



FLIP CHART FRIDAY!

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Objectives

1. Deepen understanding of language demands placed on all learners
2. Examine transferable academic language frames on flip charts
3. Determine the function of language in order to select appropriate frames
4. Create prompts and select response frames that will teach academic language during an upcoming *Senderos/Journeys* lesson





Agenda

1. Task Analysis: Why we teach language
2. Forms and Functions
3. Fab Frames vs. Shabby Frames
4. Planning to Use Flip Charts with Senderos/Journeys





Task Analysis

Purpose: Determine what kids need to complete an academic task in order to ensure that we are teaching them the appropriate skills

Content knowledge needed	Language knowledge and skills
Examples: <ul style="list-style-type: none">● Drawing inferences● Summarizing● Fractions	Examples: <ul style="list-style-type: none">● Specific verb tenses● Target vocabulary● Sentence structure (syntax)

Example Task Analysis: 3rd Grade ELA



1. Read the passage, prompt, and sample answer
2. Review the task analysis
3. In partners:
 - a. What skills aren't included here?
 - b. As you think of preparing students for a task like this, what comes to mind?



Grade 4 SBAC Math



1. Read passage and prompt. No need to work out the answer.
2. List all the content knowledge and language skills and strategies needed to access the text and give an appropriate written response to the prompt.



Task Analysis: 4th Grade Math



Content knowledge and skills needed

- Understanding of how to read a math table
- Addition and subtraction of multiple digits

Language knowledge and skills

- Multiple meanings of the word “table”
- Language structures for giving reasons “*I know this because...*”
- Past tense



Sample EL Responses



- Watch video clips and note language strengths and needs:
 - Prompt: “At what age do you think a student should be allowed to have a cell phone? Why do you think so?”

Before watching:

- What would an ideal response look like at your grade level (or at a sixth grade level if not relevant to your grade level)?

After watching:

- What are the current language skills of the 6th grade student compared to what you expected?
- What areas would you target for improvement?
- What did the students do well in terms of language? What additional skills and support would have improved the quality of their responses?



Functions and Forms



Functions:

- Everytime we communicate there is a function of our language; a reason or goal for saying what we want to say
 - Examples: *comparing, expressing an opinion, agreeing, inferring, clarifying, etc.*
- What's the reason you are saying what you're saying?

Forms:

- The form is the grammatical structure and actual words you use to communicate your function
- Forms can be taught with sentence frames
- A good frame is academic and transferable across content areas



Content, function, then form



This...

1. Content

I want to talk about the **life cycle of a frog**.



2. Function

I need **sequencing** language to talk about the life cycle of a frog.



3. Form

***First**, the eggs develop. **Next**, the tadpole hatches. **Finally**, the tadpole grows to an adult frog.*

Not this...

1. Form

I want to use the word "whereas" right now.

2. Function

I think I'll do a bit of contrasting.

3. Content

I can talk about dogs and cats: Dogs bark **whereas** cats meow.





Flip Charts

Function

Acuerdo

- Estoy de acuerdo con ____ porque ____.
- Estoy de acuerdo con ____ y también pienso que ____.
- ★ Mi idea se parece a la idea de _____. Yo creo que _____.

Agreeing

- I agree with ____ because ____.
- I agree with ____ and I also think ____.
- ★ My idea is similar to ____'s idea. I think _____.

As we plan for instruction, do we first select the content or language? Function first? Or form?

Forms



Teaching Flip Chart Frames



Sarah models with Kindergarten

Teaching comparing language applied to planet work

First introduction to frames



What makes a good set of frames?



1. Academic--not watered down
2. Transferable--can be used in many content areas
3. Graduated in difficulty from simplest to most difficult
 - “Simple”
 - “Solid”
 - ★ “Sophisticated”



Fab frames vs. shabby frames



1. A ____ ____.
2. I infer ____ because ____.
3. My ____ goes on ____ so that ____ when I ____.
4. I agree with ____ and would like to add ____.
5. ____ and ____ always go to the ____.
6. ____ and ____ are similar because ____.



Flip Chart Use



- Some alignment with *Senders/Journeys* comprehension skills and strategies (function=comprehension skill!)
- Giving students language skills increases understanding of concept
- Prepare prompts and responses (from frames) based on story
- Practice meticulous modeling for precision partnering using this set of frames





Planning to Teach Language Using Frames

1. Select comprehension skill/strategy from upcoming lesson--that's the function!
2. Read story
3. Create prompts that require students to use the appropriate function and frame to answer in order to increase understanding of the task and mastery of the skill
4. Choose 1-3 frames of varying difficulty
5. Plan to use with precision partnering including meticulous modeling





Example lesson

Grade: 2

Lesson: 16

Comprehension strategy:

Predict/infer

Story: *Mr. Tannen's Tie Troubles* (main selection)

Predicting

I think that ___ will ___.

I think ___ next
because ___.

I predict that ___ because
___.

★ Since ___, I think ___ will
___.



Mr. Tanen's Tie Troubles



Mr. Tanen loves being the principal of the Lynnhurst School. He also loves ties. In fact, he has almost one thousand crazy ties!

When Mr. Tanen returned from winter vacation, he **received** a call from Mr. Apple at the School Department. Mr. Apple told him that because many things at the school had to be fixed, there wasn't enough money left for a new playground. **1**

2

Mr. Tanen sadly hung up the phone and gazed out at the broken-down playground. He heard a *clink-clank*. He looked up to see Kaylee and Alex lugging in a big jar filled with money.

"Here it is! \$148.29 for the playground **fund!**" said Kaylee proudly.

"New playground, here we come!" cheered Alex. Mr. Tanen didn't know what to say.



Mr. Tanen's Tie Troubles

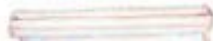


After school, Mr. Tanen sat in his office **staring** at the jar. He sighed. "Now I'm in a real pickle! This is not enough money for a playground. The kids will be so **disappointed.**"

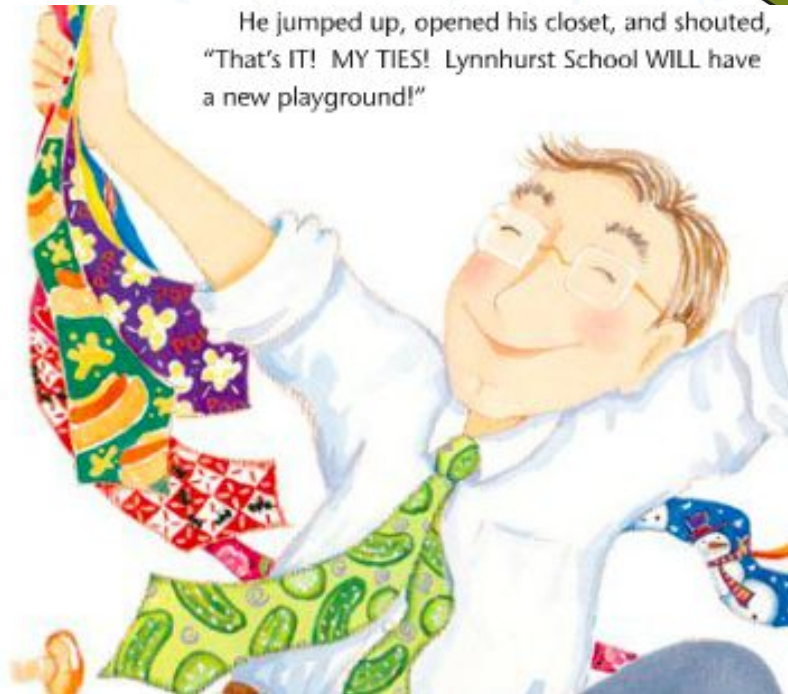
Mr. Apple's words floated around in his head:



"Hmm . . . as full as my tie closet!" **repeated** Mr. Tanen.



He jumped up, opened his closet, and shouted, "That's IT! MY TIES! Lynnhurst School WILL have a new playground!"





Sample Prompt

What do you predict Mr. Tannen will do next?

Predicting

I think that ____ will ____.

I think ____ next
because _____.

I predict that ____ because
_____.

★ Since _____, I think ____ will
_____.

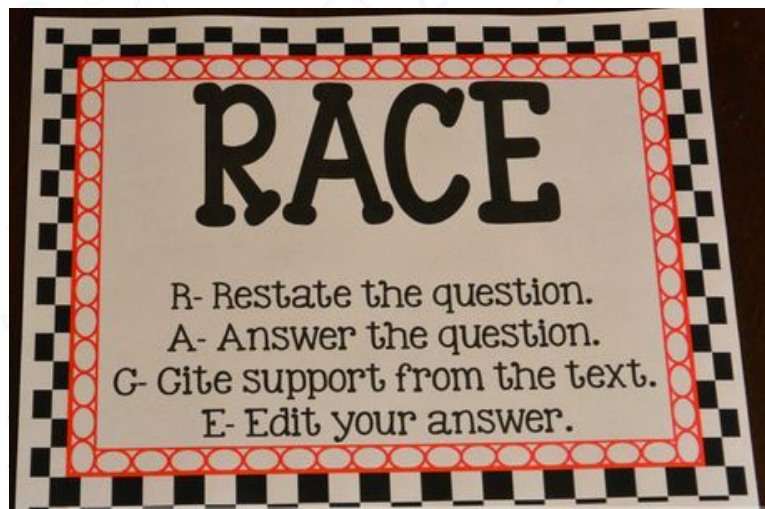
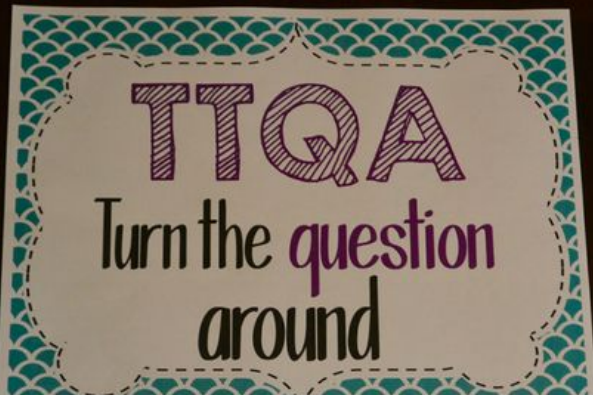
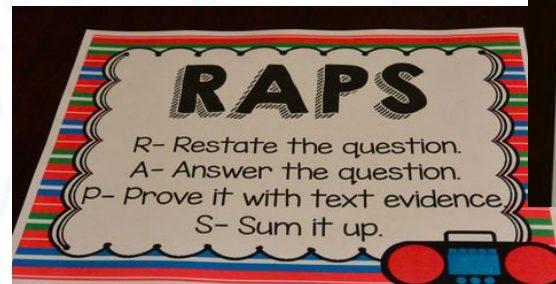
When a frame isn't available...

You can create your own!

Good tips:

Think of desired response,

Turn the Question Around!



<https://www.talesfromoutsidetheclassroom.com/2014/07/ideas-to-help-kids-to-rewrite-question.html>

Time to plan



ELD specialists will support teams

1. Read story (main or leveled reader)
2. Determine function (comprehension skill!)
3. Create prompts that require the use of that function/comprehension skill
4. Select frames from flip charts that will be used by students in partners to answer the prompt
5. Plan to use meticulous modeling





PD: Survey

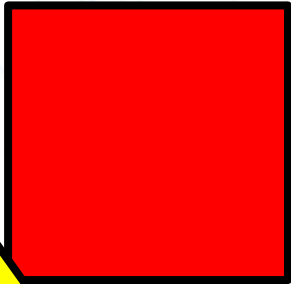
We value your feedback!

Please find the link in your email and give us your feedback on today's professional development, as well as your desire for future professional development.

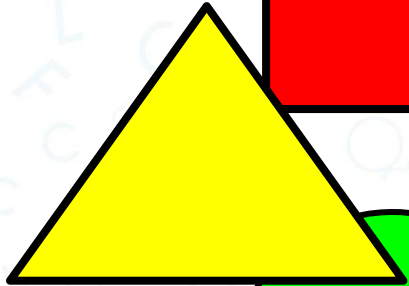
Thank you!



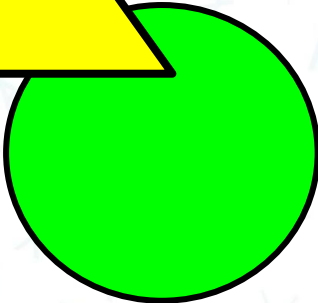
Reflect, Write & Table Talk:



What squared with what you already knew?



What did you see from a new angle?



What completed a circle of knowledge?



- 12:00-1:00 travel to TuHS & lunch
- 1:00-1:15 pm - message from Superintendent
- 1:15-2:45 pm - Dr. Landis
- 2:45-3:00 pm - transition to assigned classroom/debrief space
- 3:00-4:00 pm - debrief

After the Presentation
Please head to:

Room 155

