You don't scare me

I teach Middle School
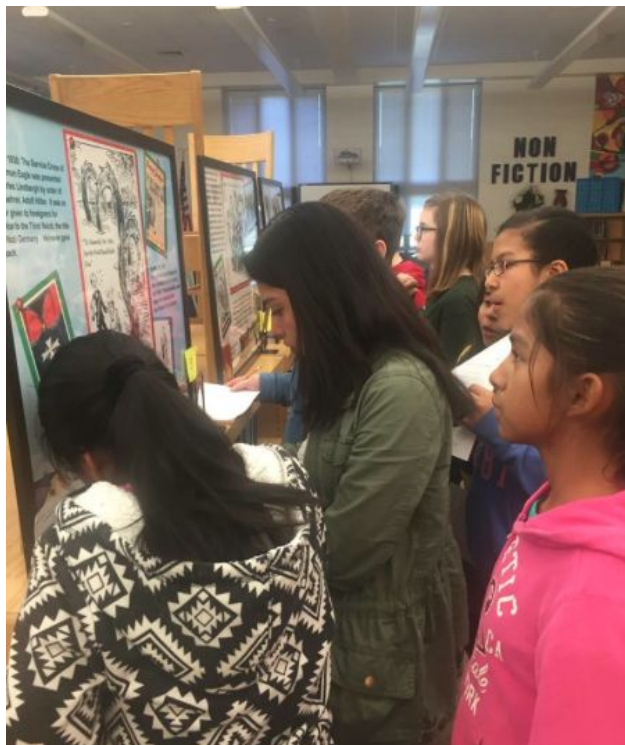
Middle School Methods
MADNESS

Successful strategies and techniques across content areas for DL and ELL students in the Middle Grades.
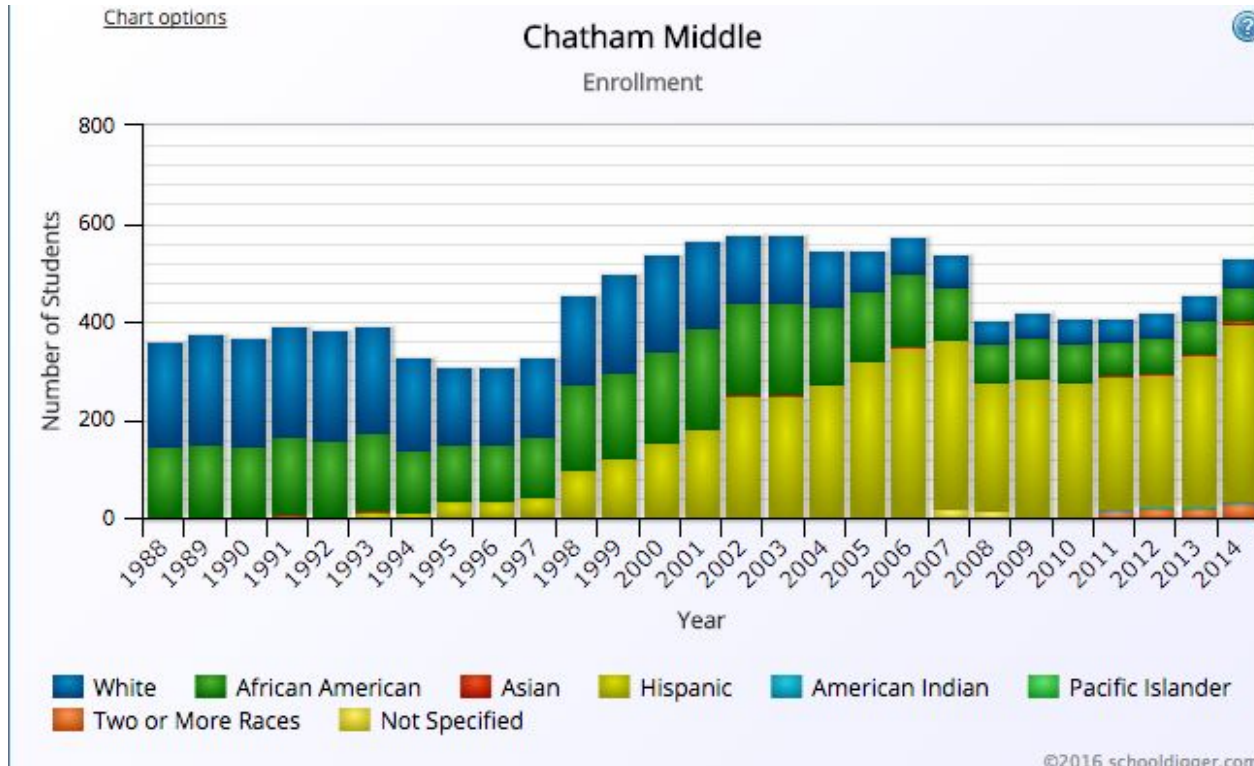
Welcome to Siler City, NC

- Located in Chatham County
- Population of Siler City: 8,169
- Estimated median household income: $30,385
- Race demographics:
  - Hispanic 49.8%
  - White 29.2%
  - African American 18.8%

Chatham Middle School

- Students in grades 6-8: 552
  - 70% Hispanic
  - 12% African American
  - 12% White
  - 6% Other
- Free/Reduced Lunch: 88.3%
- Classroom Teachers: 38
- ELL Population: 114
- Dual Language Program since Fall 2010

How our population has changed over the years...

Chart options

Chatham Middle

Enrollment

Number of Students

800

600

400

200

0

1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014

Year

■ White   ■ African American   ■ Asian   ■ Hispanic   ■ American Indian   ■ Pacific Islander
■ Two or More Races   ■ Not Specified

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http://www.schooldigger.com/go/NC/schools/0075000307/school.aspx

Structure of our school...

- 8 Homerooms per grade level.
- Divided into Houses, 2 per grade level.
- Dual Language/ESL Houses work on "two man team" model. (not 6th grade)
- 70 min. Class periods.
- Specials are on A/B days to increase the options.
- 45 min. Of Intervention/Enrichment built in the schedule.

6 years of the Dual Language program in our school...

Many challenges:

- Bilingual personnel

- Materials in the target language

- Classes/teacher allocation
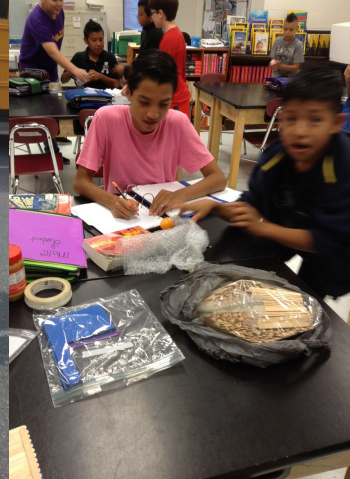
Literacy in Science - exploration

According to the United States National Center for Education Statistics, "scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity". A scientifically literate person is defined as one who has the capacity to:

- understand experiment and reasoning as well as basic scientific facts and their meaning.
- ask, find, or determine answers to questions derived from curiosity about everyday experiences.
- describe, explain, and predict natural phenomena
- read with understanding articles about science in the popular press and to engage in social conversation about the validity of the conclusions
- identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed
- evaluate the quality of scientific information on the basis of its source and the methods used to generate it
- pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately
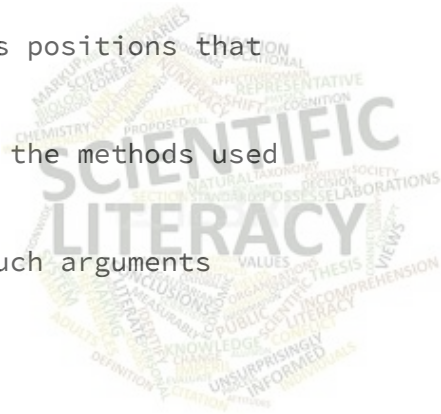
Literacy in Math - MISSION

Through the enhancement of DOK questioning, permanent use of graphic organizers, summarizing strategies, bridging, and academic vocabulary development, we will dive into the quest of addressing the literacy standards required to comprehend the mathematical world:

1. Make sense of problems and persevere in solving them **2.** Reason abstractly and quantitatively **3.** Construct viable arguments and critique the reasoning of others **4.** Model with mathematics **5.** Use appropriate tools strategically **6.** Attend to precision **7.** Look for and make use of structure **8.** Look for and express regularity in repeated reasoning
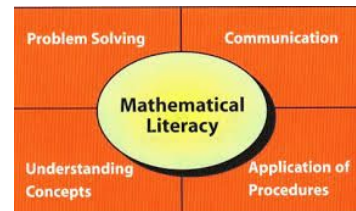
Source: Literacy in the Math Classroom -Lorain County. Google Images.

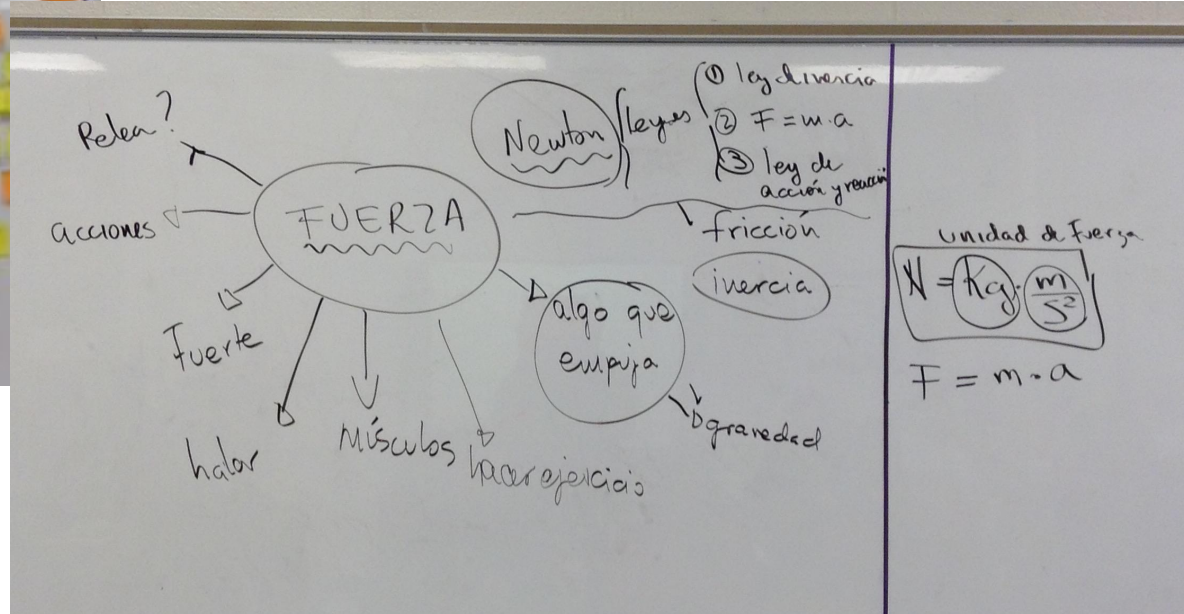# Academic Language - the clue

Success in Bilingual classrooms

- —classroom unity
- —inter-group collaboration
- —language rich context
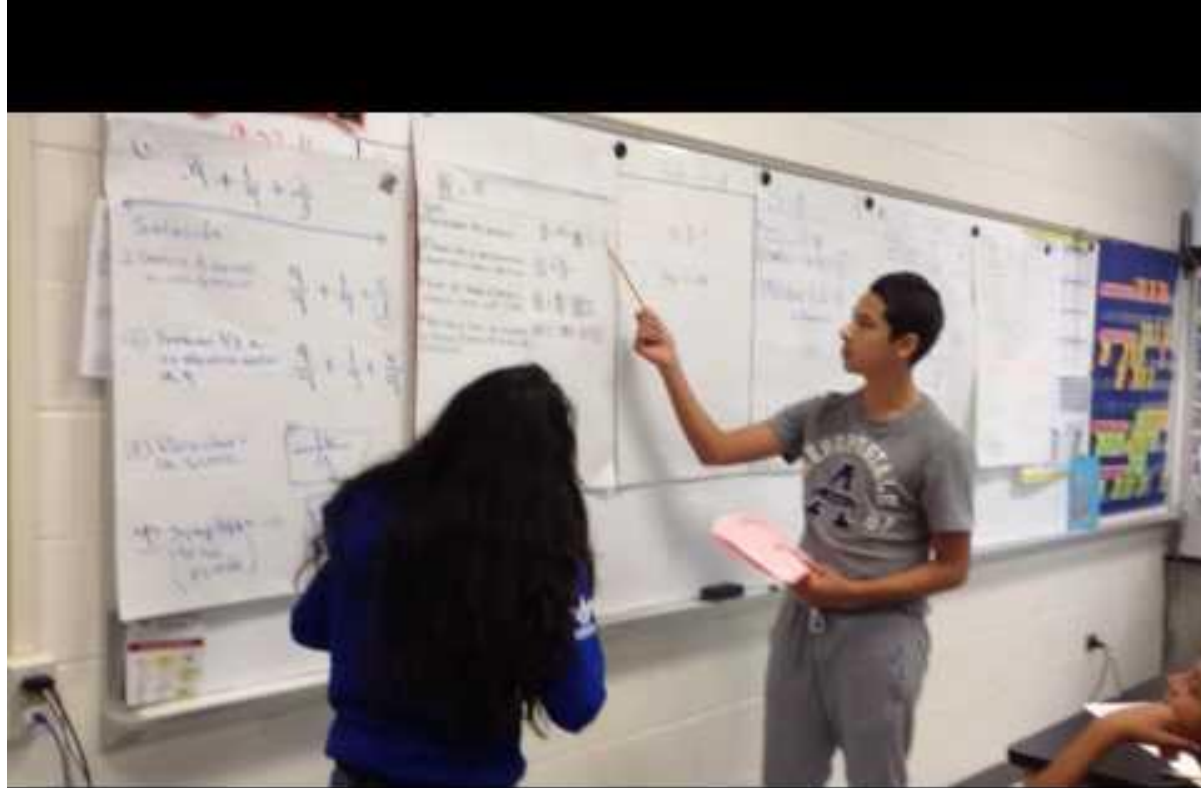- optimize speaking, reading, writing, and listening skills

Academic Language in action

Academic Language in action

Integrating AVID strategies in DL instruction

Academic Language in ACTION

Worksheet 1:

Name
Week of:

	Level 1	Level 2	Level 3/4
Tuesday			
Thursday			

Names	Wednesday Rating 1-5	Friday Rating 1-5

Rate ALL members for preparedness and discussion engagement on a scale of 1-5. 1 being not involved or prepared at all, 5 being best book club member EVER.

Worksheet 2:

Name
Week of:

Level 1	Level 2	Level 3/4
Define Describe List Recall Find Name What When Where Why Tell Explain Discuss Match	Compare Question Explain Predict Relate Infer Interpret Analyze Summarize Apply Cause/Effect	Assess Cite Evidence Develop an Argument Value Critique Justify Draw Conclusions Analyze Connect Prove Synthesize Adapt Evaluate
Why did the character… Discuss what happened… Why did the character feel… What is the relationship between ____ and ____ What was the turning point of the story? Explain this part to me… Name character traits of _____ What is the setting of the story? What is… Which character said… What genre is this book?	What was the motive behind… Predict what the character will do next… How would you feel if… How would you compare these two characters… What would happen if… Was it right for the character to…? Why or why not? What did you notice about… How did _____ affect _____? What events happen in the book to let you know this book is _____ genre?	What do you suppose the character was thinking when… Analyze how the character's feelings changed in the story… What is a different way to solve the problem… How would you have solved the problem of… How would you change or improve… What evidence can you find to prove that the character… What events caused _____ to change?

Building the Bridge

- Start with English only OR Spanish only instruction to develop the academic language
- During the bridge the teacher will place the two languages side by side, guiding the students to communicate what was learned
- Talk through a comparative analysis of the two languages

Beeman & Urow, 2013

INTERACTIVE BRIDGING

- *Brain Pop*: Uses simple and concrete vocabulary to reach students. Allows investigation, discussion, and assessment.
- *Discovery Education*: Has the best movies and clips. Additionally, allows the use of Blackline Masters and Teacher's Guides to enhance instruction.
- *Shockwave Files*: Interactive Flash presentations always rich in content (allows differentiation).
- *Smart Board Lessons*: Students interact dynamically to discover alternate ways to reach their goals
- *Achieve 3000*: Reading comprehension and analysis. Involves all topics

In class examples

El Círculo
The Circle

El CENTRO
The Center

El Radio
The Radius

El Diámetro
The Diameter

La CIRCUNFERENCIA
the Circumference

La CUERDA
The chord

FÓRMULAS
$$C = \pi D$$
$$A = \pi r^2$$
$$D = 2r$$
$$= \pi \left(\frac{D}{2}\right)^2$$

$$D = 2r$$

$$\pi = 3.1416 \text{ siempre!}$$
es una constante
is a constant

PI = π
= LA RAZÓN
ENTRE C y D

$$\pi = \frac{C}{D}$$

CIENCIAS
VOCABULARIO UNIDAD 2

Spanish	English
friccion	friction
	weight
Galileo	
	force
masa	mass
	inertia
gravedad	gravity
newtons	newtons
aceleracion	acceleration
Isaac Newton	Isaac Newton

Primera ley de Newton
Newton's first law

Segunda ley de Newton
Newton's second law

Tercera ley de Newton
Newton's third law

ley de la gravitación universal
law of universal gravitation

Word Generation

- Prompts the use of Academic Language and Academically Productive Talk
- Provides opportunity for discussion and debate in the classroom
- Creates the opportunity for students to become familiar with current issues and persistent dilemmas, while acquiring vocabulary skills
- 72 weeks worth of vocabulary lessons. Average 15-20 minutes per day

Day 1 - Close Reading of an Article

- Launch passage introducing a controversial topic that can support discussion and debate and focus words
- Students read through the passage once for understanding, then engage in a closer read pulling out vocabulary for Vocabulary Cornell notes
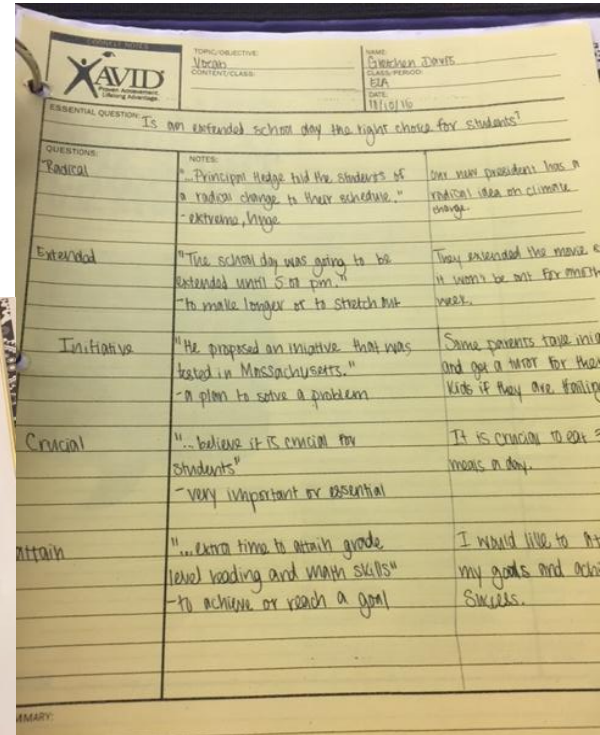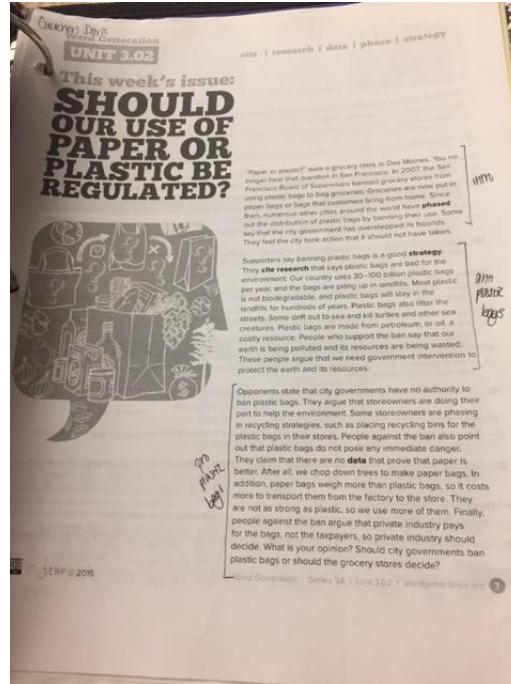
Day 2 – Math Activity

- Provides an opportunity for bridging with math which students receive in Spanish
- Problems are related to weekly topic
- Use of some of the target words in math context

Day 3 - Science Activity

- Provides an opportunity for bridging with Science which students receive in Spanish
- Science-related background information gives students more practice using different forms of the words
- Students interpret data and draw conclusions

Day 4 - Debate

- Identification of reasons and evidence
- Development of positions on issues
- Use of academically productive talk to argue positions

Debate Video

Day 5 - Writing Activity/Quiz

- Prompt provided to inspire persuasive essay
- Opportunity to use focus words in writing
- Evidence and reasoning included in essays in order to support position
- Some weeks quizzes are used along with writing to help hold students accountable

Motivating Struggling Writers to Write Across Languages

- Make writing for an authentic purpose - real world
- Write every day - journaling/literacy letters/etc.
- Not always graded
  - Establish an environment fostering a love of writing
- Celebrate both languages
- **Read** writing in both languages
- Real-world guest speakers who utilize both languages each day
- Importance of writing exemplars - bad vs. good
- Writing Clubs

Writing in English was a major challenge. I didn't want other songwriters to write for me. I wanted to preserve the spirit of my songs in Spanish. I am the same Shakira in English as I am in Spanish.

— *Shakira* —

AZ QUOTES

Persuasive Platform

- Student centered
- Gives students a voice
- Choose your own topic/audience
- Soccer Field Project/Grant
- Members of community invited in
  - Students read letters aloud
  - Speakers respond
  - Reception to follow
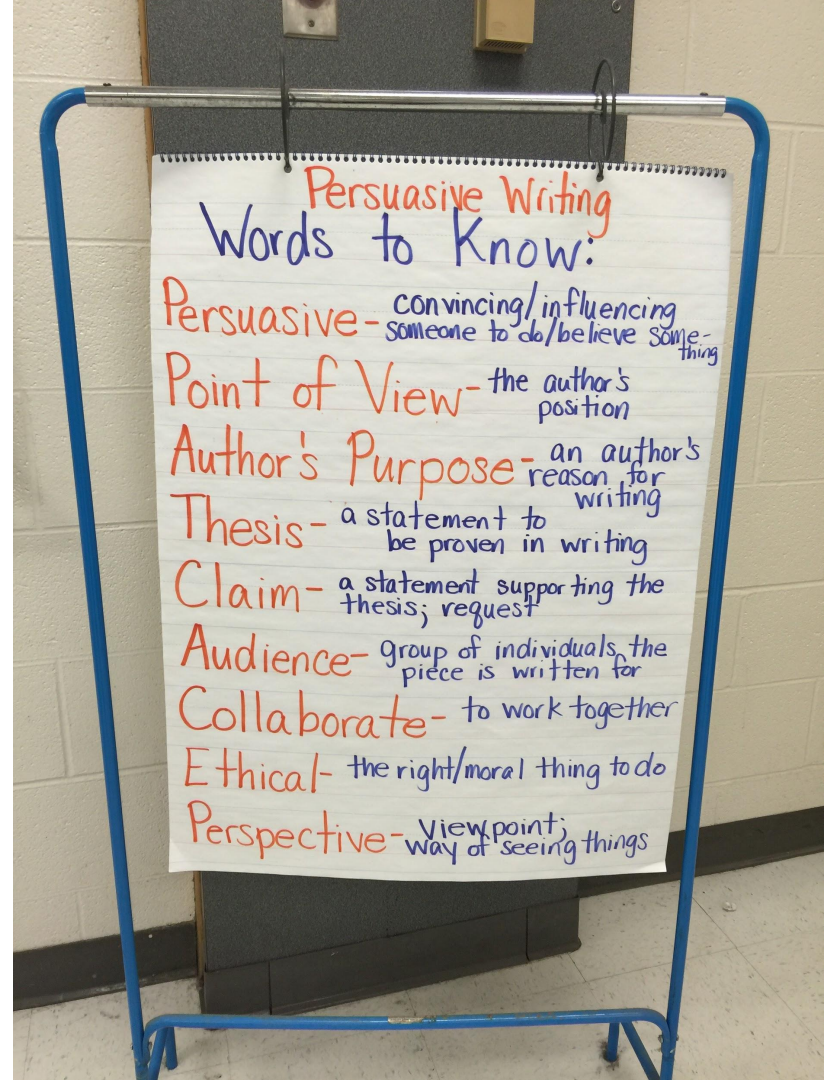
In our notebooks...

Left notebook page

②

What makes a QUALITY persuasive letter?

① Claim - whatever it is, you're "fighting" for
- what you want audience to do, to think, to believe, to buy

② Evidence to support claim
1. Logical - facts, ~~stas~~ statistics, research
2. Emotional - connecting to your emotions/feelings
3. Moral - do the right thing

③ Introduction - why this is important

④ Conclusion - final thought

Right notebook page

2/16/2016   Gaines Persuasive Letter - Google Docs

Lindsay Gaines
2025 S Second Ave Ext
Siler City, NC 27344
February 13, 2016
→ Name / Address / Date

① Team Veritas Students
② Students of Chatham Middle School
2025 S Second Ave Ext
③ Siler City, NC 27344

① Person(s) I am writing to
② Person's title
③ Recipients' Address

Dear Students: ← Greeting

Introduction
I have always been a very active person. When I was in school I participated in marching band, sports teams, drama club, Girl Scouts, National Honor Society, and much more. I am writing to encourage you to become as actively involved in extracurricular activities as possible. ←claim   Reason #1

Extracurricular activities will boost your resume as you begin to consider secondary education. As you complete scholarship applications, you will be more eligible if you are involved in more activities. Eligibility could equate more money toward your education. Not only will it make you more eligible for scholarships, but participation in these activities will also make you a more likely candidate for competitive schools. The more involved you are, the more attractive you will be to colleges and universities. The more attractive you are to these secondary schools, the better chance you have of being accepted and admitted to these schools. ·fact ·fact

It has been proven in many studies that participation in extracurricular activities increases student performance. By participating in clubs, sports, and electives such as Yearbook you will positively impact your grades. Better grades could result in more options for furthering your education. Participation in these types of activities will boost your overall GPA and look fantastic on your permanent records. Again, this makes you more attractive to different colleges and universities. ·fact   Reason #2 ·fact ·fact Reason #3

Not only does participation in extracurricular activities help you academically, but it also enhances your life socially and emotionally. Participation in clubs, sports, etc. gives you newfound confidence as you accomplish your goals outside the classroom. This success and involvement fosters new friendships and may help you to discover new or hidden talents. All of which create a healthy and happy life. ·fact ·fact

conclusion ← restate claim
It is so important to participate in extracurricular activities. You should involve yourself in clubs, electives, sports, etc. because they boost your resume when applying for secondary education, increase overall student performance, and positively influence you socially and emotionally. Extracurricular activities offer you so many opportunities. Go sign up for something new today!

Respectfully,

Lindsay Gaines

Trabajo en Equipo – Team Work

Generalities

- As the United States grows more diverse, bilingual education becomes a more appropriate program to apply in elementary, middle, and high schools. There are many ways to help integrate students of different cultures. A few ways this is made possible is through ***modifying curriculum***, creating an environment where the students ***teach each other***, and teaching through example how to be more ***open-minded and accepting***.

Learning Languages While Young

- When tested the students that were taught a second language, seemed to have a deeper understanding of the English concepts than those that were not (Burt, Marina & Dulay, Heidi 72).

- "Study after study has reported that children in bilingual programs typically outperform their counterparts in all-English programs on tests of academic achievement in English Or, at worst, they do just as well" (Krashen, 34).

Different Methods of Language Learning

- Transitional bilingual education (TBE) an **educational** theory that states that children can most easily acquire fluency in a second language by first acquiring fluency in their native language. Fluency is defined as linguistic fluency (e.g. speaking) as well as literacy (e.g. reading and writing).

- Developmental bilingual education (DBE) develops non-native English speaking students' fluency and literacy in English and their native language. The program also helps students to succeed in academic subjects. The program emphasizes the development of full bilingualism. The classes count toward grade promotion and to become bilingual and biliterate.

- Two-way immersion programs (TWI)/Dual Language approach is a distinctive form of **dual** language **education** in which balanced numbers of native English speakers and native speakers of the partner language are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times.

Characteristics of a Dual Language Curriculum

- Acquire a strong hold on both languages
- An equal amount of instruction in each language and a mixture of cultures in one classroom
- Teachers are always willing to **_bridge_** in order to integrate conceptual understanding
- Teachers make the classroom a comfortable learning environment

Benefits of a Dual Language Curriculum

- Gives all students a quality education no matter what language they speak
- Students will have broader career opportunities as international borders continue to fade
- Does not slow the development of the student's English and helps them relate other subject areas to each other (Lopez, 2006, p. 124)

Cognates...how they HELP - transferring

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, 30-40% of all words in English have a related word in Spanish. For Spanish-speaking ELLs, cognates are an obvious bridge to the English language.

Classroom strategies for teaching cognates:

Read aloud

When you read aloud to your students, ask them to raise their hand when they think they hear a cognate. Stop reading and discuss that cognate. Point out the subtle differences you hear between the Spanish and English words. If you have a French, Italian, or Portuguese speaker in your class, invite them to contribute cognates in that language.

Student reading

As students read their texts, ask them to find three or four cognates and write them on sticky pads. Collect those notes and put them on an "OUR COGNATES" laminated chart. Before the class ends, read or have students read them to the class. Discuss spellings or sounds that are the same and different between the cognates.

Follow-up activities:

Word sort, Circle differences, False Cognates, Exaggerate Intonation and Stress

Source: http://www.colorincolorado.org/article/using-cognates-develop-comprehension-english Google Images
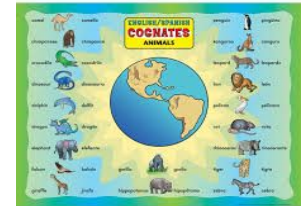
Cognate

- Words that look and sound like a word from another language and have the same meaning in both languages

Ejemplos

- Accidente
- Aventura
- Agente
- Bicicleta
- Causa
- Continuar
- Describir
- Dirección

- Especialmente
- Familia
- Furioso
- Increíble
- Información
- Limón
- Música
- Objecto

- Parque
- Foto
- Secreto
- Tomate
- Especial
- Turista
- Totalmente
- Visitar

Cognados Falsos

- **Nudo** – *Means Knot, Not Nude*
- **Pie** – *Means Foot, Not Pie*
- **Carpeta** – *Means Folder, Not Carpet*
- **Embarazada** – *Means Pregnant, Not Embarrassed*
- **Exito** – *Means Success, Not Exit*
- **Futbol** – *Means Soccer, Not Football*

Practica

- Los números racionales se pueden representar como una razón de dos enteros, como decimales finitos y como decimales que se repiten. El conjunto de números racionales se representa con la letra

Practica

Cognate	What you think it means in English
1.	
2.	
3.	
4.	
5.	

Practica

- What is this reading about?
  - Main Topic
  - Prior knowledge
  - Exchange ideas with partner
  - Questioning (DOK)
  - Real life uses

Practica

- Por método o proceso científico se entiende aquellas prácticas utilizadas y ratificadas por la comunidad científica como válidas a la hora de proceder con el fin de exponer y confirmar sus teorías. Las teorías científicas, destinadas a explicar de alguna manera los fenómenos que observamos, pueden apoyarse o no en experimentos que certifiquen su validez.

  Francis Bacon definió el método científico de la siguiente manera:

  1.– Observación: Observar es aplicar atentamente los sentidos a un objeto o a un fenómeno, para estudiarlos tal como se presentan en realidad.
  2.–Inducción: La acción y efecto de extraer, a partir de determinadas observaciones o experiencias particulares, el principio particular de cada una de ellas.
  3.–Hipótesis: Planteamiento mediante la observación siguiendo las normas establecidas por el método científico.
  4.–Probar la hipótesis por experimentación.
  5.–Demostración o refutación (antítesis) de la hipótesis.
  6.–Tesis o teoría científica (conclusiones).

Practica

- El viernes pasado, Lindsay Lohan era <u>liberada de su tercer encarcelamiento tras el pago de una fianza</u>El viernes pasado, Lindsay Lohan era liberada de su tercer encarcelamiento tras el pago de una fianza. Tenía que volver a ingresar a prisión tras dar positivo en una prueba de uso de drogas, pero finalmente su apelación fue aceptada. Para que ello no vuelva a sucederle, la actriz decidió ingresar voluntariamente a un programa de desintoxicación el lunes a última hora, según <u>informa la revista People</u>. Lohan ya asistió durante 23 días el último verano al programa antidroga del centro médico de la Universidad de Los Ángeles, aunque esta vez no se ha desvelado el nombre de la institución a la que ha ingresado. Sin embargo, la publicación estadounidense cita a una fuente que asegura que se trata de una clínica al sur de California.

Anglicismos

- *Anglicismos*: Palabras de origen inglés que se integran a nuestro idioma y que no necesitan traducción para ser comprendidas.
- **Backstage**: Detrás del escenario
- **Bye**: Adiós
- **Chat**: Conversación
- **Closet**: Mueble con puertas utilizado para colgar vestimentas y guardar otros artículos de vestir

Anglicismos

- Continuous integration of languages and cultures have lead the English language to adopt words in Spanish and use them on a daily basis:
- **Poncho**: a garment of a type originally worn in South America, made of a thick piece of woolen cloth with a slit in the middle for the head.
- **Queso**: an appetizer or side dish of melted cheese and chili pepper typically served in Tex-Mex restaurants as a sauce for nachos.
- **Sombrero**:
  a broad-brimmed hat of straw or felt, usually tall-crowned, worn
  especially in Spain, Mexico, and the southwestern U.S.

In Closing… - TRANSCEND

"Bilingualism should be treated as an asset to be preserved and not an obstacle to overcome."

(Moran, 2005)

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