



My Yellow Folder

Cyberspace Reflections for MSCP 4150 W2009

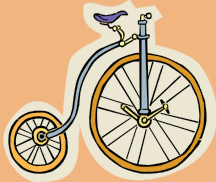
By: Esperanza Flores

WEEK #1

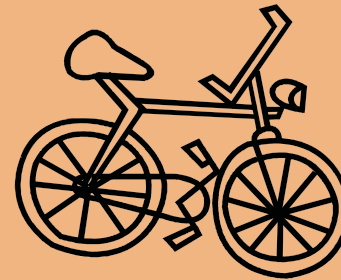
One wheel will take you places...



Two wheels (one small one big) will too....but...



Two balanced wheels will take you there faster



FINISH

Wheel= language

CELDT: 5 Level of Proficiency

First the student starts with the light bulb off. He /She keeps working until the light goes on the bulb.

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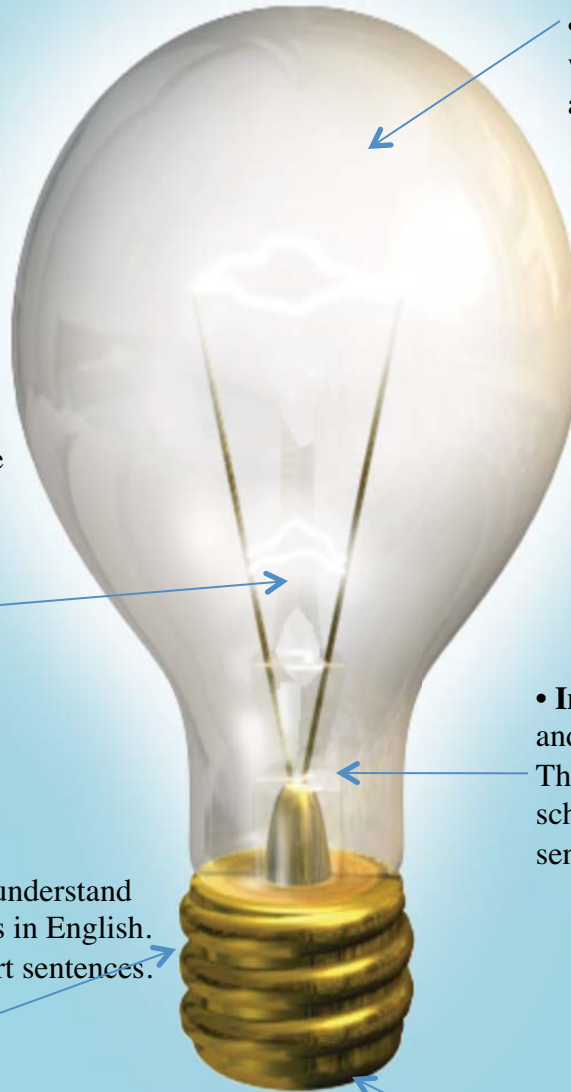
• **Early Advanced** – Students are developing close to native-like proficiency in English. They participate in increasingly complex school tasks.

• **Early Intermediate** – Students understand and respond to simple school tasks in English. They speak using phrases and short sentences.

• **Advanced** – Students speak, read, and write English in a manner that resembles a native English speaker. They participate

• **Intermediate** – Students speak, read and write in English on familiar topics. They retell simple stories, participate in school discussions, and speak using full sentences.

• **Beginning** – Students understand simple phrases spoken in English. They begin to speak a few words to communicate basic needs.



Bilingual Education

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Learning 2 languages

Knowledge in 2 languages

Literacy in 2 languages

Positive Self-esteem

Quality subject matter in 2 languages

ELD, SDAIE

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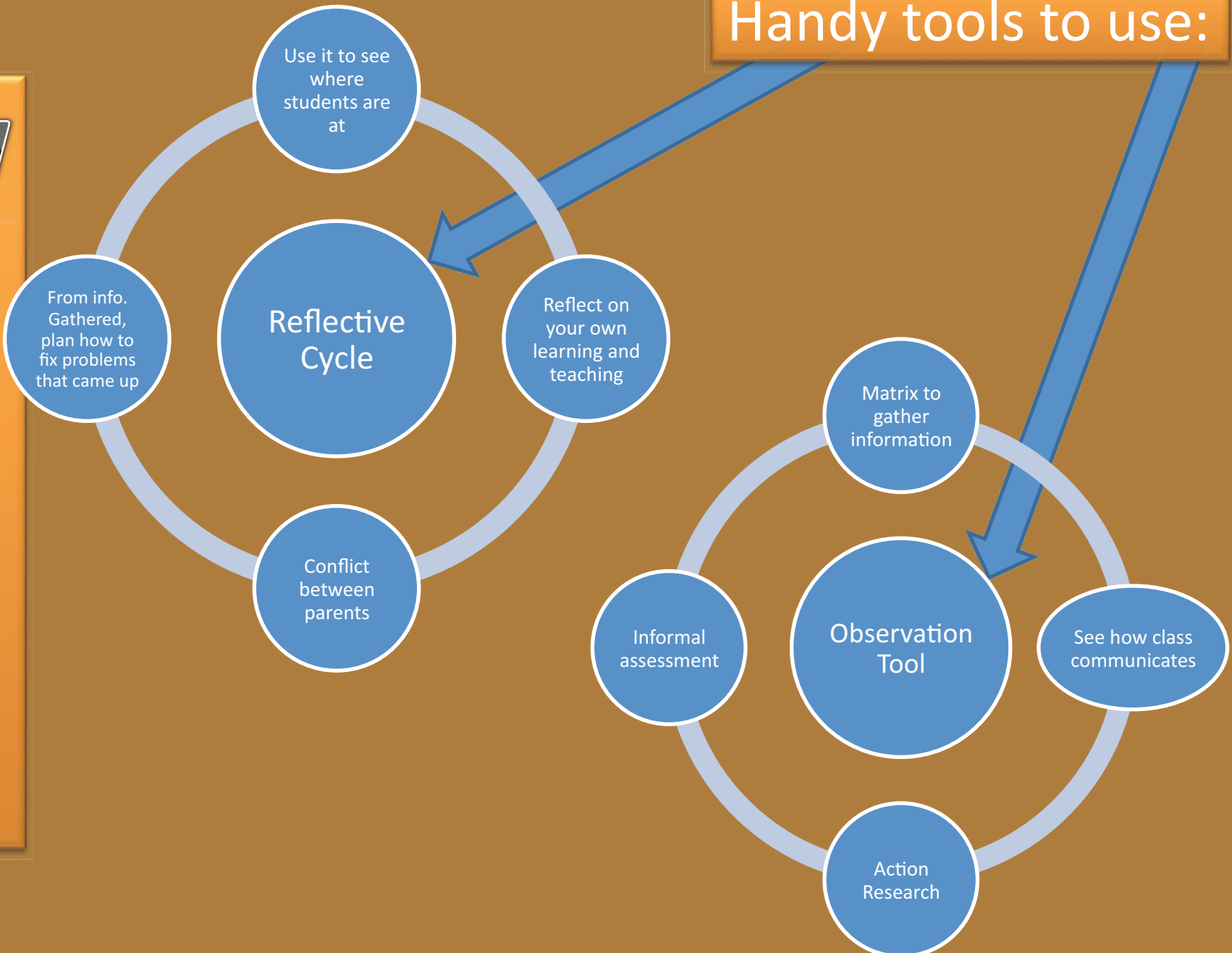
Adaptations for
EL and SN Students



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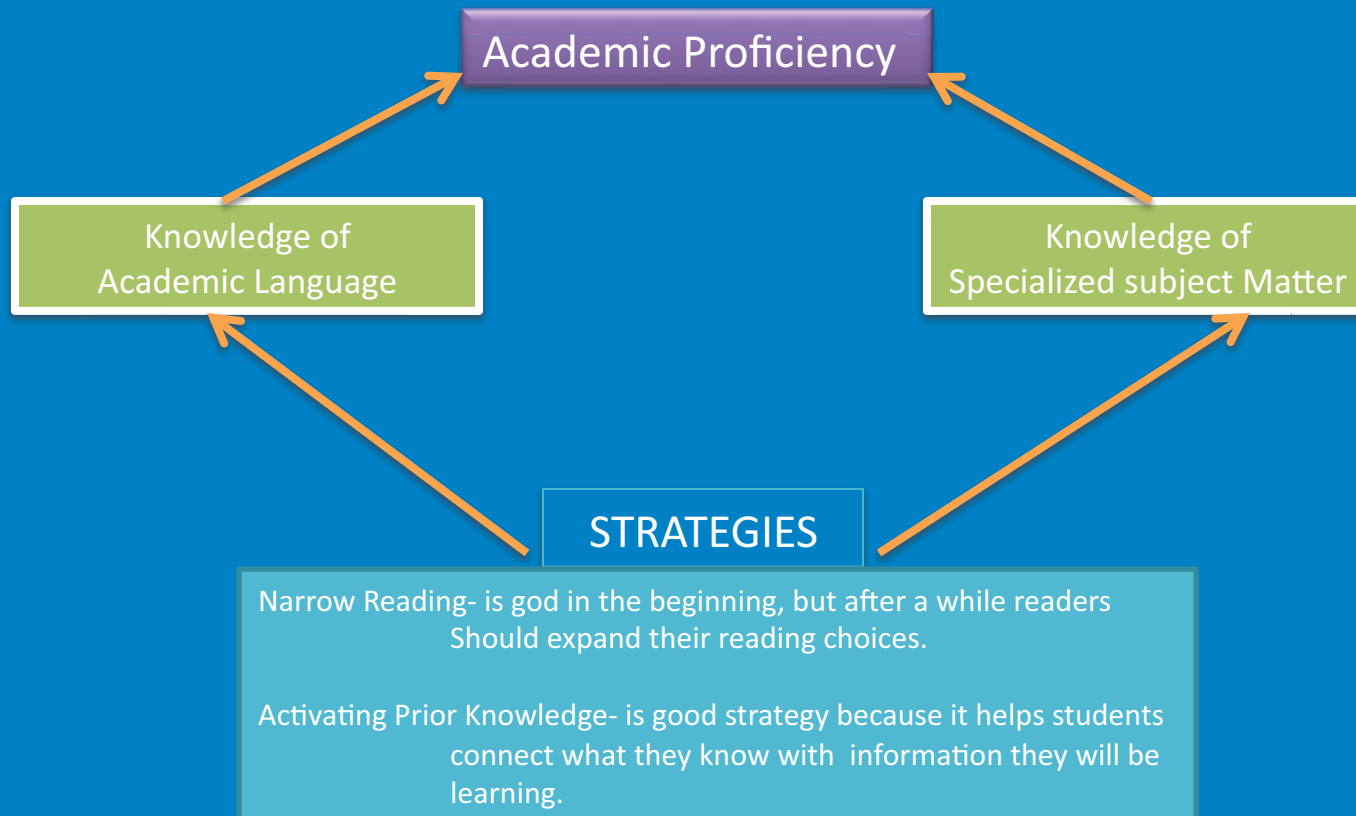
Handy tools to use:



What is Academic Proficiency? By: Stephen Krashen

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“Use of strategies does not guarantee success, but they can have a powerful effect on both language development and learning subject matter” (p.1 Krashen).

Important Vocabulary to use with TPA 2 & 3

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Two Perspectives on Teaching

	Official Theory	Classical Theory
Education	Teacher Centered Memory Traditional	Student Centered Meaning Progressive
Research	Numbers Objective Reason Value-Free Cause and effect Hypothesis Testing	Words Perspective Insight Value-Bound Emergent Design Hypothesis Generating
Assessment	Looks at what a student <u>can't</u> do There is a grade One single correct answer Timed Done at end of unit	Looks at what a student <u>can</u> do Showing There is multiple correct answers There is unlimited time Continual assessment
Literacy	Memory Decode Scripted Replicable Levelized Instruction	Meaning Comprehend Constructing Contextualized Differentiated

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3 Models of Pedagogy

By: Dayna L. Watland



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Transformative: real-world/real activities; communication flows freely from learner to learner; teacher becomes a partner in the learning process

Generative: more hands-on approach; communication flows in several directions; more questions are answered for the learner

Transmission: teacher talks in front of the class; students listen in rows; communication is in one direction

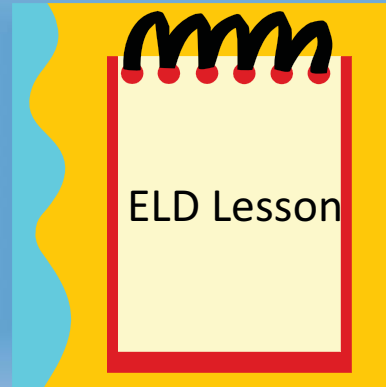
To begin, ask yourself three basic questions:

Where are your students going?

How are they going to get there?

How will you know when they've arrived?

Week # 10



Take into consideration what students are learning (a new skill, a rule or formula, a concept/fact/idea, an attitude, or a value).

Choose one of the following techniques to plan the lesson content based on what your objectives are:

Demonstration ==> list in detail and sequence of the steps to be performed

Explanation ==> outline the information to be explained

Discussion ==> list of key questions to guide the discussion

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SDAIE LESSON

- Expected learning outcome is explicit, concise, and in-line with the appropriate CA Content standard.
- Defines key English content vocabulary which may be difficult for emergent English learners but essential to the student's mastery of the skill or concept.
- The first minutes of the lesson provide students with the lesson objective, procedures, performance and assessment expectations.
- Focus is on content but mindful of continuing academic English language development. Lesson anticipates, explores and draws on a student's prior knowledge.
- Defines key English content vocabulary which may be difficult for emergent English Learners but essential to the student's mastery of the skill or concept.
- Teacher talk to student talk ratio is kept to a maximum of 5 minutes: 1 minute. Students have regular and frequent opportunities to process information preferably in collaboration with other students.
- Teacher provides deliberate and concrete structure to present vocabulary and language concepts through the use of realia, manipulatives, or graphic organizers.
- Teacher uses a multi-sensory approach in the lesson that taps into various modalities. The approach enables students to use their learning style strengths to acquire content knowledge.
- The last minutes of the lesson provide students with an opportunity to reflect upon what they have learned.
- The follow-up learning activity provides opportunity for students to practice independently and master the skill from the lesson.
- An appropriate assessment provides student with feedback and results drive teacher's future instruction.

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Alma Flor Ada

“Whether in nature or in human relationships, few images are more compelling than that of an encounter; a butterfly and a flower blended together in a brief burst of color, the sun rays and a raindrop joined in a rainbow, a mother reaching out for her newborn child, two pairs of eyes held in a deeply felt gaze, two hands clasped in friendship—and surely among the most meaningful encounters, the one between a child and a book” (www.almaflorada.com)

GREAT resource for teachers/students. GREAT books to incorporate into Lessons as future teachers.