## Equipment & Supplies:

## Projector

Computer w speakers

Extension cords

Flip charts

Marker sets

Sticky notes

Attendance roster

Pens

Copy of MIGRANT evaluation (hard copies)

Set up for ESD clock hour evaluation to go out after class

Highlighters

Blank Paper (8.5x11)

Vocabulary notebooks

EL Achieve Discussion Cards

**Handouts:**

Agenda

CCSS anchor standards

CCSS anchor standards 11x17 posters

Finish the sentence poster

Yes, no, why poster

Would you rather poster

Word relationships (organizer) poster

7 Areas of Concern handout

Reflection Log

## SO MANY WORDS…SO LITTLE TIME:

## Teaching Academic Vocabulary to Migrant Students

## May 29, 2013 (Anacortes) and June 6, 2013 (Tumwater)

## 8:30am-3:30pm (6 clock hours)

## Presenter Agenda

8:30 **Purpose & Outcomes- Mary**

(PowerPoint)

 **How do you teach vocabulary? Plus Common Core- Sarah**

Prompt: “Discuss at your tables how each of you chooses which vocabulary words to teach. Go around (round robin) and everyone shares how he/she chooses what words to teach.”

Whole group share out from 2-3 tables.

Prompt: “Individually, on your own on stickies, write as many ways as you can think, of how you CURRENTLY teach vocabulary in your classroom. Write only one strategy per sticky note. You will have 2 minutes on your own.

Prompt: “Now, share out your current strategies with your table team. Stack duplicate strategy stickies on top of each other during the share out.”

Whole group share out from 2-3 other tables.

Present the CCSS anchor standards that tie to academic vocabulary. (PPT)

Show the 5 minute video clip from the NY educators discussing the new focus of Academic Vocabulary in the CCSS. Prompt them to listen for what?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prompt: “Now that we have reviewed the emphasis from CCSS on academic vocabulary, and specifically the anchor standards, take out the table team posters and spread them out on your tables. Discuss with your team, where the strategies written on the stickies belong. Which standard is supported by the use of the strategy written on each sticky? If it belongs under more than one standard, create a duplicate sticky. Affix the stickies to the 11x17 sheets describing the CCSS standards.” (time they will have to do this?)

Call time, then prompt the teams to discuss one reflection to share out whole group and select a speaker to present the reflection.

Teams will share out reflections.

Materials for the above section:

CCSS Anchor Standards on 11x17 (one per table team)

Handout of standards for review

Sticky notes

Working link to New York video clip on CCSS

9:30 **Migrant 101 and Research -** Migrant lifestyle, 7 areas of concern, etc. **Mary**

10:15 Choosing your words (tiers)- So many words, so little time **Sarah**

11:15 **Direct Vocabulary Instruction- Mary**

Introduce vocab and have them write the definitions. “We are going to learn some new words today. Please take out a piece of paper and write these words and their definitions as I go through them on the slides.”

4 poster activity in table teams- gallery walk

 Vocab Quiz

**12:00-1:15 Lunch**

 Vocabulary Strategies-

 Personal Dictionaries and Problems

 Student- friendly definitions

 Practice student friendly

 Instructional Context

 Model Think-alouds

 Ask Questions to derive meaning

 Practice asking questions

 Word Meanings

 Have you ever… (plus practice)

 Applause! Applause! (plus practice)

 Idea Completions (plus practice)

**3:00** Evaluation (Migrant evaluation on-site and will receive clock hours evaluation online).