

**CAL's Webinar**  
***What's Different About Teaching Reading to Students Learning English:  
Vocabulary Instruction***  
**February 28, 2017**

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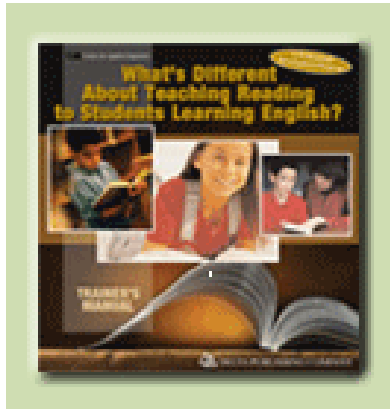
**Overall Goal:** To identify the components of literacy and effective techniques for teaching reading to students learning English.

**Content Objectives:** By the end of the workshop, participants will be able to:

- **Analyze** CAL's Seven Principles of Effective Instruction for English Learners.
- **Classify** terms by the three tiers of vocabulary and determine characteristics of words to teach.
- **Identify** what's different about vocabulary learning for English learners.

**Language Objectives:** By the end of the workshop, participants will be able to

- **Write** a prediction sentence based on a word bank of CAL's Principles of Effective Instruction for English Learners.
- **List** vocabulary terms within the three tiers of instruction.
- **Give a short speech** on what is different about teaching vocabulary to English learners.



## Guiding Questions

### *What's Different about Teaching Literacy to Students Learning English?*

#### 1. What's the Same? What's Different?

- A. **What's the same** about teaching literacy to English proficient students and students learning English?
- B. Based on the information in each chapter, **what's different** about teaching literacy to students learning English?

#### 2. Application

- A. How will you **apply** the information in each chapter when working with students in your classroom?
- B. What information will you **share** with your teaching colleagues? How?
- C. What **connections** can you make to SIOP, Ohio Learning Standards, English language proficiency standards, or other initiatives?

#### 3. Strategies for Students

- A. What literacy strategies were presented in this chapter?
- B. Why are they useful for English learners?
- C. How could you modify these strategies for English learners at different proficiency levels or for different texts?

## Agenda

February 28, 2017

- Introductions and Session Goals
- CAL's Seven Principles of Effective Instruction
- Introduction to CAL's *What's Different about Teaching Reading to Students Learning English*
- Vocabulary Development for English Learners
- Next Steps
- Wrap-up

<ul style="list-style-type: none"><li>• <b>Guiding Questions</b></li></ul>
<ul style="list-style-type: none"><li>• What's Different? What's the Same?</li><li>• Applications?</li><li>• Strategies for Students?</li></ul>



Next Webinar: March 31, 2017, 10-11:30am EST

## **Principles of Effective Instruction for English Learners**

The Center for Applied Linguistics (CAL) has developed a set of principles of effective instruction for English learners based on research on English learner instruction and on CAL's extensive experience working with these students and their teachers. These principles guide CAL's professional development services for educators who work with English learners.

### **Principle 1: Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each student's identity and to bridge to new learning.**

Students arrive at school with "funds of knowledge" (Gonzalez, Moll, & Amanti, 2005; Moll, Amanti, Neff, & Gonzalez, 1992), which can be drawn on during instruction. Acknowledging students' languages/cultures and treating these as resources in the classroom can build bridges between what students already know and what they are learning in school (Trueba, 1989). This is a critical component of culturally responsive instruction (Au, 1993; Banks, 1994; Gay, 2000) that is, taking students' cultural backgrounds and experiences into account in order to make instruction more appropriate and effective for them. Drawing on students' multiple languages, literacies, and cultures, and affirming their identities within the classroom can expand students' learning possibilities and help them to succeed academically (García, 2009; Gutierrez, 2008).

### **Principle 2: Use multiple tools and sources of information to continually learn about and observe student performance, using the knowledge gained to inform teaching.**

Formative assessment of students during classroom instruction provides teachers with important information about how the students are doing. Formative assessments should be constructed to allow students to show what they understand about content concepts using oral, written, or other expressive modalities and to have sufficient supports (such as word banks or visual aids) so that students can demonstrate what they know even if their productive language skills are limited. Content understanding and language proficiency should both be considered when using formative assessment for forming student groups, reporting progress, or considering remediation. Caution should be taken when interpreting students' scores on standardized assessment measures, particularly when these measures have not been normed on English learners. These measures may not give an accurate picture of what students are able to do, whereas formative assessment and ongoing observation of students can provide a fuller picture of student progress (Gottlieb, 2006).

### **Principle 3: Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that relate to their lived experiences.**

English learners should not be held back from engaging with grade-level content; rather, the content should be prepared and presented in such a way that students of all language backgrounds can engage with it meaningfully while practicing and learning more language. Students learn language through active engagement with others in content study, as well as by answering questions and engaging in tasks that require the use of higher order thinking skills.

Student engagement is essential in all activities using any or all of the four language domains. For example, Guthrie and Alvermann's (1999) *engaged readers* are those who enjoy reading, are motivated to read and to succeed through reading, aim to understand what they read, and believe in their own reading abilities. Creating contexts to promote engagement in reading as well as in the other language domains involves choosing texts and topics that are interesting and relevant to students, making connections to students' lives, and providing goals for students to strive toward.

Because language learning is not just a technical process of learning a system of rules, but also an *affective* process that involves students' formation and reformation of their personal identities, language learning is intimately related to how students feel about interacting in the target language. Promoting positive interaction with the target language involves motivating students through elements of their environment, including their social relationships, so it is important to consider students' personal stories when working to motivate them. One way teachers can relate to students' backgrounds and promote student engagement is by choosing texts from a range of ethnic traditions, including texts that use students' first languages and different varieties of English and that are set in contexts that may be familiar to students.

Students will learn best through authentic experiences that challenge, motivate, and engage them. Through these experiences, they will also practice and gain proficiency in English, especially when activities are thoughtfully planned with student capabilities and interests in mind.

**Principle 4: Plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction.**

It is critical that students be given opportunities to participate in classroom activities through all four language domains (listening, speaking, reading, and writing), as development of proficiency in each of the domains is interdependent on the other three. For instance, a major finding of the National Literacy Panel (August & Shanahan, 2006) was that oral language development is related to literacy development. Creating and posting language objectives along with content objectives helps communicate to students that language learning is an important classroom goal (Echevarría, Vogt, & Short, 2013). These objectives can also serve as a planning tool for teachers to ensure that opportunities are provided for students to use all language domains.

Opportunities to engage in learning through all four domains should be provided through meaningful, task-based content instruction. Teachers should be able to identify the language that is embedded in the content, including how the key vocabulary, grammatical patterns, phrases, and other features function to convey the content. They can then teach the embedded language to the students and help them learn to use these language forms in the types of meaningful contexts in which they tend to appear (Schleppegrell, 2004). It is most effective for students to learn language forms embedded in academic content, with teachers providing corrective feedback as appropriate and useful within the course of classroom activities (Ellis, 2008).

**Principle 5: Involve every student in academic interaction with peers who represent a variety of proficiency levels and with proficient speakers and writers, including the teacher.**

For students to gain proficiency in English—and academic English in particular—it is crucial for them to have opportunities to interact in English with a variety of interlocutors (Valdés, Capitelli, & Alvarez, 2011; Wong Fillmore, 1992). Producing language in addition to receiving language is critical in the language acquisition process, so students need opportunities to practice speaking and writing in addition to listening and reading. Their linguistic output can contribute to

language acquisition in ways that may differ from and complement linguistic input (Swain, 1985).

Within interactional contexts in the classroom, feedback on students' oral output can also help them develop proficiency, for example, by helping them to notice certain language forms in context, which can aid them in acquiring these forms (Mackey, 2006). Additionally, promoting the use of native languages and translanguaging—using bilingualism as a resource—in pairs or groups can facilitate understanding, encourage students to assist one another, and empower students to participate in more meaningful ways (García, Flores, & Woodley, 2012).

**Principle 6: Scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.**

It is important to provide supports for making oral and written language more comprehensible and to aid students in production of language as well (Gibbons, 2002; Wood, Bruner, & Ross, 1976). Scaffolds can come in many forms, including written, visual, and aural. Consider all of these modalities when planning scaffolds. Using a student's first language is one effective way to scaffold information and provide a bridge to new language and content. For example, students could be allowed to first write or say something in their first language then perhaps translate it into English, or they could be offered resources such as bilingual dictionaries. Other scaffolds include verbal scaffolding, such as prompting students to extend their answers (e.g., "Tell me more" or "Why do you think that?"), and instructional scaffolding, such as providing word banks or sentence frames that could help English learners further develop their writing skills. Knowing when and how to remove scaffolds requires careful observation and formative assessment of students. Teachers need to know what assistance students may still need in order to communicate what they know in English, and they need to maintain a balance between challenging and supporting students (Mariani, 1997).

**Principle 7: Engage and communicate with all stakeholders of student success, especially with students' families and communities.**

Student academic learning and success involve more than just what happens in the classroom. There are many valuable ways to engage families and communities in students' learning (Barbour & Barbour, 2001). For example, teachers can communicate to parents and others the classroom learning goals, expectations of students, and home supports that can complement classroom activities. In addition, they can let parents know that developing their children's native language literacy through home literacy activities will also help students' development of literacy in English, as well as help them become biliterate (Jimenez, 1997; Thomas & Collier, 1997). Teachers can also *learn from* students' families and communities in order to better understand their students and thus be able to more effectively engage these students in the learning process. Students' identities are complex and multifaceted and play a critical role in how they participate in classroom activities and, consequently, the degree to which they succeed academically (Bucholtz, 1999; Rymes & Pash, 2004; Wortham, 2006). Students' roles within their families and communities are an important part of their identities but teachers may not be aware of these roles. However, when teachers better understand their students in the contexts of these broader communities, they are better equipped to teach them effectively.

## Factors beyond instruction that affect student success

The seven practices described above are critical features of effective instruction for English learners. However, there are many factors beyond instruction that affect students' success in the classroom and beyond. Classroom-level factors include teachers' backgrounds and the ways in which they relate to students and to English learners in particular. The role of other students is also important; for example, are they respectful of each other and of the diverse stories of students within the class? At the school level, program design is an important factor. Is the program effective in helping students learn both language and content? To what extent does it promote the types of practices listed above? School climate also plays a crucial role. For example, how is diversity viewed, not just on bulletin boards, but in the everyday interactions between administrators, teachers, and students? Do students feel their cultural and linguistic backgrounds are valued? Another crucial factor in students' success is the availability and accessibility of appropriate services and extracurricular activities. For example, to promote career and college readiness at the high school level, are counseling services available for students to learn about options for attending and paying for college and preparing for careers? Are there factors that may inhibit certain groups of students, such as English learners, from accessing these services or participating in extracurricular activities? Does the school strive to reduce these barriers as much as possible? Finally, parents and the community play a critical role in students' success. Empowering parents to participate in their students' education and promoting family literacy can be invaluable in promoting English learners' academic achievement and personal development.

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## THE SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP) MODEL IMPLEMENTATION CHECKLIST<sup>1</sup>

### LESSON PREPARATION

- \_\_\_ 1. Define, display, and review **content objectives** clearly with students.
- \_\_\_ 2. Define, display, and review **language objectives** clearly with students.
- \_\_\_ 3. Choose **content concepts appropriate** for age and educational background level of students.
- \_\_\_ 4. Identify **supplementary materials** to use (graphs, models, visuals).
- \_\_\_ 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.
- \_\_\_ 6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, and constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

### BUILDING BACKGROUND

- \_\_\_ 7. Explicitly link concepts to students' backgrounds and experiences.
- \_\_\_ 8. Explicitly link past learning and new concepts.
- \_\_\_ 9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

### COMPREHENSIBLE INPUT

- \_\_\_ 10. Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
- \_\_\_ 11. Explain academic tasks clearly.
- \_\_\_ 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language, repetition, corrective recast, confirmation checks, comprehension checks, clarification requests, and the negotiation of meaning.).

### STRATEGIES

- \_\_\_ 13. Provide ample opportunities for students to use **learning strategies** (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring, questioning, visualizing, diagramming).
- \_\_\_ 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- \_\_\_ 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

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<sup>1</sup> Echevarría, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP Model (3<sup>rd</sup> Ed)*. Boston: Pearson/Allyn & Bacon.

## INTERACTION

- \_\_\_ 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses, repair, comprehension checks, confirmation checks, clarification requests, the negotiation of meaning, and corrective recasts.
- \_\_\_ 17. Use **group configurations** that support language and content objectives of the lesson.
- \_\_\_ 18. Provide sufficient **wait time for student responses** consistently.
- \_\_\_ 19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

## PRACTICE/APPLICATION

- \_\_\_ 20. Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.
- \_\_\_ 21. Provide activities for students to **apply content and language knowledge** in the classroom.
- \_\_\_ 22. Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

## LESSON DELIVERY

- \_\_\_ 23. Support content objectives clearly.
- \_\_\_ 24. Support language objectives clearly.
- \_\_\_ 25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).
- \_\_\_ 26. **Pace** the lesson appropriately to the students' ability level.

## REVIEW & ASSESSMENT

- \_\_\_ 27. Give a comprehensive review of key vocabulary.
- \_\_\_ 28. Give a comprehensive review of key content concepts.
- \_\_\_ 29. Provide **feedback** to students regularly on their output (e.g., language, content, work).
- \_\_\_ 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Notes:

## What's Different: Chapter Three Overview

### Significance of Vocabulary

- Native-English-speaking first graders may have as few as 2,500 or as many as 26,000 words in their vocabularies.
- Students who have a large oral vocabulary can more easily decode, read and understand the words they see in print.
- English learners do not arrive at school with the same English word knowledge that their English-speaking peers have.
- However, they bring a variety of experiences and vocabulary knowledge in their first language.

### Three Tiers of Vocabulary<sup>2</sup>

- Three tiers of vocabulary are needed for English learners to access academic, content-area text.
- There are no definitive lists of words for Tiers 1, 2, and 3.
- Words on the lists will depend on the student's
  - Background knowledge
  - Grade level and English proficiency level
  - Knowledge of subject matter
- Tier 1 words
  - basic words that students often know in their first language, used in everyday social language, used to scaffold more difficult text (e.g., *colors, cat, sit down*)
- Tier 2 words
  - general academic words (e.g. *factor, procedure, as a result*)
  - characteristic of mature language users
  - words used frequently across content areas
- Tier 3 words
  - content-specific words (e.g., *photosynthesis, habitat, legislative*)
  - low in frequency
  - often have Greco-Roman roots (cognates in Romance languages)

Notes:

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<sup>2</sup> Beck, McKeown, & Kucan (2002); Calderón (2007)

## Choosing Words as Candidates for Instruction

Grade level: \_\_\_\_\_ Proficiency level(s) of students: \_\_\_\_\_

Tier	Words	polysemy	Cognate status	Phrasal	Idiomatic	Denotation /connotation	Collocation	Impt to Teach?
<b>Tier 1 Words</b>								
<b>Tier 2 Words</b>								
<b>Tier 3 Words</b>								

## Taco Pizza<sup>3</sup>

### Ingredientes

Hace 6 porciones

**Para la masa:** 2 tazas de Mezcla Maestra  
½ taza de agua

**Para el relleno:** ½ libra de carne molida  
½ taza de agua  
2 tazas de frijoles refritos  
½ cebolla picada  
½ taza de queso rallado  
2 tazas de lechuga cortada en tiras  
1 tomate picado en pedazos pequeños  
1 paquete de sazón para tacos o sazón al gusto



*Haga su propio sazonador usando esta mezcla: 1 cucharadita de sal y chili en polvo; ½ cucharadita de harina de maicena, chili seco rojo, comino, y ajo en polvo; y ¼ cucharadita de orégano.*

### Para preparar la masa:

1. Caliente el horno a 425°F.	2. Mezcle la Mezcla Maestra y el agua hasta obtener una masa blanda.
3. Amase 5-6 veces y extienda la masa en un molde para hornear.	4. Forme un borde con la masa. Deje la masa reposar mientras prepara el relleno.

### Para preparar el relleno:

1. Dore la carne en la sartén. Quite la grasa.	2. Agregue el agua, la sazón y los frijoles. Deje que se calienten bien.
3. Extienda la mezcla de carne sobre la masa extendida.	4. Ponga encima la cebolla y el queso.
5. Meta al horno durante 20 minutos, hasta que el borde se dore.	6. Saque del horno y agregue el tomate y la lechuga.
7. Guarde lo que no se coma en el refrigerador dentro de 2 horas.	8. Taco Pizza nos da: <ul style="list-style-type: none"> <li>• Proteína: Hace y repara la piel, músculos y sangre.</li> <li>• Vitaminas B: Convierten los alimentos en energía.</li> <li>• Hierro: Produce los glóbulos rojos.</li> </ul>

<sup>3</sup> Condado de Multnomah (1992). Currículo de 4-H EFNEP *Snack Attack*, Adaptado y traducido por Lynn Myers.

## Animales, ¿en qué se parecen?<sup>4</sup>

Expectativas académicas de los TEKS: 1.6<sup>a</sup>. El estudiante entiende que los sistemas tienen partes y están compuestos de organismos y objetos. Se espera que el estudiante clasifique organismos y objetos de acuerdo con sus partes y características.

### **Materiales:** (por grupo)

<i>revistas con fotos o dibujos</i>	<i>cartulina</i>	<i>pegamento</i>
<i>tijeras</i>	<i>figuras de diferentes tamaños y colores</i>	

### **Vocabulario:**

clasificar	organismos	características
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### Procedimiento:

- Explique a los estudiantes que en esta actividad aprenderán a clasificar organismos y objetos de acuerdo con sus partes y características.
- Divida a los estudiantes en grupos de 3 ó 4 personas.
- Explique a los estudiantes que van a clasificar y poner en grupo diferentes grupos se llama clasificar (estamos separando o clasificando esos objetos).
- Dé suficiente tiempo a los estudiantes para que clasifiquen las figuras en grupos diferentes (ahora es el momento de clasificar las figuras en grupos diferentes).
- Pida a los estudiantes que compartan con los otros grupos la forma en que han separado o clasificado sus figuras (algunos serán por figura, colores, tamaño, etc.).
- Confirme que cada grupo separó o clasificó las figuras por \_\_\_\_.
- Pida a los estudiantes que corten o dibujen fotos de animales que encuentren en las revistas y dígalos que necesitarán un total de 20 fotos o dibujos por grupo.
- Pida a los estudiantes que separen o clasifiquen las fotos así como separaron o clasificaron las figuras. Dígalos que tienen que dividirlos, al menos, en 4 categorías.
- Revise el trabajo de cada grupo antes de que lo peguen en la cartulina como si fuera un mapa conceptual.
- Permita que cada grupo comparta con la clase su mapa conceptual y que explique cómo clasificaron los animales.

<sup>4</sup> Conexión al TAKS 2; Texas Education Agency.

## Los Insectos

Los insectos son criaturas asombrosas. Son considerados los seres más diversos y numerosos del planeta. Existen alrededor de 1.8 millones de especies de insectos y los científicos creen que hay muchos más por descubrir. En conjunto, pesarían más que todos los animales de la Tierra. Algunos insectos también tienen habilidades atléticas sorprendentes. Una hormiga es capaz de levantar 50 veces su propio peso, y una pulga es capaz de saltar el equivalente a una cancha de fútbol. Los insectos son criaturas antiguas, y se cree que vivieron en la Tierra incluso antes que los dinosaurios, hace unos 400 millones de años.

Word Bank			
abilities	creatures	exist	numerous
animals	dinosaurs	football	planet
ants	diverse	insects	scientists
athletic	equivalent	millions	species
considered			

<b>creatures/criaturas</b>			
Sounds completely different  1	Sounds slightly different  2	Sounds similar  3	Sounds exactly alike  4
<b>millions/millones</b>			
Sounds completely different  1	Sounds slightly different  2	Sounds similar  3	Sounds exactly alike  4

#	Activities and Approaches	Ideas and Modifications for my Workshops
1	<p><b>Inside/Outside Circles</b>            Students first write or draw a response to a prompt. This prompt should be one that elicits multiple answers (e.g., not what is the capital of Virginia). For the seven principles, you may ask participants to draw what it looks like when that principle is implemented in a classroom and then to orally explain if/how well the principle is implemented. Then divide the students in two groups and ask group 1 to take their response and form an inner circle. Then ask the students in group 2 to form a circle around student in group 1. Each student should be facing a partner. Tell the students that when you indicate it is time, (e.g., via a whistle or other attention-grabbing method) students from group 1 are going to share their written response first. Students from group 2 will listen, comment (you will want to decide what that should look like and model for the students), and then share their written response with students from group 1. When students from group 1 and 2 both have a chance to share, call time again and ask the students from group 2 to take step to the left until they are facing a new partner. Group 1 stays in place. Repeat as many times as appropriate.</p>	
2	<p><b>Clock Buddies</b>            Create a handout with a clockface with appointments at each hour. Have participants circulate around the room and choose times for “appointments”. Have participants exchange names (e.g., if Partner A and Partner B are making a 3 o’clock appointment, they should have each other’s respective names on their papers at that slot). Later, the facilitator/teacher calls out a time as part of a cooperative learning activity and has those pairs meet to complete a task or have a discussion. Instead of a clock face, you can also use maps, diagrams, etc.</p>	
3	<p><b>Numbered Heads Together</b>            Students form groups and number off within the group (according to the smallest group size). A question is asked, students have time to talk as a group and then the teacher calls on one or two numbers to stand and give the group’s response.</p>	



4	<p><b>Elevator Speech</b></p> <p>Have students quickly jot down ideas for a response to a prompt (e.g., <i>Explain the difference between mitosis and meiosis</i> or <i>Name the effects of the Trail of Tears</i>). Give a time limit for brainstorming. Tell students they will also have a short period of time to deliver their speech, as if they are being asked the question when they enter an elevator and only have 20 or so floors to give the response. Have students find a partner and give their speech. Use a bell or other signal to have them start and stop their speech. Each pair should then switch speakers and have the other person give their 30-second speech to summarize their thoughts.</p>	

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