## 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

## Presenter Agenda

|  |  |  |  |
| --- | --- | --- | --- |
| **PERSON** | **SLIDES** | 8:30 AM | Welcome & Introductions |
| Mary | 1-4 |  | Purpose, Outcomes, Essential Questions |
| Sarah | 5-89-14 | 8:45 AM | Tapping Paricipants’ Background / Current Practices |
| What Are The Common Core State Standards for Academic Vocabulary? |
| Mary | 15-38 | 9:30 AM | Why a Special Workshop for Migrant Students? What Does the Research Say? |
|  | 10:15 AM | **BREAK** |
| Sarah | 40-5859-63 | 10:30 AM | Which Words Should I Teach? |
| How Do I Prioritize When There Are So Many? |
| Mary | 65-76 | 11:20 AM | Direct Instruction and Engaging With Word Meaning |
|  | 12:00-1:00  | **LUNCH** ON YOUR OWN(60 Minutes) |
| Mary | 78-104 | 1:00 PM | Introducing New Vocabulary Words (Isabel Beck’s 5 steps) |
|  | 2:15 PM | **BREAK** |
| Sarah | 105-113 | 2:30 PM | Following Up with Vocabulary Words |
| Vocabulary Activities/Strategies |
| Mary | 114-115 | 3:15 PM | Revisit Our Outcomes |
| Workshop Evaluation and Closing |
|  | 3:30 PM | ADJOURN! |