered the way their learning activities all tie together.

Rationale: It is important for students to understand how learning activities must align with their learning outcomes and/or objectives. This is one activity that allows them to see how the course activities match the standards.

Brainstorm: Students can do a similar activity with their own learning outcomes and the learning activities they use in their classroom. It will help them create more significant learning in their own students.

Lesson Plan Adaptation Activities List

Adaptation Activity	Teachers and Students Working Together	Developing Language and Literacy Skills across all Curriculum	Connecting Lessons to Students' Lives	Engaging Students with Challenging Lessons	Emphasizing Dialogue over Lectures
3 Question Card Sort					
BICS to CALP					
Bull's Eye					
Cultural Diorama					
Diamond in the Middle					

Adaptation Activity	Teachers and Students Working Together	Developing Language and Literacy Skills across all Curriculum	Connecting Lessons to Students' Lives	Engaging Students with Challenging Lessons	Emphasizing Dialogue over Lectures
Do you know?/Are you affiliated with?					
Dot Activity					
Five Standards Revisited					
Gallery Stroll					
Graffiti Wall					
Group Presentations					

Adaptation Activity	Teachers and Students Working Together	Developing Language and Literacy Skills across all Curriculum	Connecting Lessons to Students' Lives	Engaging Students with Challenging Lessons	Emphasizing Dialogue over Lectures
Hunger Banquet					
Information Gap					
Jigsaw					
KWL					
Literature Circles					
Looks like/Sounds like/Feels like					

Adaptation Activity	Teachers and Students Working Together	Developing Language and Literacy Skills across all Curriculum	Connecting Lessons to Students' Lives	Engaging Students with Challenging Lessons	Emphasizing Dialogue over Lectures
Mad Gab					
Matrix Graphic Organizer					
Metaphor Activity					
Mingle to Music					
Planted Questions					
Popcorn Sharing					

Adaptation Activity	Teachers and Students Working Together	Developing Language and Literacy Skills across all Curriculum	Connecting Lessons to Students' Lives	Engaging Students with Challenging Lessons	Emphasizing Dialogue over Lectures
Professor/Teacher Wears the Word					
Snowball					
Song Titles					
Sticky Notes					
Tea Party					
Text Message Data Gathering					

Adaptation Activity	Teachers and Students Working Together	Developing Language and Literacy Skills across all Curriculum	Connecting Lessons to Students' Lives	Engaging Students with Challenging Lessons	Emphasizing Dialogue over Lectures
Think-Pair-Share					
Ticket into Class					
Two Steps					
Value Line					
Venn Diagram					
Waterfall Booklet Flipchart					

Adaptation Activity	Teachers and Students Working Together	Developing Language and Literacy Skills across all Curriculum	Connecting Lessons to Students' Lives	Engaging Students with Challenging Lessons	Emphasizing Dialogue over Lectures
Who am I?					

Gallery Stroll

Objective: TSWBAT synthesize the information they gained from creating their cultural snapshots and to share it in a way that others can learn general trends of how different cultural groups are portrayed in the media.

Standards for Effective Pedagogy:

Emphasizing Dialogue over Lectures

Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Materials: Poster paper, markers, students' cultural snapshots

Process: Students should form groups based on the cultural group they studied for their cultural snapshot. Some cultural groups may have only one person. These groups may combine and talk about their individual groups. Each group should discuss trends and patterns they found. Each group will then make a poster to describe the trends from the media.

When students finish, hang the posters around the classroom. Give students a few minutes to walk around and to learn about the other cultural groups and the media messages about them.

- **Looks Like:** Students working in small groups. Students writing their responses on their poster paper with markers. For the stroll, students are walking from one poster to another, reading about other groups.
- **Sounds Like:** Students using their two-inch voices to share what they learned from their research. While walking around, students can whisper quietly the information they notice as they read about other groups.
- **Feels Like:** Students have had a chance to become experts on their cultural group already. They should be able to share freely what they learned and it should be exciting to compare what other students learned from their research.

Rationale: This activity allows students the comfort of working and synthesizing individual information in a group. Each student has come with the background knowledge and this activity requires that they use their higher-order thinking skills as they synthesize and consolidate their knowledge.

Brainstorm: Brainstorm other modifications of this activity. One example is to have student groups read a different book about a given topic and then create a poster for a gallery stroll in order to share a concept from many different angles.

Graffiti Wall

Objective: TSWBAT summarize what they learned through the semester.

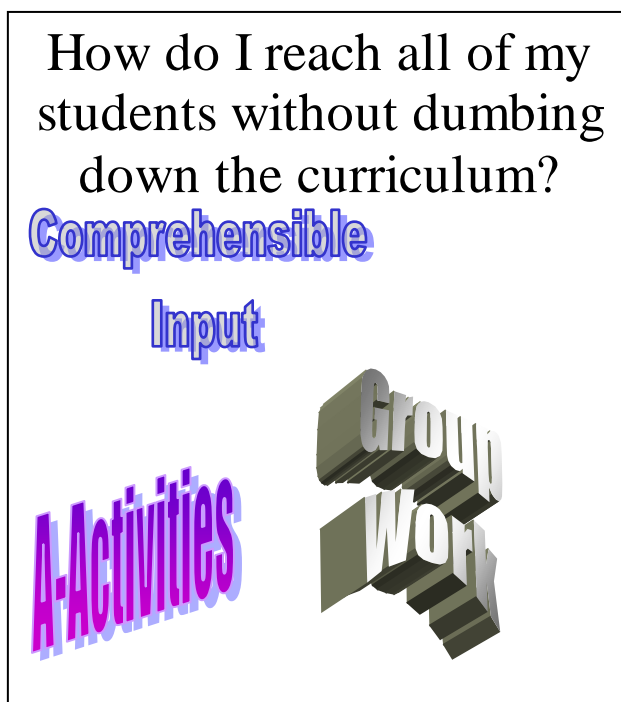
Standards for Effective Pedagogy:

Emphasizing Dialogue over Lectures

Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Materials: questions from 3-Card Sort activity, butcher paper (or large poster post-it papers), markers

Process: Select a few (6-8) of the major questions that students asked at the beginning of the semester in the 3-Card-Sort activity. Write one question on each piece of butcher paper. Post them around the classroom. Divide the students into groups of 3-4 students each. Give each group markers. Have the students walk around the classroom and answer the questions based on what they learned throughout the semester. Answers should be brief and to the point. Students should spend very little time composing their responses. After all groups have gone to each poster, review what was written.



Some typical questions used in the past are:

1. How do I balance ELL students with native English speakers and NOT leave any one behind or make the work too easy?
2. Where do I start if an ELL is in my class?
3. How can I make sure that ELLs are integrated into my classroom, both socially and in terms of academics?

4. If we cannot understand each other, how do I teach an ELL student?
 5. What are different strategies for teaching ELL students and make them understand me and the content?
 6. Do you give ELLs other content that is on a lower level? Why or why not?
 7. How can I help them understand directions more clearly?
 8. How do I incorporate several different cultures in my classroom without making my students feel uncomfortable?
- **Looks Like:** Students walking around in small groups from poster to poster. Students discussing the potential responses to each question. Students writing their answers on the poster paper with markers.
 - **Sounds Like:** Students talking in 3-inch voices to discuss their answers. Students walking from poster to poster.
 - **Feels Like:** Students having fun, enjoying learning and sharing what they have learned.

Rationale: This activity is very kinesthetic and requires the students to synthesize information from the entire semester in a very brief way. All students participate in their groups, so no one should feel singled out.

Brainstorm: Brainstorm ways to use this in other contexts. This could be done to review for a test in history. Another possibility is to use it to review a book the students read.

Group Presentations

Objective: TSWBAT present information to students in the class about three domains of language acquisition: cognitive, linguistic, and affective domains. They should also be able to present a real life example of their domain.

Standards for Effective Pedagogy:

Teachers and Students Working Together

Use instructional group activities in which students and teacher work together to create a product or idea.

Materials: Copy of Cognitive, Linguistic, and Affective domains of language acquisition information packet (This is information that comes from the TELL packet for *Foundations of Bilingual Education*.)

Process: Divide up the materials in a way that all of the materials can be used with the number of students you have. Four or five students per group are ideal.

Each group should read and review the material in their packet. They should brainstorm interesting and creative ways to share the information in their packet so it will be memorable to the other students. They should highlight the main points of their document and be prepared to answer questions from the other students. Thinking creatively outside the box helps them to find ways to help them remember the information. If they can find a good way to remember it, it will also help the other students to remember the material.

- **Looks Like:** Students working in small groups.
- **Sounds Like:** Students talking quietly (2-inch voices). When presenting, only one person talking, using strong voice (20 feet voice)
- **Feels Like:** Interesting, fun, and creative.

One way to facilitate group work is to assign roles to each student. Some random ways to assign roles are to assign them by height, the size of their hands, or by birthdate.

Characteristic	Role in Group Activity
Tallest	Leader/Editor
2 nd Tallest	Recorder/Secretary
3 rd Tallest	Encourager/Checker
4 th Tallest	Spokesperson/Presenter

Rationale:

The students collaborate to create a presentation for the other students. Each student has the opportunity to participate in many different ways so they successfully inform other classmates of the content in the packet of information. The presentation format allows the students to see the information visually, to hear it aurally, and to verbalize it orally. Depending on the presentation, students may be able to act out a scenario to illustrate the point. This helps to make the information more concrete.

Brainstorm: Students can create group presentations about many different topics. They could attend the library to get information about an assigned topic. For older students, they could benefit from giving presentations about the culture and setting relating to a book they are going to read. Each group could present on a different related topic. This way, the students not only get the experience of reading in a genre, but they also are able to better prepare for the text they are reading because they have built a better schematic structure to more fully comprehend the text. For example, when my students read *October Sky* by Homer Hickam, Jr., they presented on the Cold War, rockets, the 50's, etc.

Hunger Banquet

Objective: TSWBAT experience different levels of wealth and the life associated with each of them.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Process: The week before the Hunger Banquet, have the students sign up to bring different items for the Banquet. Invite them to come to the Hunger Banquet fasting if possible. Prepare a nice breakfast to bring for two students in the class. Bring nice dishes, silverware, glasses, and napkins for the two students. Print the Hunger Banquet tickets and distribute these as students enter class the day of the banquet.

Set the table for the two students who have the nice meal.

As students come into the classroom, give them their Hunger Banquet tickets and have all the students put their food items on the front table. Separate the items (rice and beans, bread and jam, nice breakfast and juice). Students should read their ticket to know which level they belong to. First, while everyone is watching, serve a very nice breakfast to the two students who belong to the upper class.

Then have all the students who are middle class sit together. Give them the loaves of bread and jam and allow them to begin eating.

Finally, give the rest of the students the beans and rice. If students brought a can of beans without a can opener, then they will not be able to eat the beans.

Allow the students to eat. What generally happens is students will ask the other groups for food, or attempt to steal some of the food. This makes a good discussion at the end during the debrief time. Allow them to eat.

- **Looks Like:** Students waiting in lines to eat their meal. Students seated eating their meal.
- **Sounds Like:** Students eating.
- **Feels Like:** Students are happy. Students may feel uncomfortable with their eating arrangements, but this is part of the purpose of the activity.

Debrief: Students should discuss their feelings about the experience. Discuss what happened during the meal, especially if students stole or begged for food from the other groups. How is this often interpreted in society today? Discuss how this could impact students in the classroom. Find ways for the students to share experiences they have had with poverty and ways they can make a difference.

Rationale: This activity is a hands-on experience for the students with what it might feel like to be given very little, but see others with so much, even excess.

Brainstorm: I may not use this exact activity with an elementary school class, but I could a secondary class. This is an example of an experiential learning activity, which provides learners with a hands-on experience that is shared by their classmates. This could lead to various reading and writing activities. These activities can be used to build schema for student learning. An idea for other experiential learning activities would be to play a game of baseball outside if the students are reading a book that has baseball in it (*The Chosen*) or to build model rockets (*October Sky*).

Safety Precaution: Any food coming into a classroom in Utah schools must be prepackaged and cannot be homemade. This activity is also high-risk depending on where you are teaching because hunger is a reality in many classrooms.

Information Gap

Objective: TSWBAT answer specific questions relating to poverty and homelessness in Utah.

Standards for Effective Pedagogy:

Emphasizing Dialogue over Lectures

Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Materials: 1. copies of the information gap sheets in different colors, one per student. 2. Laptop cart if it is available. 3. Access to the internet to look up computer animations or radio program. 4. Printed copies of the sources if laptops aren't available

The content for this activity comes from websites, news articles, media clips, and other information relating to poverty and homelessness in Utah. How you get the content to the students will be up to you. Attached are copies of the written documents in case you do not have enough computers for the students to pull up the suggested links. Each of them has specific questions they must be able to answer from their article/site/media clip.

Preparation:

Copy one Information Gap sheet for each person (vary the number of content items depending on how many students are in your section). Three or four people per group are ideal. Make each group a different color. Print/Copy/Provide a link for each of the sites you are interested in your students examining, one per group. Some of the resources are printable, so they are included in this document. Provide one copy per group. You will have to provide the links to the radio programs and the computerized presentation.

It is important to model expected behaviors during the discussions and sharing so students know the appropriate volume and activities so the classroom will function successfully.

Instructions for the students

Students should form their groups and look at the information in the packet or links given to them. Working as a group, they should **find the answers to their own question(s)** listed on the Information Gap sheet. Each person in the group should be able to explain the answers to others. When the groups feel that they are experts on their topic, the students should mingle together and talk to at least one person from each of the other groups (they will know the other groups by their colors) and write the answers to all of the questions on their Information Gap sheet. This activity is similar to a Jigsaw activity in that students are talking to other students who are experts in other areas. The classroom may seem somewhat chaotic, but everyone should be talking to someone else to get the information they need. When most students have filled in their sheet, the students should go back to their seats to debrief.

- **Looks Like:** Students working in small groups. Then students mingling with other students. Students writing down information on their sheet.
- **Sounds Like:** Students talking together with 2 inch voices. Students asking and answering questions.

- **Feels Like:** Students enjoying their learning.

Rationale:

Information Gap is a communicative activity often used with second language teaching and learning. It provides an opportunity for real communication to take place because each person has information that other students do not have, but need to know. Everyone must communicate. Base groups work together to find the answer initially, so no student is left to work alone.

Brainstorm: other ways this activity can be utilized in the students' teaching contexts. One example is for each group to learn about a different related topic. Each could learn about a different ecosystem. Design questions for each group to answer.

Poverty and Homelessness in Utah

Talk to people with different colored papers to find the answers to these questions:

Question/Color	Response
What are some challenges that economically disadvantaged students face at Harvard? (GREEN)	
How does a family's budget balance if they are living in poverty? Where does their limited money go? (light PINK)	
What is the status of home foreclosures in Utah? (PURPLE)	
Who are some of Utah's poor? (TAN)	
How will the stimulus package affect individuals in Utah? (dark YELLOW)	
What are some myths about homelessness in Utah? What are the facts relating to those myths? (SALMON)	
What are some programs partnered with The Road Home that help the homeless in Utah? What are they doing? (BLUE)	
What was the experience of the family that lived in poverty for three weeks? What can you learn from their experience? (light YELLOW)	

Resources for each of the Groups

1. Foreclosures of Homes (**What is the status of home foreclosures in Utah?** - PURPLE)
http://www.sltrib.com/business/ci_12853525
2. Typical Utah Families in Poverty (**Who are some of Utah's poor?** – TAN)
<http://www.communityactionprovo.org/pdf/A%20Place%20at%20the%20Table%20Stories.pdf>
3. Stimulus Bill and the Falling Middle Class (**How will the stimulus package affect individuals in Utah?** — dark YELLOW) – See below
<http://www.istockanalyst.com/article/viewiStockNews/articleid/3355278>
4. Poverty - The Globe is covering the problems of being a WCPC student at Harvard: (**What are some challenges that economically disadvantaged students face at Harvard?** – GREEN)
http://www.boston.com/news/local/massachusetts/articles/2009/05/12/the_harvard_disadvantage/?page=full
5. This is an NPR piece that tells the experience of a family who lived in poverty for three weeks. (**What was the experience of the family that lived in poverty for three weeks? What can you learn from their experience?** – light YELLOW) – radio program
<http://www.publicbroadcasting.net/kuer/news/news.newsmain/article/0/0/1508433/news/Poverty.for.Three.Weeks>
6. **How does a family's budget balance if they are living in poverty? Where does their limited money go? What do they do without?** – Light PINK – video animation
<http://www.nccbuscc.org/cchd/povertyusa/tour.htm>
7. **What are some programs partnered with The Road Home that help the homeless in Utah? What are they doing to help the homeless?** – (BLUE)
<http://www.theroadhome.org/programsandpartnerships>
8. **What are some myths about homelessness in Utah? What are the facts relating to those myths?** – (SALMON)
<http://theroadhome.org/databaseshowitem.aspx?id=77088>

Jigsaw

Objective: TSWBAT discuss a particular aspect of a reading and then share that information with a new group of students.

Standards for Effective Pedagogy:

Emphasizing Dialogue over Lectures

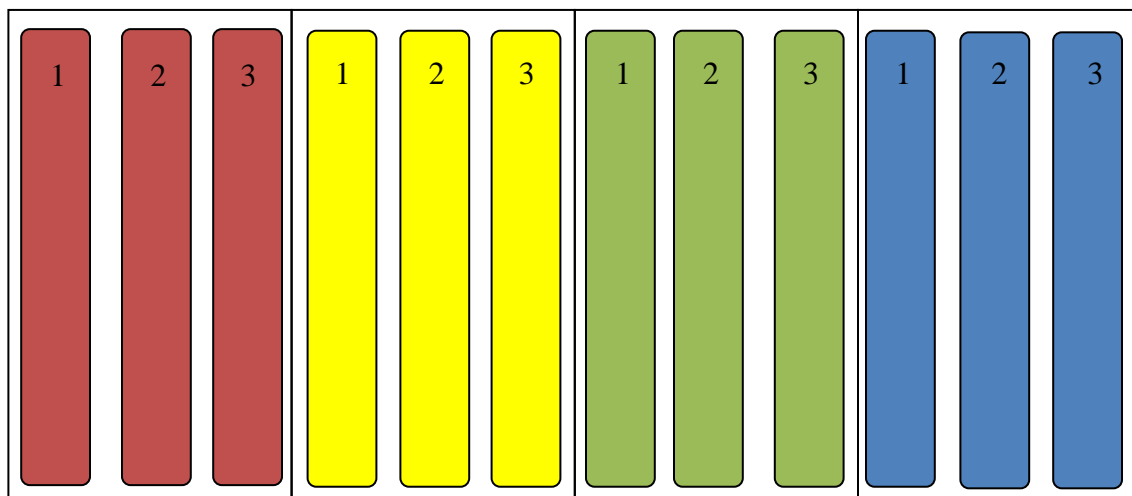
Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials:

Copies of [First Year Latino Teacher](#) article (or students can print their own or have access to the content online), colored popsicle sticks that have been numbered (mine have 4 colors and then as many numbered groups to make up the number of students in my class – If there are 24 students in my class, I have 6 of each color, numbered 1-6). Some other options for popsicle sticks are small puzzle pieces or colored paper.



Process: The students should have read First Year Latino Teacher for homework. When they do this activity, they should have access to the article because they will be using it to **find specific examples of the social theories.**

Hand out the popsicle sticks, one per student. Then have the students get into groups based on the color of their sticks. Assign each group a specific location in the classroom. This is their home group. Each color group should sit together for the first part of the activity. You may need to break up into numbered groups as well to make smaller “home” groups if you have a large number of students in your class.

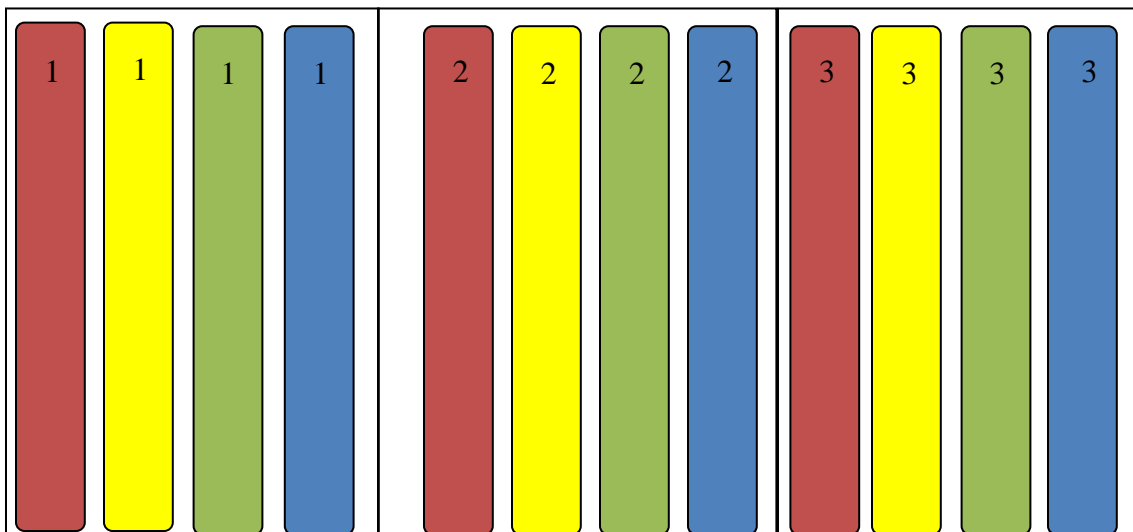
Give each student a graphic organizer that has the social theories on it. Each color group will focus on one social theory:

- Red: Deficit Theory

- Yellow: Resistance Theory
- Green: Funds of Knowledge
- Blue: Cultural Capital

First, each group should **find examples of their social theory** in the article. Then they should determine **how/why it is a good example of that theory**.

After students have spent time in their home groups and have found some examples, the students should then divide into numbered groups. The students should find the number on their sticks and join with students of the same number. In this way, each person in the group has come from a different color group. Then the students should **discuss the specific examples that their home groups discussed**. Each student in the group should **complete the graphic organizer** for the other social theories from the jigsaw discussion.



- **Looks Like:** Students working in small groups. Transitions between groups are smooth because everyone has a specific place to be.
- **Sounds Like:** Students discussing in their 2-inch voices the social theories as they apply to the article they read.
- **Feels Like:** Students have comprehended their reading and can apply the theories we have discussed.

Rationale:

This activity in particular is helpful for ELL's because each one can participate in the home group to become an expert on their one theory. Because it is discussed as a group, the ELL's are able to know the bullet points that should be shared with the other groups. In this way, they will be responsible, but also prepared, to share what their group discussed. This activity also addressed needs of **auditory learners**, who can hear the things the group discusses, **visual learners**, who can read the article themselves, and **kinesthetic learners**, because they can stand up and move from one group to another group and actively participate in small-group discussion.

Debrief:

What went well? What was confusing? Did the students get the content? This activity is a powerful collaborative, active learning strategy where all students are engaged and because they

have to learn the content well enough to teach it to others, which deepens their understanding of it. One former student commented, “Jigsaw is amazing. Enough said. If there was one activity I took from this class it was this one. If you’ve got visual learners you can have a video element, audio, a small clip, readers, the article. There are a lot of different adaptations you can make to apply to multiple modalities.”

Brainstorm: One possible application activity would be to assign **different sections of a long article** to each base group and then have the students teach their section to the other students. Because it is a new article, the information that each group shared would be new to the other group members. Collaborative learning in this way is a powerful way for students to learn.

Social Theories Assignment

Using the First Year Latino Teacher article, have students **find examples** of the different social theories. **Write how/why they are examples.** Then give **specific suggestions for the teacher** of how he could handle the situation with the students.

Social Theory	Example	How? / Why?	Suggestions
Deficit Theory			
Resistance Theory			
Cultural Capital			
Funds of Knowledge			

KWL

Objective: TSWBAT list what they already know about a topic (how to adapt a lesson plan to meet the needs of ELLs for this lesson), then ask questions about what they want to know about the topic, and then reflect and list what they learned while studying a specific topic.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials: Draw a KWL chart on the board so students can see it. It should look something like the following.

K	W	L
What I Know	What I Want to know	What I Learned

Process:

Ask the question to the class: What do you know about planning a lesson for ELL's? What is important to remember? Students should list everything they know about the topic. List their information in the KWL chart under the K to answer the question. Next, have the students think about what they want to know about adapting a lesson for ELL's. You may need to prompt the students with a question like, "What is the difference between a language objective and a content objective?" Write their questions on the board under the W column. Other prompts you may consider: "What is the difference between planning lessons for ESL and planning for mainstream students?" "How do you know if you have achieved your lesson objectives?" etc.

Then teach the students about creating a lesson plan that attends to the needs of second language learners and have the students participate in activities to engage them in the content. Then when wrapping up the lesson, have the students answer the questions in the **What I Want to Know** column in the **What I learned column**.

Brainstorm: Have the students brainstorm other ways of using the KWL chart in their content areas. One example is to use KWL as a class opener for a topic, such as magnetism.

Literature Circles

Objective: TSWBAT read information with a specific purpose in mind. Then they will be able to share that information from the perspective from which they read.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials: Literature Circle role sheets (make enough so each student has one role) I like to make sets (one copy of each role sheet on the same color of paper (Blue Discussion Leader, Blue Summarizer, Blue Vocabulary Enricher, Blue Alternative Advocate, Red Discussion Leader, etc.)

Background: Literature Circles are used primarily in elementary school classrooms, but can be adapted for learners at all ages and levels. A literature circle consists of 3-6 students working together on a long-term basis (more long-term if they are doing it with a book. Short term works if they are reading a shorter reading.). Each group reads the same material that is generally self-selected. This can be adapted to meet your classroom needs though. Each student in the group has a different role in the reading. Some example roles that can be used are: Discussion Leader, Illustrator, Summarizer, Travel Tracker, Wordsmith, Connector, Investigator, etc. The roles that are chosen will depend on the type of reading the students are doing (i.e. expository reading vs. narrative) and the purpose for which the students are reading. The purpose of the literature circle activity in this course is to expose students to the strategy and provide them an opportunity to participate in a literature circle experience.

Process: Copy the Literature Circle role sheets so each student will have one. Make each set on a different color of paper so it is easier for students to identify their groups (one set pink, one set blue, one set green, etc.). Each set should include one of each of the pages. Hand out the assignment when you are ready for the students to begin working on them (the class period before the discussion). The students should complete their role assignments as their home assignment. Their assignment is to spend time looking at different websites to find information about a given topic (this one is about different bilingual/ESL program models).

On the day of the discussions, each student should bring their sheet filled out. Students should get in their color groups, so there should be at least one student from each role in the groups. Pose the question: If you were assigned as the committee at your school to decide which program should be implemented, which would it be? Defend your decision based on what you discuss as a group.

Allow the discussion groups to discuss their reading/research/findings. The discussion leader should lead the discussion and each group member should share their findings from their perspective and then to make a decision about which program would be best for student learning. After students finish discussing, bring the students back together for a whole-class discussion. Find out the responses from each group. Discuss the pros and cons as a class.

- **Looks Like:** Students sitting/working in small groups discussing their research and learning.
- **Sounds Like:** Students using 2-inch voices to discuss the issues related to education programs.
- **Feels Like:** Students are comfortable sharing with each other.

Rationale: This activity allows all students to participate in a small-group setting. Each student can participate in his/her own way. If the students remain in the same group over a period of time, the roles could be rotated throughout all members of the group so each can read from a different perspective. Each day the students would read a different passage.

Discuss ways to implement this A-Activity in the classroom and how it could be applied in each of the students' different majors and emphases. One area I would use this is if my students were reading a novel, I would group the students according to the novel they were reading. They would have a set number of pages to read as their assignment. The next day they would need to come prepared to discuss the section from the point of view of their role. The next day, the reading assignment would change as well as their reading role.

Instructions /Assignment to Students: Spend one hour browsing and reading information about ESL and bilingual program models. I just did a Google search with "ESL and Bilingual program models" and a large list came up with many different sites with good information. Look at sites that are from different perspectives. Some examples of different programs are early exit bilingual programs, ESL, pull out, and two-way immersion (or dual language immersion), etc. There are others as well, but these are just a few examples. Look at enough that you feel like you have a broad perspective of what the programs are all about. As you read, think about which program model you feel is the most effective for students. Be sure to pay attention to how each different program is defined and how student success is measured. Just because something is in print does not mean it is necessarily good research.

In class, we will be doing literature circles as a part of our discussion. Each person in your group will have a different role in the discussion.

Roles:

- **Discussion Leader** - Prepare at least 5 discussion questions for your group based on what you read. Each of your questions should promote good discussion from your group members. You will direct the discussion in your group. Good discussion questions include questions that require discussion and move beyond simple one-word questions.
- **Summarizer** - You should summarize the key information about each of the different programs you read about. The summary should provide the basic information for the group to remind the rest of your group the most important information about each program model. If the discussion leader is not in your group, you will direct the discussion in class. The summary should include the main points of each of the programs.
- **Vocabulary Enricher** - Choose 6-8 key vocabulary words from the reading to share with the individuals in your group. Define the words and think of a way to help the group members remember the key vocabulary you have chosen.
- **Alternative Advocate** - Start by looking at the Center for Applied Linguistics (CAL) site that will come up when you search for programs. There is a basic overview of many of the different programs on their site (<http://www.cal.org/resources/Digest/rennie01.html>). In your research, figure out what the strengths and weaknesses of each of the programs

are so you can argue for or against each one when you discuss with your group. Think about which one will be the underdog in your group and advocate for that one in the discussion.

The next pages are individual role sheets for the four different roles for this activity.

Assignment: Spend one hour browsing and reading information about ESL and bilingual program models. I just did a Google search with "ESL and Bilingual program models" and a large list came up with many different sites with good information. Look at sites that are from different perspectives. Some examples of different programs are early exit bilingual programs, ESL, pull out, and two-way immersion (or dual language immersion), etc. There are others as well, but these are just a few examples. Look at enough that you feel like you have a broad perspective of what the programs are all about. As you read, think about which program model you feel is the most effective for students. Be sure to pay attention to how each different program is defined and how student success is measured. Just because something is in print does not mean it is necessarily good research.

In class, we will be doing literature circles as a part of our discussion. Each person in your group will have a different role in the discussion.

Discussion Leader

Prepare at least 5 discussion questions for your group based on what you read. Each of your questions should promote good discussion from your group members. You will direct the discussion in your group.

1.

2.

3.

4.

5.

Assignment: Spend one hour browsing and reading information about ESL and bilingual program models. I just did a Google search with "ESL and Bilingual program models" and a large list came up with many different sites with good information. Look at sites that are from different perspectives. Some examples of different programs are early exit bilingual programs, ESL, pull out, and two-way immersion (or dual language immersion), etc. There are others as well, but these are just a few examples. Look at enough that you feel like you have a broad perspective of what the programs are all about. As you read, think about which program model you feel is the most effective for students. Be sure to pay attention to how each different program is defined and how student success is measured. Just because something is in print does not mean it is necessarily good research.

In class, we will be doing literature circles as a part of our discussion. Each person in your group will have a different role in the discussion.

Summarizer

You should summarize the key information about each of the different programs you read about. The summary should provide the basic information for the group to remind the rest of your group the most important information about each program model. If the discussion leader is not in your group, you will direct the discussion in class.

Assignment: Spend one hour browsing and reading information about ESL and bilingual program models. I just did a Google search with "ESL and Bilingual program models" and a large list came up with many different sites with good information. Look at sites that are from different perspectives. Some examples of different programs are early exit bilingual programs, ESL, pull out, and two-way immersion (or dual language immersion), etc. There are others as well, but these are just a few examples. Look at enough that you feel like you have a broad perspective of what the programs are all about. As you read, think about which program model you feel is the most effective for students.

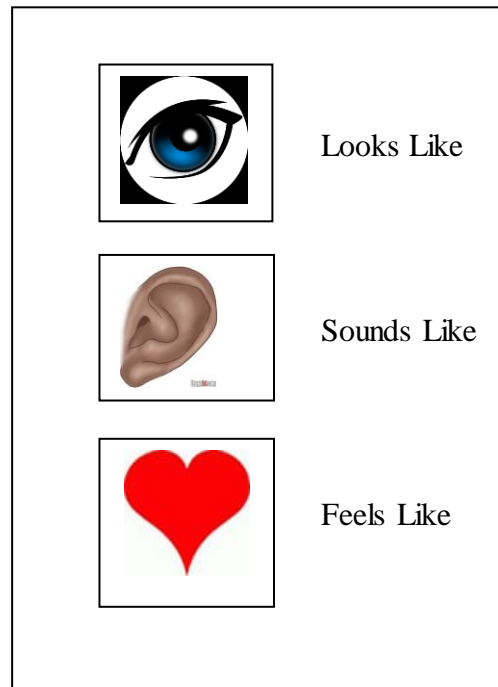
Be sure to pay attention to how each different program is defined and how student success is measured. Just because something is in print does not mean it is necessarily good research.

In class, we will be doing literature circles as a part of our discussion. Each person in your group will have a different role in the discussion.

Alternative Advocate

Start by looking at the Center for Applied Linguistics (CAL) site that will come up when you search for programs. There is a basic overview of many of the different programs on their site (<http://www.cal.org/resources/Digest/rennie01.html>). In your research, figure out what the strengths and weaknesses of each of the programs are so you can argue for or against each one when you discuss with your group. Think about which one will be the underdog in your group and advocate for that one in the discussion.

Looks like/Sounds like/Feels like



Materials:

Chalk (or marker) or a chart so you can model the looks like/sounds like/feels like

Process: Use these steps to describe the expected behaviors for students to participate in the Dot Activity. For other activities, modify the behaviors, as needed.

- **Looks like:** students walking around a classroom. It looks like students putting one dot per paper (not on friends or walls). All eyes are on the papers (not on their friends). All students are walking around in a clockwise direction. Students are careful to not bump into other students. Students are waiting their turns.
- **Sounds like:** students walking around. Silence. Students quietly walking around.
- **Feels like:** comfortable, low anxiety, etc.

Looks like/Sounds like/Feels like is a strategy to use to set up the activity for students so they know how to explain the behaviors they want to see. This sets high expectation for the students' behavior. (This type of set up for university students seems somewhat juvenile, but it is a good way to model how they could set up the activity in their own future classrooms.)

Mad Gab

Objective: TSWBAT review what they learned about language acquisition and teaching ELL's by figuring out the meanings of "Mad Gab" phrases.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials: Mad Gab cards, one set for a small group of students (3-4 students per group). (Materials for this activity came from a SIOP Training.)

Process: Print the cards on cardstock or heavy paper. One student reads the phrase on the card. The other students guess what the actual phrase should be. Students should listen to what they hear and how the phrase is said, rather than focusing on the individual words. Each student should take a turn at reading the cards.

Example Mad Gab Phrase: Thief Act Huff Them Adder

Answer: The fact of the matter.

- **Looks Like:** Students sitting in small groups playing a game.
- **Sounds Like:** Students reading the cards and trying to figure out the phrase. Students should be careful to use their 2-inch voices for this one because other students will hear the correct answers.
- **Feels Like:** Students having fun as they play a game and learn at the same time.

Rationale:

This is a game that many students are familiar with. Because it is a game, students have generally been excited to play. It is a good way for students to review important phrases or terms from the discussion about language acquisition. All students are able to participate and working in small groups helps the students focus on the words and phrases.

Phrases for cards: Water Wee Tall Kennel Bout...? (What are we talking all about?)

Come Pray Hands Say Pulling Poot! (Comprehensible Input)

Sim Pail Sent Ants Struck Shore (Simple Sentence Structure)

Call Hear Rex Plane a Shun Off Hack Addy Makes (Clear Explanation of Academics)

Hans Song Hex Pier Hens Ann May Nay Teg Sneaks (Hands-on Experience and Many Techniques)

Brainstorm: Cards can be made for any topic area. Many games in general can be adapted to academic topics in order to facilitate a more fun environment. It is probably best to use with fluent readers who are able to put the words together to figure out other phrases.

Water Wee Tall
Kennel Bout?

Come Pray
Hands Say
Pulling Poot!

Sim Pail Sent
Ants Struck
Shore

Call Hear Rex Plane a
Shun Off Hack Addy
Makes

Hans Song Hex Pier
Hens Ann May Nay
Teg Sneaks

Matrix Graphic Organizer

Objective: TSWBAT fill in a graphic organizer that synthesizes the information they learned about sheltered instruction and teaching for language acquisition and comprehension.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials: Copies of Schema Matrix or project it on the screen and students can copy it on their own paper.

Process: The students should work with a small group (3-4 students) to complete the graphic organizer. They should find examples to use in making the concepts more concrete.

- **Looks Like:** Students are sitting in small groups discussing and writing information on a piece of paper.
- **Sounds Like:** Students discussing in 2-inch voices.
- **Feels Like:** Easy to discuss the application of issues and what they will mean when they are applied in their teaching contexts.

Rationale:

Graphic organizers are helpful ways to organize information students are learning. This one helps them provide concrete examples of the concepts they learned about language acquisition and SIOP.

Brainstorm: Debrief this activity and brainstorm other graphic organizers they could use in their own context. One example is to create a timeline for historical events.

Schema Matrix

Schema Matrix	Definitions	Possible Classroom Evidence (must be observable)
BICS		
CALP		
Comprehensible Input		
Language Objectives		

Metaphor Activity

Objective: TSWBAT create a metaphor that symbolizes the relationships between assimilation, acculturation, and biculturalism that will concretize the abstract concepts. This activity is probably more effective with students who understand the concept of metaphor.

Standards for Effective Pedagogy:

Teachers and Students Working Together

Use instructional group activities in which students and teacher work together to create a product or idea.

Materials:

Bridge example

Process:

Teach the students the concepts of assimilation, acculturation, and biculturalism using the **Revised Cultural ID Terms** presentation. Use the example of a bridge to help them understand the concept of a metaphor by talking about how students come from one culture and language background and they are expected to move into another language and culture. They need a bridge to help them get there. There can be different kinds of bridges. One is assimilation; one, acculturation, and another biculturalism. Teach them these three concepts.

1. Assign the students to work in groups of 3-4 students.
 2. Each group should brainstorm their own metaphor to symbolize the **relationships between assimilation, acculturation, and biculturalism**.
 3. Give the students about 3 minutes to discuss it with their groups.
 4. At the end of the brainstorm session, have one person from each group share what their metaphor is.
- **Looks Like:** Students working in small groups.
 - **Sounds Like:** Students quietly talking in their groups (2-3 inch voices)
 - **Feels Like:** Students being creative and finding interesting ways to explain difficult concepts.

Rationale:

- Metaphors help students remember abstract concepts.
- Creating a metaphor uses higher order thinking skills to really understand the concepts.

Brainstorm: Teach the students about different kinds of rocks – igneous, sedimentary, and metamorphic. Have students create metaphors to remember the **differences between these rock types**.

Mingle to Music

Objective: TSWBAT share their synthesis statements with other students in the class.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials:

The students' tickets into class

Music (can belong to the students as well. An option for music online is Pandora (Be sure to choose a station that has upbeat, appropriate music.)

Music player (CD/MP3/Computer)

Process:

1. Students should have their tickets into class.
 2. Begin to play the music.
 3. While the music is playing, students should mingle amongst themselves.
 4. When the music stops, the students should stop and share with the student nearest to them what is written on their ticket. Both students should share.
 5. Start the music again.
 6. Continue this for 3-4 rounds.
- **Looks Like:** Students walking around, sharing information on their cards. Students walking carefully to avoid hurting each other. Hands should be kept to themselves.
 - **Sounds Like:** Music playing; students talking in quiet voices (2-inch voices).
 - **Feels Like:** Students having fun sharing their ideas together. A game.

Rationale: Each student should have come prepared to participate. Being able to repeat the same information multiple times helps students build fluency in their speaking. This activity also allows students the chance to hear different responses to the same question. Because all students interacted with the same learning objects, they will all have similar contexts for drawing their conclusions. If you use music that belongs to your students, this can be a way for them to share a little bit of their background and traditions with the rest of the class.

Brainstorm: Mingle to Music can be combined with many other activities as well. For example, students could **read a story and then write a creative alternative ending**. This could be one way they could share the endings.

Planted Questions

Objective: TSWBAT see a model for how to prepare a student to respond to a question posed later in class.

Standards for Effective Pedagogy:

Engaging Students with Challenging Lessons

Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Materials:

The answer to a question: **Is there a difference between ethnicity and race?**

The answer can either be written out or just told to the student orally.

Process:

1. Prior to class beginning, single out a student and ask him/her to provide the suggested answer (below) to the planted questions.
2. The planted question is: Is there a difference between ethnicity and race?
3. The suggested answer is **Yes, there is a difference. Ethnicity is based on where a person is born and raised. Race has been socially constructed to make distinctions between different groups. We are all genetically similar.**
4. Right before the Multicultural Education lecture, ask the question: Is there a difference between ethnicity and race?
5. Be sure the student with the planted answer gives his/her answer.
 - **Looks like:** Class discussion. One student raising his/her hand and providing the answer to a discussion question.
 - **Sounds like:** One student responding to a question in a discussion.
 - **Feels like:** Student should feel confident sharing the answer you provided to them during the discussion.

Rationale:

- This activity is valuable for students.
- Often a shy or quiet student will be given the confidence to participate if they have had the opportunity to practice their response before answering a question in front of other students.
- This is also good for second language learners to be able to participate in class in a meaningful way.
- Through their participation, other students in the class will see that the ELL students are able to participate also, thus helping them overcome their own deficit theory.

Brainstorm: One possible application of this activity is to have a student define the **denominator** (in a fraction). Talk to the student before recess and practice the response with them. Then review when the student comes in from recess. Then during the math lesson, ask the question, who knows what the denominator is. Call on the “planted question” student. One former student shared, “Not only does this help the students to learn the material but it helps with

affective classroom goals – like self-confidence building. I have done this with a second grader who always said she was bad at math. We practiced individually and then she recited in front of the classroom. All around she improved in math.”

Popcorn Sharing

Objective: TSWBAT share opinions, thoughts, or ideas on a specific topic.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials: bean bag or other small, tossable item

Process: Think of a question to ask the students. For younger students, seat them in a circle or other arrangement where they can easily see the other students in the classroom. Older students should be able to stay seated at their desks.

Ask the students the question you want them to answer. Give them a minute or so to think of their responses. If they are able to write, you may give them a couple of minutes to jot down their thoughts before the activity begins. The students should give a brief response and toss the beanbag to another student. The momentum is what makes this activity successful and meaningful for the students, so they should be very quick to formulate their answers.

- **Looks Like:** Students quickly tossing the bean bag from one student to another; tossing underhand, making eye contact with the person they're tossing to before throwing.
- **Sounds Like:** One student making one comment during their turn and saying something quickly; one person speaking at a time.
- **Feels Like:** fun, lively, comfortable.

Rationale: This activity involves many students. It can go as short or as long as you wish. Students can say something very brief and can catch on very quickly how to participate in the activity. This is an activity you could prepare a student for prior to having the activity if you are afraid the student(s) may not feel comfortable thinking of something quickly.

Brainstorm: This activity can fit into every context and adapted as needed. Students can either share their own response or someone else's from a previous activity that they have completed prior to this opportunity to share.

Professor/Teacher Wears the Word

Objective: TSWBAT see the vocabulary words in different contexts, which can help create an awareness of the vocabulary.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials: vocabulary cards, safety pins

Process: Write or print several vocabulary cards with important vocabulary for the lesson. (In this case, BICS, CALP, and Comprehensible Input.) Before students come into the classroom, use the safety pins to pin the word to yourself, on your sleeves, your pants, or somewhere so it is noticeable.

As you discuss each of the vocabulary words in context, point them out to your students.

Debrief: When students experience vocabulary in multiple contexts and multiple modalities (reading, writing, listening, speaking), the word has a greater chance of being remembered. By pointing it out, it helps students “notice,” which is an important aspect in language acquisition.

Brainstorm: This activity could be done in virtually any context with any topic. The main point of it is to make students more aware of vocabulary around them. After the lesson is completed, the words should be included in a word wall that is visible to the students so they can see them and refer back to them later in their writing as well as in their speaking.

BICS

CALP

**Comprehensible
Input**

Snowball

Objective: TSWBAT: See statistics for Utah relating to the state-wide exams broken down by learner classifications and reflect on the impact of language on learners and brainstorm possible reasons for the gaps.

[The data for this activity](#) comes from a report on Utah schools Annual Yearly Progress (AYP).

Standards for Effective Pedagogy:

Engaging Students with Challenging Lessons

Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Materials:

Sheet of white paper for each student (each student could use his/her own as long as they are white so all participants can remain anonymous).

- Show the statistics for each of the districts in Utah.
- Focus on the district that the El Ed majors are going for their practicum.
- Walk through the means for each of the AYP sub-groups and explain or point out those that are very low. Also look at the Gap analysis to emphasize the gap between each group and the average (mean) for each group.
- Pose the question: **What do you think accounts for these statistics? What accounts for the differences?**

Process:

1. Students write their response to the question on a white sheet of paper. Students can use crayon, marker, or pen. Pencil tends to smear when the snowball is made and opened later.
2. Walk the students through the looks like, sounds like, feels like strategy so they know the behavior expectations.
3. All students wad up their paper into a snowball. Don't make it too tight or it will be difficult to open later.
4. On the count of 3, all students throw their snowball into a specific area. You may wish to expose students to other languages. A multicultural student could teach the rest of the students how to count to 3 in his/her language.
5. After papers are all thrown, mix the "snowballs" up slightly and then one person from each group goes and gets enough "snowballs" for each member of their group.
6. Students then open their snowballs and read the responses.
7. Students share (either what was on their snowball or what they wrote)
8. As they are sharing, look for patterns of responses. Write the responses on the board so you students can start to see the patterns which they can then categorize. Typically, responses can be categorized 1) **student focused**, 2) **culture/parent focused**, and 3) **school/institution focused**.
9. Define Deficit Theory ("The belief that children from cultural, linguistic, and economic minority backgrounds are deficient in major areas and cannot perform as well in school

as majority culture children”) and discuss the objective of this class is to defeat deficit theory.

- **Looks Like:** Students throwing snowballs into [designated place].
- **Sounds Like:** Paper snowballs hitting floor. Silent voices.
- **Feels Like:** Fun.

Rationale:

- All students can participate.
- If they do not have a lot of language, they can also draw a picture.
- It is completely anonymous.
- Sharing the responses can be powerful for the students to connect to each other.
- Even if they do not share what someone else wrote, they can share something they wrote and no one knows because it is anonymous.
- It is auditory, visual, and kinesthetic.
- One student reported after using this activity, “it allowed my reluctant writers a chance to get their stuff shared without feeling like they’ll be judged because a peer is sharing it without knowing who wrote it. I got someone’s story shared that never would have voluntarily shared it.”

Brainstorm: Allow students to brainstorm other adaptations of this activity for their content areas. 1. Create an Author’s chair where students share their drafts of their stories. 2. After teaching a unit on the Founding of the United States, ask the students the following question: Why do you think the writing of the U. S. Constitution was so important?

AYP Statistics

LEA	AYP Subgroups										AYP Lang Arts?	
	Whole LEA	Asian	Afri Amer	Amer Ind	Caucasian	Hispanic	Pac Island	Econ Dis	LEP	Stu w Dis	Districts	Charter Schools
ALPINE DISTRICT	84	82	63	75	87	62	75	71	41	51	N	
JORDAN DISTRICT	81	89	64	60	84	59	72	65	40	45	N	
NEBO DISTRICT	83	91	75	81	86	58	84	72	46	56	N	
PROVO DISTRICT	81	85	61	66	89	62	85	71	61	54	N	
SALT LAKE DISTRICT	72	88	52	55	88	57	71	61	53	43	Appealed	
WASATCH DISTRICT	82	69		73	87	53		67	50	51	Y*	
State of Utah	79	84	62	55	84	58	71	67	50	48	N	
N	2440 94	395 8	349 7	338 4	1935 78	3492 8	364 4	8505 5	240 99	3346 0		
% of Total		1.62 %	1.43 %	1.39 %	79.3 0%	14.3 1%	1.49 %	34.8 5%	9.87 %	13.7 1%		

	Gap Analysis								
	Cau-Asian	Cau-AfAm	Cau-AmInd	Cau-His	Cau-Pacisl	Whole-ED	Whole-LEP	Whole-SWD	
ALPINE DISTRICT	5	24	12	25	12	13	43	33	
JORDAN DISTRICT	-5	20	24	25	12	16	41	36	
NEBO DISTRICT	-5	11	5	28	2	11	37	27	
PROVO DISTRICT	4	28	23	27	4	10	20	27	
SALT LAKE DISTRICT	0	36	33	31	17	11	19	29	
WASATCH DISTRICT	18		14	34		15	32	31	
State of Utah	0	22	29	26	13	12	29	31	

Song Titles

Objective: TSWBAT express their feelings about an event they all participated in kinesthetically.

This activity was typically used as a way to debrief the students' practicum experience for those who are in their first cohort. It could be used to debrief any experiential learning activity.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials: Song titles that express different emotions, one written on individual sheets of paper, set of questions that can be answered by the song titles

Some examples of possible song titles are:

- "Help!" by The Beatles
- "Sweet Escape" by Gwen Stefani
- "Unforgettable" by Nat King Cole
- "Cry me a River" by Justin Timberlake
- "Who Cares" by Gnarl Barkley

Process: Copy the song titles on individual pieces of paper (or print them). Post them around the classroom so they are spread out and easily visible to the students. Have the students think about their experience in their practicum. Ask them questions one at a time, such as:

- How did you feel overall about your practicum experience? Why?
- How did you feel about using information you learned from your classes in your practicum?
- How did you feel when you were working with the most diverse students in your classroom?

Instruct students that they should interpret the song titles in whatever way they feel. There is not one correct interpretation for the different song titles. They can explain their interpretation during the discussion time. After asking each question, have the students stand by the song title that best represents the way they felt. Then have them talk about why. Allow as many students to share as you have time for. If students are hesitant to share, ask specific students to share. Ask the next question.

- **Looks Like:** Students walking between song titles. Students standing near the song title they chose. Students raising their hands to be called on.
- **Sounds Like:** One student talking at a time. Student talking should speak loudly and clearly so everyone can hear and understand.
- **Feels Like:** A fun activity for students to express their experiences. Students should feel safe sharing their experiences in this environment.

Rationale: This activity is important to debrief their experience. Students reported that they did not have many opportunities to discuss their experience overall in their other classes, so this is an important way for them to share. Because it is kinesthetic, all students can easily participate in a non-threatening, non-judgmental way.

Brainstorm: Brainstorm other adaptations to this activity the students could use: substitute different kinds of animals for song titles (lion, lamb, donkey, etc.). Talk about other activities they could debrief – a field trip might be one.

Help!

The Beatles

Sweet
Escape
Gwen Stefani

Unforg

ettable

Nat King Cole

Cry me a River

Justin
Timberlake

Who
Cares
Gnarls Barkley

Sticky Notes

Objective: TSWBAT examine their assumptions about different groups of individuals.

Standards for Effective Pedagogy:

Engaging Students with Challenging Lessons

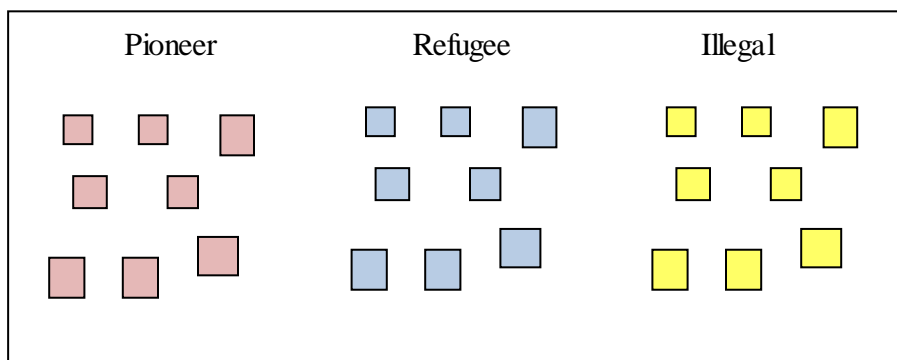
Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Materials: 3 sticky notes per person

Process: Tell the students you are going to read them three different words. They should write the first thing they think of when they hear the word. They should write each one on a different sticky note. Read the following words and allow the students to write between each word.

- **Pioneer**
- **Refugee**
- **Illegal**

After students have finished writing, they should put their sticky notes in the designated areas on the board.



Divide the class into three groups. One person from each group should come get all of the sticky notes for one of the words. Each group will categorize the sticky notes according to a classification system they choose. Each group should share the classifications they came up with the rest of the class. Discuss the similarities between the different groups and how they are not really very different from each other.

- **Looks Like:** All students in small groups working around central table organizing sticky notes
- **Sounds Like:** 2-inch voices discussing how to organize notes
- **Feels Like:** Fun, interesting, enlightening

Rationale: This particular activity often opens the students' eyes to **just how similar the groups are**. For many of the students, they begin to have an "Aha" moment about the widespread assumptions and beliefs about different groups. Then they question where those beliefs came from and how they arrived at them. Over several semesters, the pattern I noticed were that words associated with Pioneer are related to heroism, overcoming trials, faith, valor in the face of

difficulty, etc. Words associated with Refugees are similar, but focus on beginning a new life and overcoming difficulties. The words relating to Illegals are much more negative, associating drugs, welfare, etc. This activity allows students to think at a higher level as they categorize and organize their assumptions. Then in order to share what they learned, they have to synthesize the overall message.

Brainstorm: This activity could be used as a **pre- or post- informal assessment** in any context. In a unit in American History on the civil rights movement, the three words could be Rosa Parks, Little Rock, Arkansas, and Lyndon Johnson. These three look at the Civil Rights movement from different angles that could get at some interesting assumptions. Any time you wish to explore opposing viewpoints, this activity could be used. Having students identify their opinions and then supporting their opinions can help them develop skills that will help them in their writing and critical thinking activities.

Tea Party

Objective: TSWBAT draw conclusions about what SIOP is.

Standards for Effective Pedagogy:

Emphasizing Dialogue over Lectures

Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Materials:

Prepare 3x5 cards that have SIOP strategies on them. Duplicate some if you need to increase the number so each student will have at least one card. The preparation of the cards does take some time, but the cards can be reused time after time if you use the same activities.

Process: Tell students they are going to find out what SIOP is by attending a tea party. Tell them their purpose is to talk to as many people as they can to find out what is written on their cards. Give students 3-4 minutes to walk around and talk to as many other students as they can. They should share the information on their own card and then listen to the other students share their cards.

At the end of the time, have students work in small groups of 3-4 students. Ask them to answer the question: What is SIOP? They should synthesize all of the statements they heard as they walked around talking to other students. Each group should share how they defined it.

Then define the acronym and teach them about more details about it. The acronym stands for Sheltered Instruction Observation Protocol.

- **Looks Like:** Looks like students mingling together, in much the same way as they might at a tea party where they can mix with many different students in order to find out as much as they can in the time they have.
- **Sounds Like:** Students talking quietly (2 inch voices) so they don't disturb the other guests.
- **Feels Like:** A small party.

Rationale:

This activity is in preparation for the students' reading a text about comprehensible input that is rather dense. Having the students predict what something is about is a good way to help them prepare to learn about it. It is one way of building schema. Tea Party also utilizes higher order thinking skills by having students synthesize smaller pieces of information.

Brainstorm: Brainstorm other ways students can adapt this teaching activity for their own context. One example is to use Tea Party in preparation for reading a book. The tea party cards can contain different events/facts from the story and students can predict what the story will be about.

“Sheltering” academic content means making it comprehensible to ELLs without “dumbing down” the academic content

A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)

Activities integrate all language skills (i.e., reading, writing, listening, and speaking)

Ample opportunities for students to use the key vocabulary words identified in language objectives

Building Background

Clear explanation of academic tasks—Use just 3 step instructions vs. instructions with many steps involved to accomplish one academic task

Comprehensible Input

Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts. These can involve social and academic English

Grouping configurations support language and content objectives of the lesson (i.e. homogeneous vs. heterogeneous, proficiency vs. mixed-proficiency groups)—know who you are grouping with who and why

Hands on experience and presenting the academic information in multiple ways multiple times helps to make academic content comprehensible to ELLs

Hands-on materials and/or manipulatives provided for students to practice using new content knowledge.

Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

Language objectives clearly defined for students.

Language objectives clearly supported by lesson delivery—figure out how you are going to provide opportunities for students to learn and practice the key vocabulary and language functions that you put in language objectives

Links explicitly made between past learning and new concepts

Meaningful activities that integrate lesson concepts (e.g. interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking.

Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-alouds)

Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)

Supplementary materials used to a high degree, making the lesson clear and meaningful (graphs, models, visuals).

Teachers should write language objectives for their lesson: key vocabulary words and language functions needed (ability to ask and answer questions; listen and take notes, follow directions; make comparisons, etc.)

There are two ways of talking at school: Social English (Basic Interpersonal Communications Skills—BICS) and Academic English (Cognitive Academic Language Proficiency—CALP).

Using simple sentence structures when teaching is different than simplifying the content that is taught (dumbing down the curriculum)

Variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Text Message Data Gathering

Objective: TSWBAT find out the attitudes of friends or family members about a given topic through the use of technology.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials: access to Facebook, Twitter, email, text messaging, or other means of communicating with others.

Process: The students should utilize technology to poll at least 5 friends or family members to find out their attitude about whether or not “everyone is a little bit racist.” Students have participated in online learning activities regarding racism, its definition, and different attitudes toward it. This activity should open up a conversation about racism with others. Often the attitudes of others shape the attitudes of students. By completing this activity after reading and listening to different viewpoints of racism, students should have formed some of their own opinions and perhaps changed their beliefs about racism. Sharing information with others aids in the learning process.

Students should report briefly what they learned from their survey/poll. This should inform the students about the beliefs of others around them.

This activity will most likely be completed at home, so there will not be a description of what it looks like, sounds like, or feels like.

Debrief: All students can participate in this activity. If students are ELLs, they can find out the answers to their poll by talking to individuals in person. This activity in many ways opens up conversations that help individuals form an awareness of racism around them.

Brainstorm: Brainstorm possible adaptations as well as how this activity could be utilized in another context. One example is that the students could conduct a survey such as this on any topic. They could then report back the results on their topic.

Think-Pair-Share

Objective: TSWBAT think about the current realities facing teachers in the classrooms where they will be completing their practicum experiences regarding multicultural students in the regular classroom. They will also share things that surprise them about the realities about which they have read.

Standards for Effective Pedagogy:

Developing Language and Literacy Skills across all Curriculum

Apply literacy strategies and develop language competence in all subject areas.

Materials:

Enough copies of Teacher Work Sample (TWS) for half the students to have a copy.

Enough copies of email for half the students to have a copy.

Process:

Half the students will read an **email from a former student** to a teacher explaining the teaching context in the school. The other half of the students in the class will read the **Contextual Factors section of a TWS** written by a former student in the McKay School of Education.

1. The students should all read their document.
 2. While students are reading, they should consider the realities teachers face in classrooms today.
 3. They should think about things that **surprise** them and **how they might handle the situation** if they were the teacher.
 4. Both the emails and the TWS are each numbered. Each student should find the person with a number matching theirs.
 5. In pairs, the students should briefly summarize what they read for the other person.
 6. Then they should discuss the things that surprised them and how they would handle the situation if they were the teacher.
 7. After students have had a chance to discuss with their partner, have some of the students share with the rest of the class what was discussed. Discuss those realities.
- **Looks Like:** Looks like students reading texts, then students walking to find partners, then students sitting in chairs with partner discussing texts.
 - **Sounds Like:** Silence while reading, quiet discussion while finding partners and two-inch voices while discussing the texts.
 - **Feels Like:** Interesting, a community learning together

Rationale: This activity is useful for all learners because everyone will have the opportunity to participate. Extra support for comprehension can be provided to the students who have a lower reading ability. One adaptation could be made so the text is rewritten and simplified so it is at the appropriate reading level for the students. Learners have an opportunity to formulate their thoughts before they have to discuss them with their partner. Then they will have something to share. Students have seen the text visually, they have the opportunity to hear someone else talk about it (auditory), and then they have the chance to talk about it. By explaining concepts to someone else, the students internalize it more so they can share it.

Brainstorm: This activity can be used in any context. This strategy could be used in a **math class**. Give the students a problem to solve. Have each student solve it individually. Then have them pair up to check their work and to discuss the process they went through to solve the problem. The students can then compare their answers and the process they went through to get their answer.

Ticket into Class

Objective: TSWBAT synthesize the main point after interacting with multiple resources relating to racism.

Standards for Effective Pedagogy:

Engaging Students with Challenging Lessons

Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Materials:

Index cards (one per student)

Process:

This is an activity that can help students synthesize what the main idea is after interacting with various resources. This activity should be completed at home and the ticket should be brought to the next face-to-face session.

1. Students should listen to/watch the **Avenue Q** song.
2. Listen to the **Babies Buying Babies** radio program.
3. Read a general conference talk called **No More Strangers**.

After listening to, watching, and reading these resources, the students should **synthesize in 1-2 sentences what they learned about racism**.

When students walk into class, they should turn the ticket in. This activity can either be anonymous or you can have students write their names on their cards as an attendance check. You can also have the students share their tickets in combination with other Adaptation Activities you have planned for the day.

- **Looks Like:** Students handing cards to professor as they enter classroom; card completion should have been done prior to entering classroom.
- **Sounds Like:** Silence or salutations
- **Feels Like:** Comfortable sharing work and ideas.

Rationale: This activity allows all students to participate because it is an assignment they can do at home. It is a good formative assessment item to see if students got the main message from the activities they participated in.

Brainstorm: Another way this could be used is to have students write a **“Ticket Out of Class.”** After completing a teaching session or activity, ask the students an application question that they should be able to answer based on your teaching. Have them write it on a card or piece of paper and hand it to you on their way to recess or as they leave to go home. A more structured question can be just as effective for understanding how well the students understood what you taught. For example, after talking about different kinds of trees, hold up a branch of a coniferous tree or a deciduous tree and ask the students which type it is.

Two Steps

Objective: TSWBAT understand how meritocracy functions and how each individual student can have a positive impact on their students who may struggle a little bit more.

Standards for Effective Pedagogy:

Emphasizing Dialogue over Lectures

Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.

Materials: bowl of candy

Process: Tell the students they can each have a piece of candy. Tell them they have to come get it. The rule is, they can only take two steps from where they are sitting. Students should come to get the candy. Only some of them will be able to reach the bowl. Encourage the students to come get some “yummy candy.”

- **Looks Like:** Students taking large steps to try to arrive at candy bowl. Students eating candy.
- **Sounds Like:** Students making some quiet comments about eating the candy and about getting to the candy bowl.
- **Feels Like:** Students should enjoy this activity. It should be comfortable and fun.

Debrief: Talk to the students about the symbolism of this activity. The bowl of candy could represent an education. The students who were “close” are able to get it. Everyone else misses out on the chance, unless we have some interventions that will make a difference to the students.

Brainstorm: Brainstorm with the students how we could make it possible for everyone to get a piece of candy. One idea could be that the students who get a math problem right can get their candy and then go back and help other students who did not complete the problem correctly. Then when they get the correct answer, they can get a piece of candy. The point is that we all have to work together to make it possible for learning to take place. We each have an opportunity to impact someone else and help make up for when their “two steps” fall short.

Value Line

Objective: TSWBAT explore how their attitudes and beliefs have changed or not changed and why.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials: None – They should have watched the Utah NOW video prior to this activity.

Process: Explain that this is a high risk activity, but remind them that in this class you are NOT graded or judged on your opinion, only on your thorough thoughtful engagement with the issues. This activity requires that you take a stance on issues.

Draw an imaginary line, and have students distribute themselves on either side of the line according to their response to the homework question “Did what you read/watched from the Church General Authorities change your mind about undocumented workers” OR “Did what you read/watched from Church General Authorities **not** change your mind about undocumented workers.”

Your original opinion could have been pro or con undocumented workers, but we are dividing ourselves up according to did your opinion change based on what you read/watched. After students are on “their” side of the line, have them discuss with a neighbor on their side of the line why they are there for 60 seconds. Call time promptly at 60 seconds.

Then explain that they will match up with a neighbor across the line, and each will have 60 seconds to explain why they are on their side of the line.

Call out warning times right before the first 60 seconds and then when it is time to end after 2 minutes.

While students are still standing in line, have anyone report out something insightful or meaningful to them that they heard or personally said.

- **Looks Like:** Students standing in a side of a line. It looks orderly.
- **Sounds Like:** Students talking in 2-inch voices.
- **Feels Like:** Students learning together. It should be enlightening and help students consider issues they haven't before.

Rationale: Students should be able to articulate their stance on the position of undocumented workers. They should be able to defend their opinion and why it did or did not change based on what Church leaders said. This is one that requires the students to work together and to discuss the issues and how they are different because of their shared experience.

Brainstorm: This activity could be used in any activity where students must choose sides. This will allow them to discover and defend their positions on any issue. One example would be to use this as a means of discussing evolution in a science class.

Venn Diagram

Objective: TSWBAT compare and contrast immigrant students and refugee students.

Standards for Effective Pedagogy:

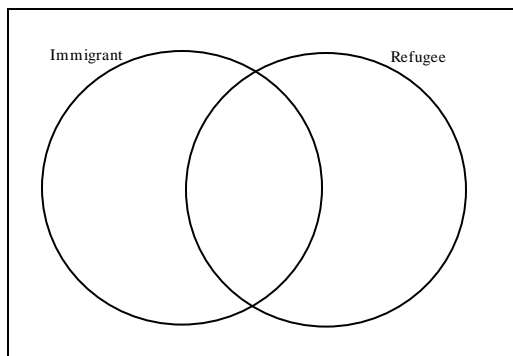
Engaging Students with Challenging Lessons

Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.

Materials: Copy of Venn diagram or students can create one on their own paper.

Process: The students should watch the video clips of [Vanessa and the Refugee lecture](#). They should complete a Venn diagram to demonstrate similarities and differences between refugee students and immigrant students based on what they see in the video while watching the video clips of Vanessa and the refugee lecture. **They should consider the backgrounds of the students, their funds of knowledge, their cultural capital, their needs in the classroom, etc.**

The Venn diagram should look like the following:



- **Looks Like:** Students sitting in small groups around a Venn diagram. Students may be using notes to remember what they learned about the two groups of students.
- **Sounds Like:** Students using 2-inch voices to communicate with group members about refugee and immigrant students.
- **Feels Like:** Learning is happening and students are engaged in discussion.

Rationale: The ability to compare and contrast two groups is a higher order thinking skill. It requires that the students understand the concepts at a high level and then that they be able to find similarities and differences among the concepts relating to the topics.

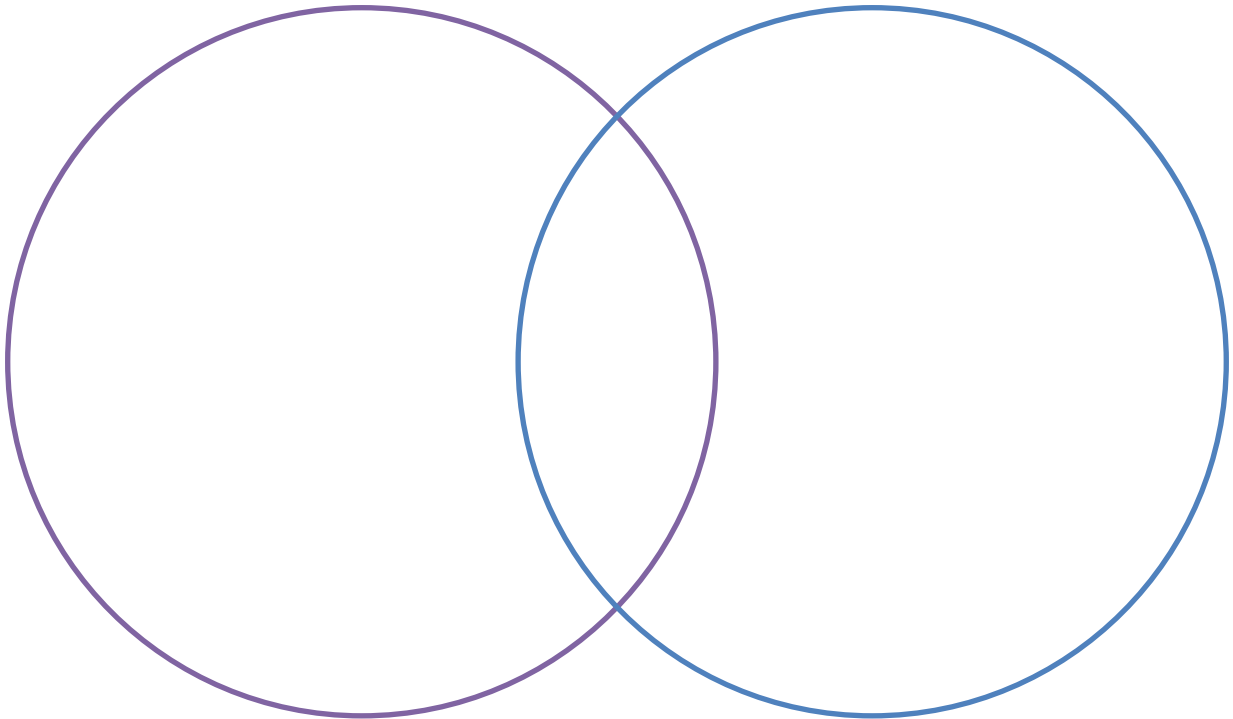
Brainstorm: A possible example of when this activity could be used is in a **science class** to compare ecosystems, for example, compare a desert to a forest. Be sure when choosing your content, the information that goes into the Venn diagram has some overlap.

Venn Diagram

Compare and contrast the immigrant and refugee students based on the information you heard and saw on the Vanessa video clip and the refugee lecture.

Immigrant Students

Refugee Students



Waterfall Booklet Flipchart

Objective: The students will be able to create a unique graphic organizer or small booklet to remember the Standards for Effective Pedagogy (SEP).

Standards for Effective Pedagogy:

Teachers and Students Working Together

Use instructional group activities in which students and teacher work together to create a product or idea.

Materials:

3 sheets of paper (8 ½ x 11) for each student

Ruler

Pen/pencil

Stapler – (long arm, if possible)

Coloring utensils

Process:

On one page, measure 3 inches from the top and draw a line (or fold it).

On the second, measure 4 inches from the top and repeat.

On the third page, measure 5 inches from the top and repeat.

Fold all pages on the same line.

Staple along the line with the folded portion of the staple on the inside

.Error! Reference source not found.

Decorate the cover with whatever is pleasing to you. The cover will be the 3” page. Include the title for your flip chart: “Standards for Effective Pedagogy.”

Write a title for each of the pages of the flip chart. Each of the titles should be visible as you look at the closed flip chart.

Include the titles:

- Joint Productive Activity (JPA)
- Language and Literacy Development (LLD)
- Contextualization (CTX)
- Challenging Activities (CA)
- Instructional Conversation (IC)

Inside the flip chart, students should write about each of the sections of what makes up SEP.

- **Looks Like:** Students sitting at their desks following instructions and sharing materials.
- **Sounds Like:** Quiet. Students should be listening quietly so they don’t get lost in the instruction.
- **Feels Like:** A fun activity where students can create something meaningful.

Rationale: Graphic organizers are useful for students to be able to organize their learning into meaningful chunks. This is one graphic organizer that can be created that does not have to be made on a copy machine.

Brainstorm: This flip chart can be utilized in so many ways in every content area. The students should consider the many possibilities. It could be used to organize information as well as for writing a book. This can be used as well as any other graphic organizer or flip book the students can make. It is just a different shape than others and can be interesting for all students.

Who am I?

Objective: TSWBAT define what “American” means and will recognize the complexities surrounding the definition.

Standards for Effective Pedagogy:

Connecting Lessons to Students' Lives

Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

Materials: Who am I cards (enough for one per person in the class)

Process: Model the following activity before having the students complete it.

1. Place a card on each student's forehead, with the text facing out.
2. Students should ask other students yes/no questions to determine who they are.
3. They should ask many different people, maybe only one question per person.
4. Once they **find out their identity**, students should put their cards in order. Students should determine the order of the cards and the type of order they would like to establish.

Looks Like: Students walking around with cards on their foreheads. Students organizing the cards.

Sounds Like: Students asking and answering questions. Students use 2-3 inch voices.

Feels Like: Feels like a game. Students are having fun.

Rationale: This activity allows students to practice speaking with one another. It also allows students to understand the complexities with identity and how **often we rely on others to tell us our true identity without going back to our roots and finding out who we are so we can take pride in our ancestry and heritage**. Students will all be active orally, visually, and kinesthetically.

Debrief: These questions are directly from Dr. Gallagher's presentation notes:

- **What did you learn from the activity? What surprised you? What did you find interesting?**
- **What is an American? What does it mean to be an American?**
- **How does one become an American?**
- **Who is in our multilingual classrooms?**
- Hold a discussion to debrief the identity card activity. Bring out the messiness of identity and how it is difficult to accurately identify who someone is by their nation(s) and language(s). Ask two people who had the same card how they went about asking or answering questions and compare. What hidden or not so hidden lists and prejudices and stereotypes came up for you? Introduce the idea that **identity is not solid and fixed but shifts over time and space for our multilingual students**.

Brainstorm: Base this activity on a book you are reading. Include characters, events, etc. Students should determine who or what they are in relation to the storyline.

This activity came from Dr. Tricia Gallagher-Geurtsen from her presentation at Utah Association of Bilingual Education (UABE), held in October 2008.

Who am I? Cards

Black American

Black American

Latino

Mexican

White

European
American

Asian American

American

European
American

Polynesian
American

Black American

Puerto Rican
American

Mexican
American

English

Standard English

Black Vernacular

Special
Populations

ESL

ELL

LEP

Language

Dialect

Spanish

Spanglish

French

Arabic

Mexican
American

Thai American

Bilingual

Multilingual

Irish American

German

Cantonese

Mandarin

Spanish

Vietnamese
American

Mixed Race

Mixed Race

Pure-blooded