
Campbell County High School, North and South

Gillette WY

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www.JoanWink.com

Participants are invited to bring or generate their own focus questions. In addition, teachers are invited to bring their own lesson/curriculum to guide the problem-solving round-table session.

Additional Guiding Questions:

Who needs what when?

Levels of language learners

Early, intermediate, later language learner

What does vocabulary mean?

Social language and academic language (BICS/CALP)

What is key vocabulary?

How do we teach vocabulary? Or, how do we engage all students?

Why do I do what I do?

Suggested Activities to Guide the Discussion

Preview/Review

<http://www.joanwink.com/charts/preview-review.pdf>

Front loading vocabulary

<http://www.joanwink.com/charts/prereading.pdf>

Quick Write/Quick Draw

<http://www.joanwink.com/charts/quickdraw.pdf>

LLC STELLA after school PD

Focus on Engagement:

Cummins, Jim. Literacy Engagement Framework

[http://www.joanwink.com/scheditems/JCummins-](http://www.joanwink.com/scheditems/JCummins-literacy_engagement1209.pdf)

[literacy_engagement1209.pdf](http://www.joanwink.com/scheditems/JCummins-literacy_engagement1209.pdf)

(scaffolding, affirm identity, extend language, and activate prior knowledge)

WordSift

www.wordsift.com

The Mess, CP4/e, 162

http://www.joanwink.com/cp4/cp4_pg162.php

10 Things a Mainstream Classroom Teacher Can Do

<http://www.joanwink.com/scheditems/10things.pdf>

Other Resources

Activity Centers

Overview

<http://www.joanwink.com/scheditems/Campbell-pm-092210.pdf>

The Five Centers

<http://www.joanwink.com/scheditems/Activity-Centers-092210.pdf>

CREDE

<http://www.joanwink.com/scheditems/Crede-092210.pdf>

www.crede.berkeley.com

CREDE Activity Centers

<http://www.joanwink.com/scheditems/ac1-1110.pdf>

<http://www.joanwink.com/scheditems/ac2-1110.pdf>

<http://www.joanwink.com/scheditems/ac3-1110.pdf>

<http://www.joanwink.com/scheditems/ac4-1110.pdf>

<http://www.joanwink.com/scheditems/ac5-1110.pdf>

Cummins, posted on www.joanwink.com

<http://www.joanwink.com/scheditems/bw-iceberg.pdf>

<http://www.joanwink.com/scheditems/threshold-hyp.pdf>

<http://www.joanwink.com/charts/cummin.pdf>

<http://www.joanwink.com/charts/SUP-Cummins.pdf>

<http://www.joanwink.com/charts/CUP-Cummins.pdf>

<http://www.joanwink.com/scheditems/effects-of-bilingual.jpg>

<http://www.joanwink.com/scheditems/bilhouse0308.pdf>

Ferlazzo, Larry. www.larryferlazzo.com

Krashen, Steve

5 Principles of Language Acquisition

The Acquisition-Learning Hypothesis

The Natural Order Hypothesis

The Monitor Hypothesis

The Input (Comprehension) Hypothesis

The Affective Filter Hypothesis

http://www.sdkrashen.com/Principles_and_Practice/index.html

http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html

Mamas, Meaning, and Motivation

Wink, J., & Wink, D. (2004, pp. 102-104). *Teaching passionately:*

What's love got to do

with it? Boston, MA: Allyn & Bacon.

<http://www.joanwink.com/love/love-mamas.php>

Middle School Portal

<http://www.msteacher2.org/forum/topics/10-very-cool-brain-compatible>

Peha, Steve. TTMS, Teaching That Makes Sense by Steve Peha

<https://ttms.box.net/shared/static/qs5idj27ul.pdf>

Wink, Joan.

Levels of Language Acquisition

Historic Overview:

http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf

Descriptors:

http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf

Modifications of pedagogy: (scroll to the last page)

<http://www.joanwink.com/scheditems/TESOL->

09Adaptations_differentiation.pdf