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WITESOL  
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*Theory to Practice  
Through Activity Centers*

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This interactive session will turn theory into practice through five culturally-responsive activity centers, which originated with the on-going work of The Center for Research and Education Diversity and Excellence (CREDE) from UC Berkeley. These activity centers demonstrate for teachers one way of enhancing deeper learning with students. Mainstream classroom teachers can do these activity centers with any academic content, and the centers are not at the exclusion of any other site-based curriculum or activities. For more information, see <http://crede.berkeley.edu/research/crede/index.html>. In addition, see <http://www.joanwink.com/sched.php>

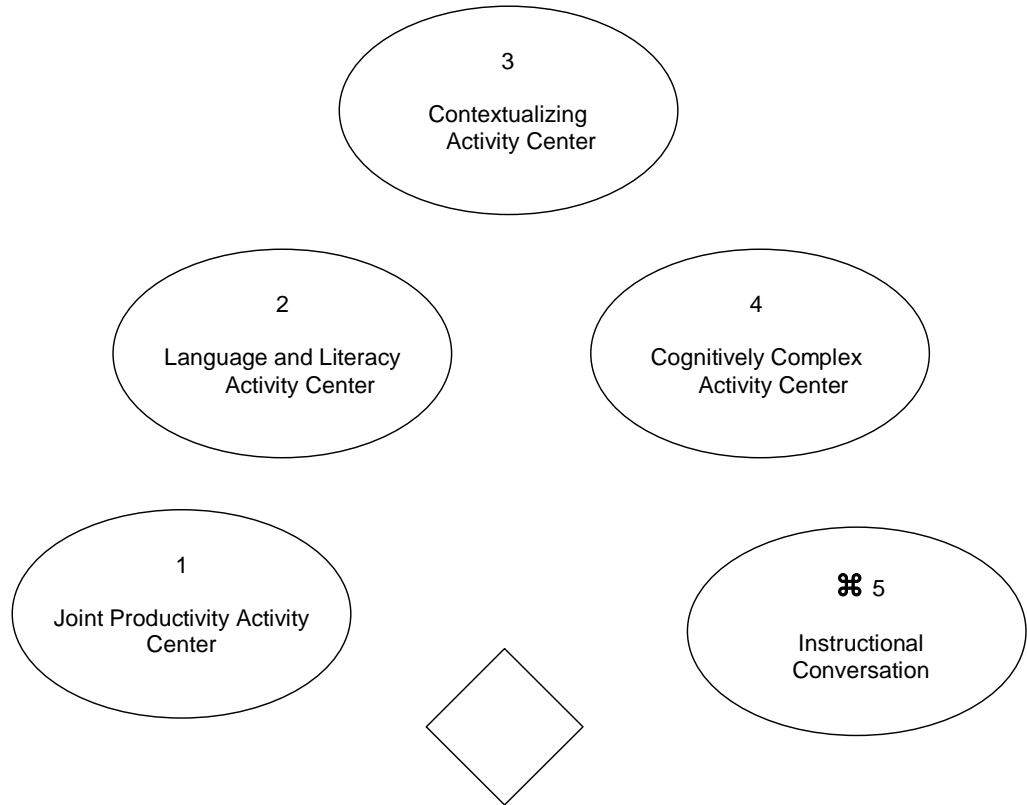
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# Activity Centers



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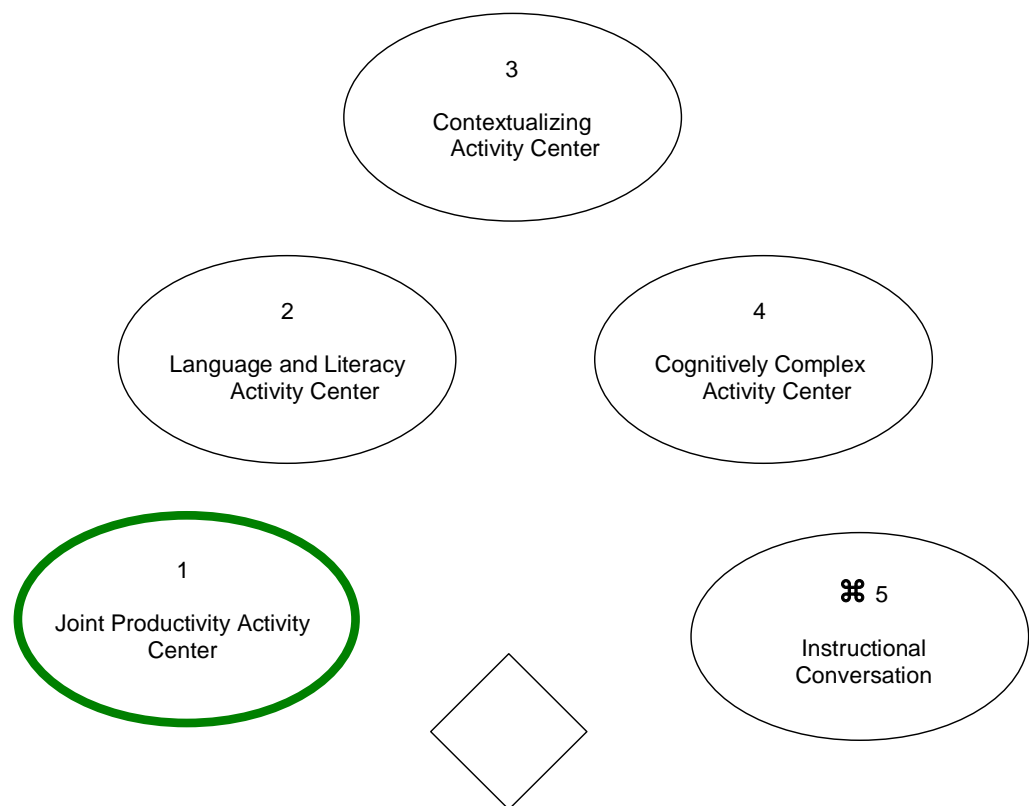
# ACTIVITY CENTER 1

## JOINT PRODUCTIVE ACTIVITY (JPA) TEACHER AND STUDENTS PRODUCING TOGETHER

Facilitate learning through joint productive activity among teacher and students.

### The Teacher

- designs activities for students' collaborative project
- participates with students in joint productive activity
- plans with students how to work in groups and move from one activity to another
- positively monitors and supports student collaboration



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## ACTIVITY CENTER 2

### DEVELOPING LANGUAGE AND LITERACY

#### Development ACROSS THE CURRICULUM (LLD)

Develop competence in the language and literacy of instruction across the curriculum

#### The Teacher

- encourages students' use of first and second languages in instructional activities
- listens to student talk about familiar topics
- assists language and literacy through modeling, eliciting, probing, restating, clarifying, questioning, and affirming
- encourages students to use content vocabulary to express their understanding



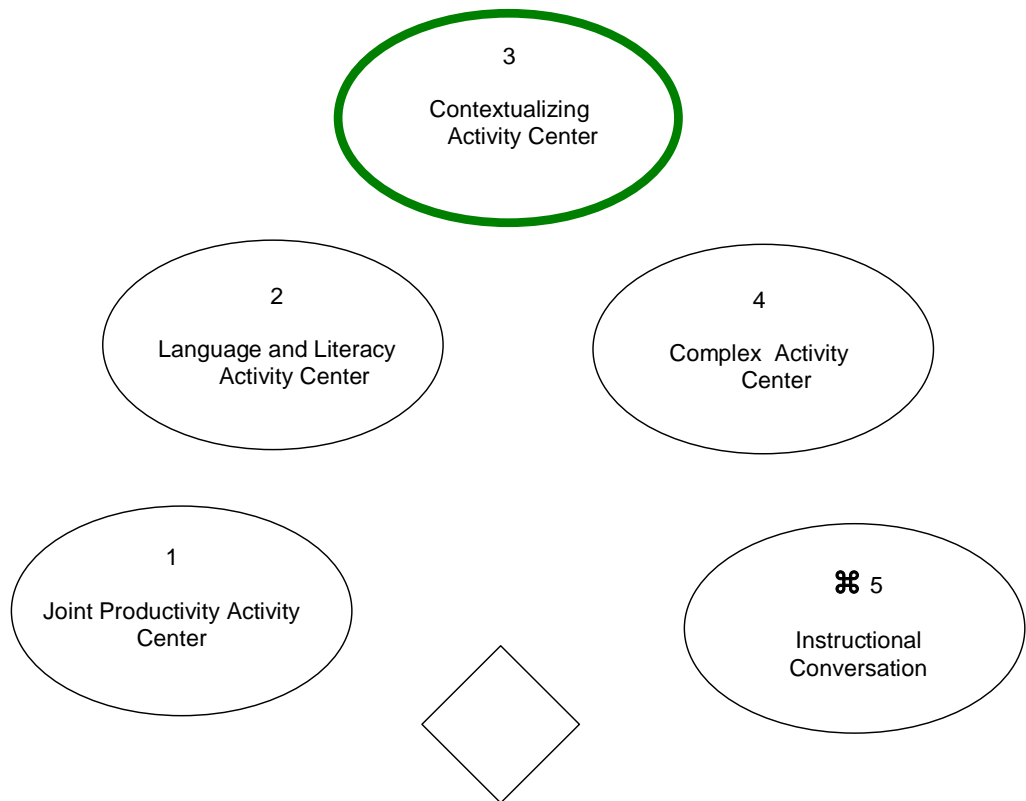
# ACTIVITY CENTER 3

## MAKING MEANING (MM): CONNECTING SCHOOL TO STUDENTS' LIVES

Connect teaching and curriculum with experiences and skills of students' home and community.

### The Teacher:

- begins with what students already know by emphasizing local norms and knowledge
- assists students in connecting and applying their learning to home and community
- provides opportunities for parents to participate
- varies activities to involve students' learning preferences



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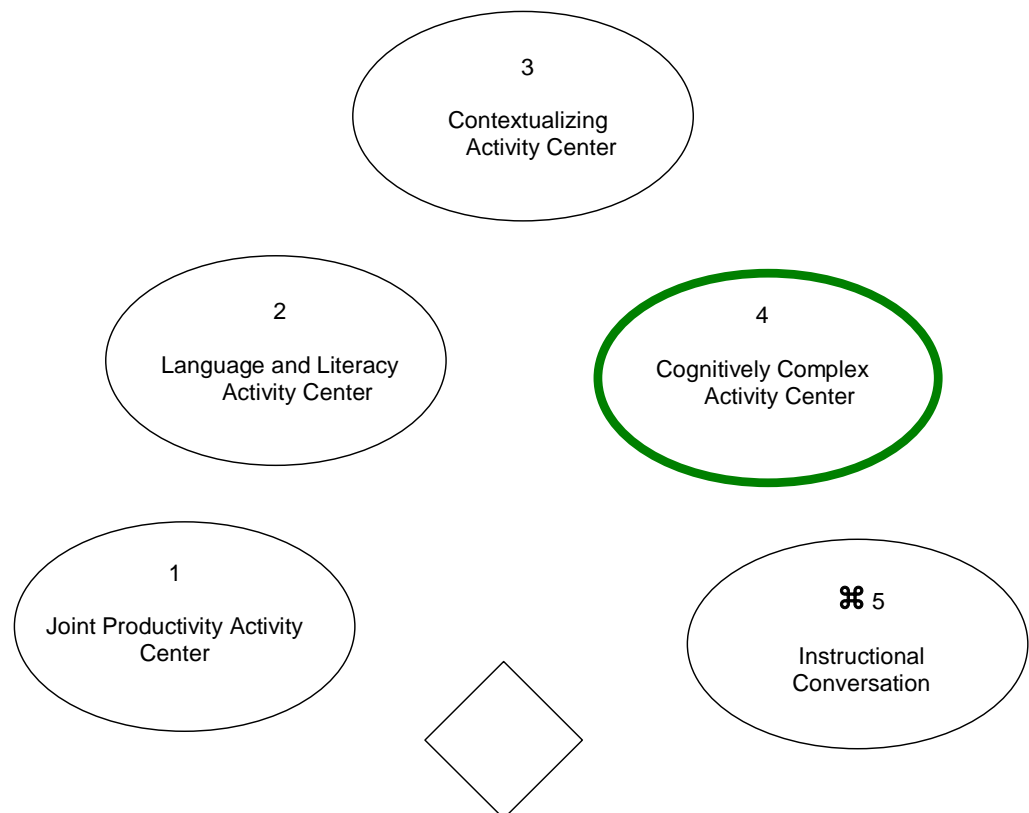
# ACTIVITY CENTER 4

## TEACHING COMPLEX THINKING (CT) THROUGH COGNITIVE ACTIVITY (CA)

Challenge students toward cognitive complexity

### The Teacher

- emphasizes the whole picture to understand the parts
- designs instructional tasks that advance student understanding to more complex levels
- promotes more complex understanding by relating instruction to students' real-life experience
- gives clear, direct feedback about how students' performance relates to standards



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## ⌘ACTIVITY CENTER 5

### TEACHING THROUGH CONVERSATION

Engage students through dialogue, especially the instructional conversation (IC)

#### The Teacher

- has a clear academic goal that guides conversations
- ensures that students talk by guiding conversation to include students' views, using text evidence
- assists students learning by questioning, restating, praising, and encouraging
- listens carefully to assess levels of students' understanding which guides students to generate a product indicative of the Instructional Conversation's goal

