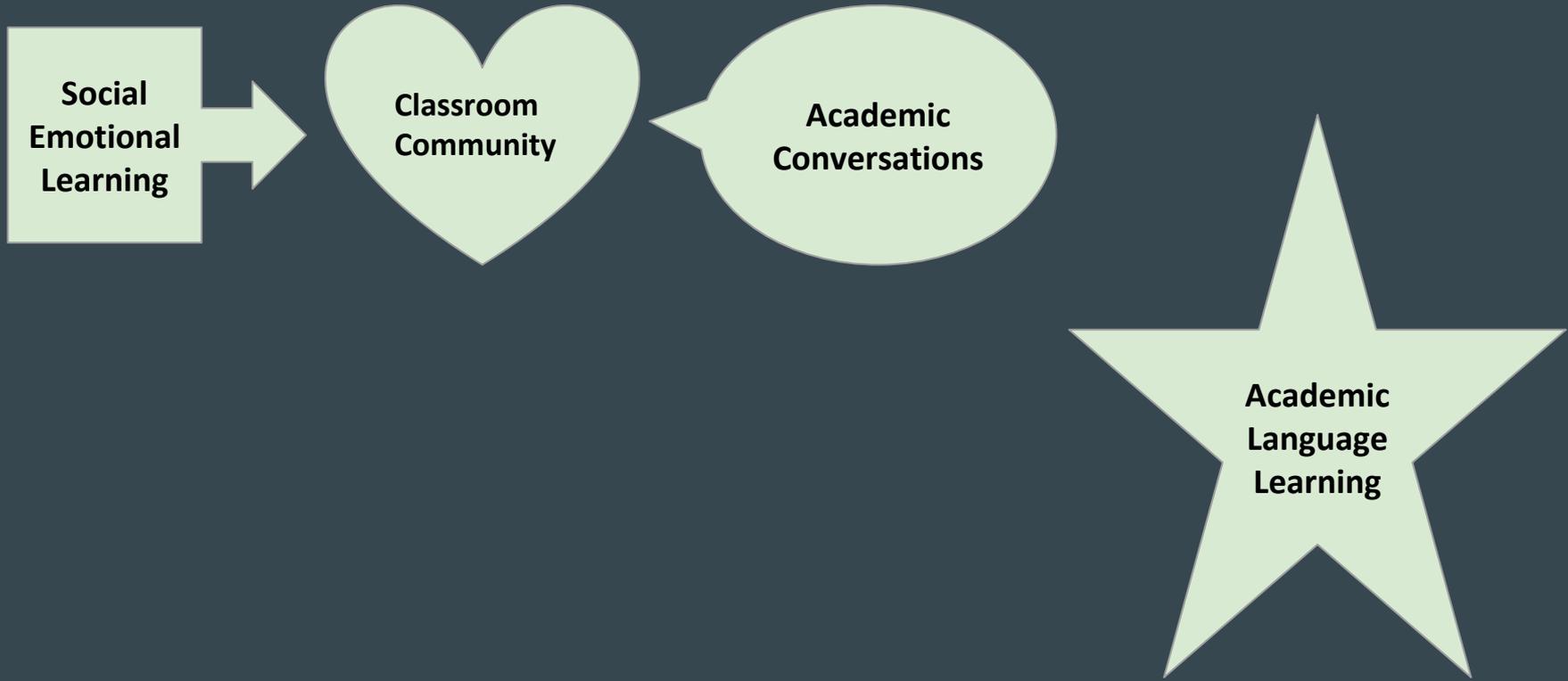


Beyond Group Work: Classroom Community Building and Academic Language Learning



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Session Wonderings

How can teachers create a classroom environment where students feel safe, respected, and connected?

Within this environment, how can teachers facilitate language learning between students?

Classroom Community Skills = Academic Conversation Skills

How to:

- Resolve conflict
- Negotiate
- Show empathy for others
- Interpret feelings and fact
- Give and accept criticism

Turn and Talk

What do you know about social emotional learning?

What do you know about academic conversations?

Damonica

Teamwork Rubric for PBL
(for grades K-2)

I do my work for the team on time.

1. still learning  2. sometimes  3. almost always 

I help my team.

1. still learning  2. sometimes  3. almost always 

I listen to the ideas of my teammates.

1. still learning  2. sometimes  3. almost always 

I share my ideas with my team.

1. still learning  2. sometimes  3. almost always 

I treat my teammates with respect.

1. still learning  2. sometimes  3. almost always 

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A Day in The Life

Videos, photos, and examples from a Two-Way classroom, an ESL group, and a Chilean classroom

Morning Meeting



Social
Emotional
Learning



Classroom
Community

Morning Meeting: How does this help build classroom community?

Sets tone for respectful learning and establishes climate of trust

Tone and climate extends beyond MM

Motivates by addressing 2 human needs: sense of significance and belonging; need to have fun

Repetition of ordinary moments of respectful interaction enables extraordinary moments

Merges social, emotional and intellectual learning

From The Morning Meeting Book

Reflection: Library Research Productivity



Classroom
Community

Academic
Conversations

Reflection: What skills are developed?

Growth mindset

Teamwork

Problem solving

Goal setting

Differentiating between multiple points of view in class discussion

Analyzing how variables contribute to an event or outcome

Additional Ideas for Social Emotional Development

Personalized good morning/greeting

Class meeting

Calming corner

Flexible seating

Think time

Class agreements

Goal setting



Math Talk

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**Academic
Conversations**



Math Talk: What skills are used and practiced?

Elaborating on one another's ideas

Usage and practice of language of mathematics, tier 3

Promotion of Self-Worth

Problem Solving

SMP 3- Construct viable arguments and critique the reasoning of others

Dialogic Reasoning:

Should workers go on strike to protest working conditions?



Academic
Conversations

Dialogic Reason: What skills are practiced?

Argue and persuasion skills

Reaching deeper understanding of text and content

Using unit, tier 3 vocabulary

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
DOMAINS: ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Expressing own ideas in a variety of ways (<i>e.g., drawing, using gestures, graphing</i>) Tracking the person speaking Sharing own work (<i>e.g., graphic organizers, drawings</i>) to contribute to the conversation 	<p>Discuss by</p> <ul style="list-style-type: none"> Taking turns and applying conventions specific to particular conversations Addressing others according to relationship (<i>e.g., student-peers, student-teacher</i>) 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking clarifying questions to demonstrate engagement Using examples to clarify own statements Answering questions to contribute on a topic 	<p>Discuss by</p> <ul style="list-style-type: none"> Elaborating on statements of others to extend ideas Presenting creative solutions to resolve communication issues Contributing ideas to co-create group responses 	<p>Discuss by</p> <ul style="list-style-type: none"> Recognizing how language can be used to express bias and influence others Challenging ideas respectfully Managing conversations to stay focused on a topic 	<p>Discuss by</p> <ul style="list-style-type: none"> Examining the value of examples to determine when to add them to bring clarity to own statements Extend conversations by developing topics with clear examples and information

*Except for level 6, for which there is no ceiling.

Additional Academic Conversation Opportunities

Students give each other content based, targeted feedback on work

Sharing your partner's strategy/idea

Democratic decision making as a group

Seat students in a circle during lesson instruction

Collaboration vs. Cooperation



Cooperation vs. Collaboration

- Learners divide the work
- Each student is responsible for his/her part only
- Work distributed according to ability
- Individual knowledge is not necessarily shared

- Small group
- Shared objectives
- Learning is centered on the success of the group

- Students work together and share all tasks
- Each student brings their skills and knowledge to the group
- Discussion and debate takes place

Thank you!

Beyond Group Work:
Classroom Community Building and Academic
Language Learning

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Resources

- The Collaborative for Social and Emotional Learning <http://www.casel.org/>
- Responsive Classroom, Classroom community building resource
www.responsiveclassroom.org
- The Buck Institute, resource for project based learning www.bie.org
- Comprehension, Linguistic Awareness and Vocabulary in English and Spanish (CLAVES) <https://clavescurriculum.org/>
- *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*, Jeff Zwiers & Marie Crawford