
Rawhide Elementary

Campbell County School District

Monday, September 20, 2010, a.m. & p.m.

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Looking Back

December 3, 2009

a) Cummins' 2009 Literacy Engagement to Literacy Attainment

Framework: Scaffolding, activating prior knowledge, affirming identity, extending language

b) Marzano's 6 Steps to Academic Language Instruction

c) 10 Things Mainstream Classroom Teachers Can Do

In addition, things I remember:

- categorizing, writers' workshop, centers: letter to dads in Kuwait, guided reading/flood reading, Our promise to each other poster, factors/building on prior knowledge, hands-on discovery science lesson, family connections

April 6, 2010

Cummins' framework, quadrant, 10 Things Mainstream Teachers Can Do, Reflective Cycle

In addition, things I remember:

Questions on spelling, pre-introduction to words, words from the vocab list; writers' workshop, centers/floaters, drawing of problems, visualization, family connections

Today and Looking Ahead: 5 activity centers

Joint Productive Activity, JPA

Cummins' Literacy Engagement Framework:
scaffolding, affirming identity, extending
language, and activating prior knowledge
(pp.190-191)

Language and Literacy Development, LLD

Cummins' quadrant

Making Meaning/Contextualization (MM or CTX)

Homework packets: Putting the *home* back in
homework (p. 205-6)

Complex Activity Center (CA)

My family graph activity (p. 201)

Instructional Instruction (IC) The instructor stays at
the IC throughout the center rotation.

2 Perspectives on Teaching and Learning

3 Perspectives on Teaching and Learning (p. 7)

Cummins Nested Pedagogical Orientations (p.
189)

(Page #s are from *Critical Pedagogy: Notes from the Real World*, 4/e, 2010,
Joan Wink)