



# Agenda

- Creating Lively Classrooms
- Practices Based in Research and Evidence
- One Strategy to Try Tomorrow
- ThinkCERCA Overview

## Disclosure on the **language** we use

ELLs

Developing

Bilingual

TESOL/ESOL

DLLs

ELs

Emerging

ESL

LEP

# Disclosure on the **language** we use

At ThinkCERCA, we believe that part of teaching non-native English speakers English is supporting their development as Bilingual (or Multilingual) individuals.

**Developing**

**Bilingual**

Consider:

The person vs. environment

Progressive language

Strength perspective

**The whole person**



A young woman with dark braided hair is shown in profile, looking intently at a laptop screen. Her hand is near the trackpad, and her red-painted nails are visible. The background is a blurred classroom with another person standing in the distance. The text "Creating Lively Classrooms" is overlaid in white, bold font across the center of the image.

# Creating Lively Classrooms



# What is a **lively classroom**?



# Why **Conversation**?



The most important thing we can do for **all students** is to get them to talk more in the classroom.

*"...well-developed oral proficiency in English is associated with English reading comprehension and writing skills for these students. Specifically, English vocabulary knowledge, listening comprehension, syntactic skills, and the ability to handle metalinguistic aspects of language, such as providing definitions of words, are linked to English reading and writing proficiency." (August & Shanahan, 2006).*



A photograph of two young women sitting at a desk in a classroom, focused on their work. The woman on the left is leaning over the desk, holding a yellow pencil and writing in a notebook. The woman on the right is sitting upright, looking at the notebook. A laptop is open on the desk to the left. The background shows classroom shelves with supplies and a wall with musical notes. The text "Practices Based in Research and Evidence" is overlaid in the center in a large, white, bold font.

# Practices Based in Research and Evidence



# A Few Tips for Educators

Regardless of the strategy or instructional practice:

- Model expectations
- Set the right environment
- Get to know your students
- Plan your strategy
- Be comfortable with noise

# Think-**Pair-Share**

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## What does it look like?

1. Students are asked to think about a response for a set amount of time
2. Students partner with a peer and discuss their responses
3. An optional additional share: select few students share responses with the whole class

## Why does it work?

- This practice is low-risk: students are not required to speak in front of everyone
- Students are given time to think about their own response (in some cases, perhaps draw or jot down notes as well)
- Students can work with a peer building relationships
- Strategic student partnerships can offer language models for students at various levels of acquiring English

Sampsel, P. (2013).

# Concept **Map**

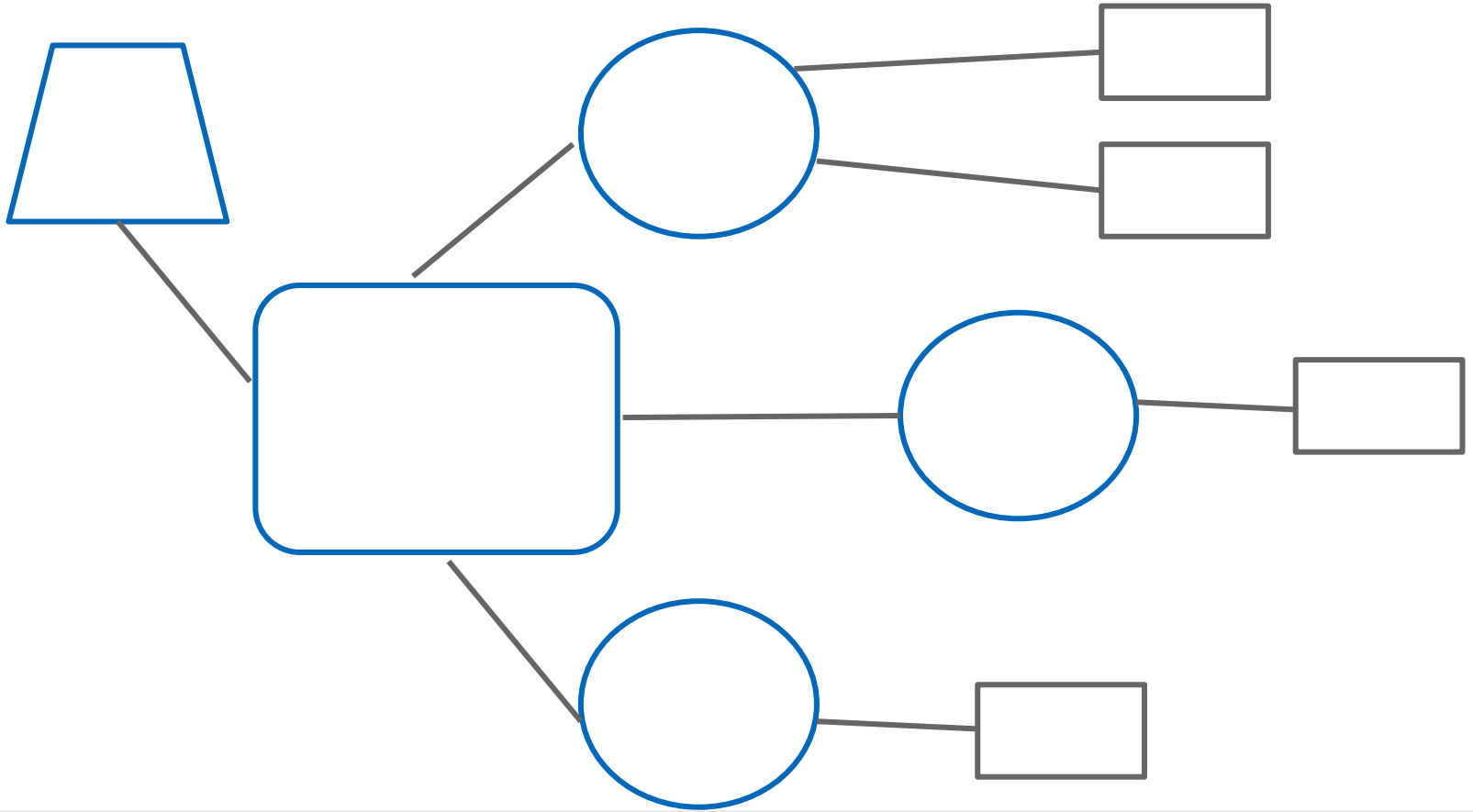
2

## What does it look like?

1. Students work with a small group of related words
2. Students draw relationships between the words
3. Students explain their thinking of how words are related
4. Students connect the concepts and vocabulary words to a text (or topic) they are learning and continue to deepen their knowledge and understanding

## Why does it work?

- This practice allows students to focus on topics and concepts tightly connected to a subject area (such as a particular time in history or a scientific phenomenon)
- There is no clear-cut end: you can continue to build upon the concept map as you move forward in a topic
- Allows students to read, write, speak, talk, draw, all while focusing on structures of academic language through vocabulary and concept development





# Last Word

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## What does it look like?

1. Before getting in groups
  - a. Students mark or note statements that they have a reaction to: agree, disagree, know something, are wondering, found interesting, want to say something about
  - b. Students write each statement on a card and write a comment on the back of the card
2. Students get in groups and identify a first person to share
3. Student shares the statement but no commentary
4. All other students talk about the comment and discuss
5. Original student has the last word on the statement with their own comments
6. Repeat until all cards are shared

## Why does it work?

- Collaborative and engaging activity for discussion with written scaffolds and supports
- Encourages students engage with a piece of text in multiple ways

Buehl, D. (2009). Classroom strategies for interactive learning. Intl Reading Assn.

# Fishbowl

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## What does it look like?

1. Arrange chairs in two concentric circles with the inner circle smaller than the outer
2. Provide a guiding question or topic for the student in the inner circle to discuss
3. Provide the outer circle with some guidance for observing classmates
4. While the students in the inner circle discuss, the outer circle should take notes
5. Students get the opportunity to be in the inner and outer circle (does not need to be in the same class)

## Why does it work?

- Modeling of syntax or sentence structure
- Opportunities to observe and practice
- Consistent sentence frames/stems to use for discussion

# World Cafe

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## What does it look like?

1. Students sit in small groups and select a leader, who is responsible for taking notes and summarizing the discussion
2. Students discuss or respond to the prompt as a group
3. The leader will summarize the discussion
4. Group (except leader) move to a new table
5. Leader presents summary to new group
6. New group selects a new leader to repeat the process with a new discussion

## Why does it work?

- Low-risk and encourages students to take ownership when ready
- Summarization is aided with sentence frames or graphic organizers

Brown, J. (2001)

# Act it Out

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## What does it look like?

1. Provide students with a vocabulary word
2. In groups, students think about how they can act out the word (or concepts related to the word)
3. Students present or perform their words
4. Students discuss why they acted the way they did

## Why does it work?

- Offers students ability to move, great for kinesthetic
- Focus on vocabulary acquisition in creative ways
- Can provide opportunities to investigate vocabulary words in a different manner



# Turn and Face

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## What does it look like?

1. Students stand with their back against a partner
2. After teacher reads a question, students silently think about their response
3. Students turn to look at their partner and share
4. Repeat this process with other steps of the discussion

## Why does it work?

- Requires students work with a single partner, limiting the need to talk in front of the entire class
- Students build confidence through detailed discussion with their peer

# What we see...what we want to move towards



- Initiate-Respond-Evaluate (Cazden, 1988) → • Encourage deeper conversations and higher order thinking (Murphy, 2016)
- Few opportunities to use academic language (Guan Eng Ho, 2005) → • Modeling language structures and providing frames (Fisher & Frey, 2008)
- Individual checkpoints (Durkin, 1978) → • Whole group activities and interactions (Fisher, Frey, & Rothenberg, 2008)

# A Few Tips for Educators

Regardless of the strategy or instructional practice:

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One **strategy** for tomorrow



# Thank You



**Spark Courageous Thinking in Every Subject**

*Personalized Literacy Platform for Grades 4-12*