

Meadowlark Elementary
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CONTENT	QUESTIONS	PROCESSES
<p>Introduction: Blueberry Story, Jaime Vollmer Overview: What is the reflective cycle? Why? Who? How? 4 C's</p>		
<p>Teams at Meadowlark</p> <p>Goal: Teachers develop guidelines for improving Teams.</p>	<p>What is their function?</p> <p>How does our team support academic development in the classroom?</p> <p>How might we strengthen our team?</p> <p>How do teams support social emotional development?</p>	<p>4 Corners Warm-up</p> <p>4 Corners</p> <p>Reflective Cycles</p>
<p>Linking Teams to Student Learning</p> <p>Goal: Teachers expand lessons with adaptations/accommodations</p>	<p>What is ESL? Sheltered Content Instruction? Academic Language? How are 4 Cs used?</p>	<p>Reflective cycle/adaptations</p> <ul style="list-style-type: none"> •Reflective cycle •Teaching/learning cycle •Differentiation cycle •Adaptations/accommodations (List/share your own. How do students negotiate meaning and demonstrate understanding.) <p>Messenger & Scribe Pair Share</p>
<p>Conclusion Redwood Trees: The Roots</p>		

4 Corners Warm Up: Fast/fun Brain Dumping Only

- Each team randomly draws one question from the basket.
- Each team builds consensus quickly on their answer.
- In addition, each team generates one more question of their choice.
- Each team shares with whole group.

Four Corners

- Tape a large piece of butcher paper to the wall at each of the four corners of the room.
- Each piece of paper can be blank for student-generated questions that need to be studied, or the instructor can write a specific question on each of the four pieces of paper.
- Divide the whole group into four smaller groups. Each group needs one colored marker, and each group uses only its own color, which is different from the colors of the other groups.
- After each small group has discussed how to answer each question (or which question the group would like to generate for the whole group), the small groups rotate to each paper, writing their answers (or questions). After the groups have rotated and answered their questions, the whole group can analyze and discuss the answers. (Wink, 2005, p. 134)

Messenger and the Scribe

- Before the activity, the instructor chooses one piece of text.
- Make copies of the text, and tape them in multiple places on the walls of the classroom.
- Place the students in pairs; one is the messenger, and one is the scribe.
- When the activity begins, all who are messengers run to the wall, read the text, return to the scribe, and repeat the text exactly. The scribe writes exactly what the messenger says.
- Throughout the activity, the instructor can change the roles of the scribes and messengers.
- The instructor needs to stay out of the way. This is lively and fun whether five-year-olds, fifteen-year-olds, or fifty-five-year-olds are doing it.
- When one pair finishes, the activity stops while this pair reads exactly what is written on their paper. If there are any errors, the activity begins again.
- This activity also works well for listening, for spelling, and for grammar and punctuation. (Wink, 2005, p. 136)

Pair Share

- Pair students. Each individual within a pair then chooses and explains a specific portion of the text.
- Questions are asked and discussed within pairs.
- After pair sharing, pairs share their discoveries and reflections with the whole group.

Resources

Reflective Cycle

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

Action Research (another reflective cycle)

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

Teaching Learning Cycle

http://www.joanwink.com/charts/teach_learningcycle.pdf

Differentiation Cycle

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

ESL and Sheltered Lesson Plan

<http://www.joanwink.com/charts/eld-sdaie-0208.pdf>

Wink, J. (2005). *Critical pedagogy: Notes from the real world*. Boston, MA: Allyn Bacon Pearson