



## Practicing Academic Listening and Speaking

Choosing Videos For Beginners:

- Rate of speech, pauses
- Repeating vocabulary
- Good visuals to go along with the words
- Short video—2-3 minutes max.
- Interesting to watch more than once

### ■ Techniques When Showing Videos

### ■ Frontload Vocabulary

### ■ Freeze Frame

### ■ Pause, Replay

### ■ Discuss After Each Section

### ■ Capture Gist



Name \_\_\_\_\_ Date \_\_\_\_\_  
Title of story \_\_\_\_\_ Author \_\_\_\_\_

#### Anticipation Guide

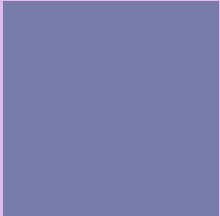
Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Write 3 Statements as  
you Listen that Could Be  
Used for The Anticipation  
Guide

+

3 minutes



## The Great Depression Era

<https://m.youtube.com/watch?v=f8k0jJdqKP0>  
  
<https://www.youtube.com/watch?v=Wp-M5mWrc2A>

Featured Video

+

## Focused Viewing

What was life like in the 1920's?	List all the things that happened after the crash of 1929	What did people do to live/survive after the crash?



+

**Cell City: Rap**  
<https://www.youtube.com/watch?v=u4ki28XLzOA>



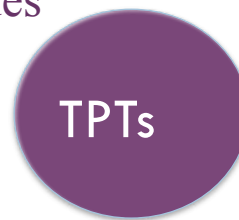
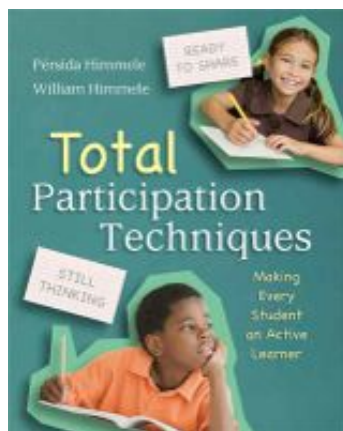
+

**Cell Song**  
<https://www.youtube.com/watch?v=rABKB5aS2Zg>

### + Cell Structure Rap: Practice of Terms

<https://www.youtube.com/watch?v=-zafJKbMPA8>

### + Total Participation Techniques



- Thumbs Up/Pencils Up
- Stand Up/Sit Down
- Hold-Up Cards
- Response Boards

Simple TPTs to Check In On ELLs



## Total Participation Techniques

- **Hold-up response cards** (yes/no; true/false or specific answers) or write their responses on whiteboards to hold up for the teacher to see
- **Quick draws/writes, chalkboard splashes** (all the students write their responses on assigned spots on the classroom whiteboard/blackboard or on chart paper; then students respond to similarities, differences and surprises), ranking activities, and so forth). Himmele & Himmele (2011)

### Activity

Partner A:  
Review #4 On-the-spot TPTs

Partner B:  
Review #5 TPT Hold-Ups

Partner C: Review #6 TPTs  
Involving Movement

*Share 2 Ideas from the Page  
You Read—Ones you don't use  
much!*

### #4 On-the-spot TPTs

#### Think-Pair-Share

1. Ask students to reflect on a question or prompt. Give them a BRIEF amount of time to form a response.
2. Have students turn to a partner
3. Have partners share their responses

#### Quick Writes

1. Select a prompt that you would like students to address
2. Give students time to collect their thoughts and jot down a response
3. Follow up with a pair-share

#### Quick Draws

1. Select a big idea or major concept in your lesson
2. Ask students to reflect on the meaning of the concept and create a visual image that represents that concept
3. Have students share and explain their image with a partner.

#### Chalkboard Splash

1. Create a sentence starter, prompt, or question to which you want all students to see the class' responses.
2. As students provide answers, have them put their response in a specific place on the chalkboard or SmartBoard.
3. Debrief with the students reading the different answers and jotting down differences, similarities, and surprises.
4. Ask students to share in small groups.

#### Thumbs-Up When Ready

1. Ask students to reflect on your prompt
2. Explain when they are ready, they should put their thumb up
3. You can add a pair-share to allow demonstration of what they know.

#### Ranking

1. Select items, concepts, steps, events, descriptions, etc.
2. Ask students to rank them according to criteria you have provided.
3. Ask students to provide justification for the way they chose to rank the concepts.

#### Processing Cards

1. Give students processing cards (one side says thinking the other says ready to share)
2. Have students place the "still thinking" side up while they finish the task.
3. When they are complete with the task, students should turn the card to "ready to share"
4. Be sure to have an in-between activity to give students who finish up early something to do while waiting on their peers.

#### Similes

1. Create similes using some of the topics you are studying
2. Ask students to formulate an explanation for how the simile might be true
3. Ask students to share with a small group
4. After they have been modeled, have students create their own.


#### Numbered Heads Together

1. Have the students count off (1-4) so each group member is assigned a number. (Be sure to confirm student numbers)
2. Inform students that all group members will have to report their group's information. Once group work is over, select a number to report out.
3. Call on a team and have the student with the selected number report out.

#### Thumbs Up/Down Vote

1. Ask a yes/no or agree/disagree question
2. Ask students to give a thumbs-up if they vote yes or a thumbs-down if they vote no.
3. Be sure you have all students vote – so do not move on until they have all voted.

Excerpts from Chapter 4  
Total Participation Techniques  
Himmele & Himmele  
pgs. 31-48

 <div style="font-size: 48pt; font-weight: bold; letter-spacing: 10px;">L E J</div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px;">TRUE</td> <td style="width: 50%; padding: 10px;">NOT TRUE</td> </tr> <tr> <td style="width: 50%; padding: 10px;">TRUE WITH MODIFICATIONS</td> <td style="width: 50%; padding: 10px;">UNABLE TO DETERMINE <small>BASED ON INFORMATION LEARNED</small></td> </tr> </table>	TRUE	NOT TRUE	TRUE WITH MODIFICATIONS	UNABLE TO DETERMINE <small>BASED ON INFORMATION LEARNED</small>
TRUE	NOT TRUE				
TRUE WITH MODIFICATIONS	UNABLE TO DETERMINE <small>BASED ON INFORMATION LEARNED</small>				

Number Cards

1	2	3
4	5	6
7	8	9
	0	

Multiple-Choice Hold-Up

A	B
C	D



## Three High Mileage Reading Comprehension Strategies

## GIST: Exploring Tough Text

- **SELECT THE TEXT** (a few paragraphs or short sections of text)
- **MODEL THE STRATEGY**
  - Teacher reads aloud the text and thinks aloud about how s/he will summarize the passage.
  - Discuss how to write summary statements.
- **PRACTICE THE STRATEGY**
  - Teacher & Students practice together with the next section of text; teacher reads the text aloud and students help the teacher create the summary statement
  - Students work in pairs or small groups to read the next section and create their own summary statements
- **COMPARE & EVALUATE**
  - Groups share and compare their summaries with the rest of the class
  - The class evaluates the statements for clarity, conciseness, and relevance.

## + Adaptations of GIST for ELs

- Limit the sentence length for each summary statement.
- After several sections, combine the summary statements into a 20, 40, or 50 word summary statement/ paragraph

Limiting sentence length helps Transitioning and Expanding ELs make concise summarizing statements and paragraphs and become familiar with American expectations of expository writing.





# Coding Text

**ENGLISH LANGUAGE LEVEL**  
 Speech Emergence to Proficiency

**KEY VOCABULARY**  
 ■ code  
 ■ means  
 ■ "stands for"  
 ■ sticky note

**Purpose** Coding text is a form of annotation that allows students to monitor their comprehension while reading.

**Key Benefits for ELLs** Coding text gives students a method to react to text and express their thinking while reading. It helps ELLs to identify unknown language or concepts. Often by the time the text is completely read, students have forgotten what areas might have been challenging or what the important points were. Therefore, it is a helpful tool in aiding ELLs to identify and remember important information or challenging words/concepts.

After learning the coding strategy, students may want to devise their own personal system. Provide an opportunity for them to brainstorm codes with you.

**Sample codes:**  
 I or ! for important  
 C or ? for confusing  
 U or draw a circle around an unknown word or term  
 PK or \* for prior knowledge (students can relate to previous knowledge). This is particularly significant for ELLs who may have covered the content in their native country.

**RESEARCH BASE**  
 Alvermann, D.E. (1982)  
 Armbruster, B.B. & Anderson, J.H. (1981)  
 Kuhlavy, R.W., Dyer, J.W., & Silver, L. (1975)

**Procedure**

- The most effective way to teach coding is to model it on an overhead projector. Use a think aloud format. Choose a uniform code with a few possibilities. Starting with too many codes may cause confusion.
- Copy a section of text to show on the overhead.
- Give each student a copy of the text.
- Read the text aloud and model "thinking" while reading. For example, pretend to come across an unknown word and mark it with the correct code. Continue this for other areas such as important facts or ideas, confusing concepts, and so on.
- Ask students to read the text and code it accordingly.
- After they are finished coding the text, discuss the results and answer questions.

## + Use of the Native Language in Integrated Content Area Classes

Science and Social Studies

## + Native Language Resources

<https://velazquezpress.com/>

**Velázquez Press**  
a division of Academic Learning Company, LLC

Social Studies

Science



## + Cognates

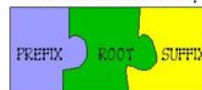
<http://spanishcognates.org/search/node/economy>

<http://spanishcognates.org/search/node/cell>

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# Cross-lingual Word Study

WORD PARTS ARE  
LIKE PARTS OF A PUZZLE!

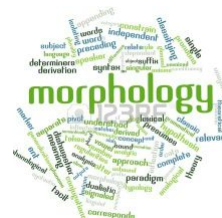
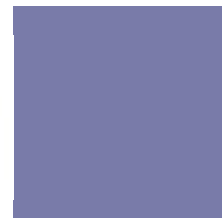


Function-----función (-tion/-cion)



Election---elección

Prosperity---prosperidad (-ity/-idad)

reality—realidad



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## How Will You Assess All Your Objectives?

- Observation?
- Conferences with Students?
- Work Samples?
- Quizzes/Tests
- Exit Tickets?
- Rubrics?
- Rating scale?

Peer Assessment?  
Self-Assessment?

**The Stock Market Crash**  
Chapter 22, Section 1  
pp. 740-744

**DIRECTIONS:** As you read, complete the following graphic organizer to show the causes and effects of the Stock Market Crash of 1929. Then answer the questions that follow.

**CAUSES**

- Overspeculation during the 1920s.
- Overproduction of goods
- 
- 
- 
-

**THE GREAT CRASH**

**EFFECTS**

- Investors and Businesses lose millions
- Thousands of banks fail, savings are wiped out
- 
- 
- 
-

**Graphic Organizer Completion**

(continued)

**Cell Structure**

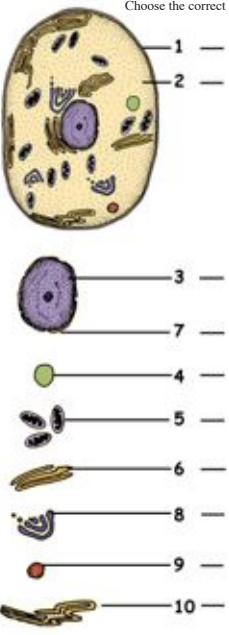
Name the labeled parts of the cell.

**Graphic Fill In**

How To Train Your Dragon © 2013 DreamWorks Animation LLC. All Rights Reserved.

### The Organelles

Choose the correct description for each organelle.



**1** —

**2** —

**3** —

**7** —

**4** —

**5** —

**6** —

**8** —

**9** —

**10** —

**A. Mitochondria** - Double-membraned organelles that break down sugar to make ATP to be used as energy by the cell.

**B. Lysosome** - Vesicles with digestive enzymes to break down waste and bacteria.

**C. Plasma Membrane** - The protective outside layer of the cell that lets some things in and keeps others out (**semipermeable**).

**D. Golgi Apparatus** - Made up of flat vesicles that package things to leave the cell - like hormones.

**E. Cytoplasm** - The watery medium in which the organelles float inside the cell.

**F. Nucleus** - The organelle that contains all our genetic information on 23 pairs of **chromosomes** making up our DNA.

**G. Ribosomes** - Little grains floating around inside the cell and on the rough ER where proteins are made.

**H. Nuclear Membrane** - Surround the nucleus and controls what goes in and out.

**I. Vacuoles** - Membrane sacs for storage.

**J. Rough Endoplasmic Reticulum (rough ER)** - Folded membrane pathways spotted with ribosomes and making new membranes as needed.

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## Matching

### INFORMATIVE WRITING

Topic Sentence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Fact # 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Fact # 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Fact # 3: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Fact # 4: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Closing Sentence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Take from  
fill in and  
matching to  
Essay  
Writing

NAME \_\_\_\_\_ DATE \_\_\_\_\_ BLOCK # \_\_\_\_\_

**CH. 18 CLOZE PASSAGE - Causes & Impact of the Great Depression**

**Directions:** Read the following selection carefully. The goal of the cloze passage is to select a word for each blank space that most accurately completes the sentence.

**Causes:**  
 One of the major \_\_\_\_\_ of the Great Depression \_\_\_\_\_ over  
 speculation on stocks \_\_\_\_\_ borrowed money that could \_\_\_\_\_ be repaid  
 when the \_\_\_\_\_ market crashed in 1929 \_\_\_\_\_ stock prices collapsed.  
 Another \_\_\_\_\_ was the Federal Reserve's \_\_\_\_\_ to prevent widespread  
 collapse \_\_\_\_\_ the nation's banking \_\_\_\_\_ in the late 1920's  
 \_\_\_\_\_ early 1930's, leading to \_\_\_\_\_ contraction in the nation's  
 \_\_\_\_\_ of money in circulation. \_\_\_\_\_ third major cause of \_\_\_\_\_  
 Great Depression were the \_\_\_\_\_ protective tariffs that produced \_\_\_\_\_  
 tariffs in other countries, \_\_\_\_\_ world trade (Tariff Act \_\_\_\_\_ 1930,  
 popularly called the \_\_\_\_\_ - Smoot Act).

**Impact:**  
 The most visible effects \_\_\_\_\_ the Great Depression were \_\_\_\_\_ and  
 homelessness. The collapse \_\_\_\_\_ the financial system led \_\_\_\_\_ hundreds  
 of bank closings \_\_\_\_\_. Political unrest including the \_\_\_\_\_ militancy of  
 labor unions \_\_\_\_\_ strength to new political \_\_\_\_\_ including Communism  
 which was \_\_\_\_\_ the rise in the \_\_\_\_\_ States. Finally, farm foreclosures  
 \_\_\_\_\_ migration as a result \_\_\_\_\_ the Dust Bowl led \_\_\_\_\_ to  
 leave the Midwest \_\_\_\_\_ search of jobs and \_\_\_\_\_ opportunities in places  
 like \_\_\_\_\_.

**Cloze Passage  
—5<sup>th</sup> word  
deletion  
scheme**

**Word Box**

causes  
was  
stock  
investors,  
not  
Etc.



What was one idea you got today that will really help you plan integrated language instruction for your ELLs?

What was one strategy you got today that you plan to use in your integrated ENL classroom right away?

What else was useful to you from today's PD?