

Handout 5 – Additional Resources

Building Background Knowledge

Expert Jigsaw:

- Divide the class into groups of 6. Have everyone number off beginning with a number 1 and proceeding through number 6. This will be their “home team.”
- Pass out the article on building background knowledge. Everyone will read the introduction and stop at the subtitle “Prediction Guides.” Once they have completed the reading, give the groups a few minutes to talk and react to the reading so far.
 - <http://www.ascd.org/publications/books/113005/chapters/Background-Knowledge@-The-Glue-That-Makes-Learning-Stick.aspx>
- Ask everyone to stand up with their article. Have all of the like numbers meet at a designated area in the room (1’s together, 2’s together, etc.)
- Assign a number to each of the following subtitles:
 - 1: Prediction Guides
 - 2: Carousel Walk
 - 3: Textbook Scavenger Hunts
 - 4: Using Picture Books to Build Background
 - 5: Building Background Virtually & Building Background through Experiences
 - 6: Reading as a Background Builder
- Each number group will read their section and create a chart to explain their section of the reading. Once their chart is complete, the group will have a discussion to ensure that each group member can explain the chart.
- Hang up the charts in the room. Send everyone back to their “home team” where everyone has a number 1-6. Start with the number 1’s. They will explain their chart to their home team. Continue this process until everyone has shared their chart with the home team.

Teaching Vocabulary

Jigsaw

- Divide the class into small groups of 3-4 people. Assign each group one of the following articles of activities on how to teach vocabulary.
 - <http://www.readingrockets.org/article/9943/>
 - <http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/>
 - <http://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber>
 - http://people.bu.edu/jpettig/Articles_and_Presentations/Teaching+Vocabulary.pdf
 - <http://littoolkit.pbworks.com/f/Middle%20School%20Vocabulary%20Strategies.pdf>
- As a group, read the article. Choose 2 strategies to teach the class. Create a chart to explain the strategies to the class.
- The whole group will share out on the activities.

Comprehensible Input

Video in French

- Show the following You Tube video of a teacher teaching in French.
http://www.youtube.com/watch?v=68wkwJV5_c&feature=related
- Ask participants to turn and talk with a partner about what they understood about what the teacher was teaching.
- Show the video a second time. Ask participants to pay attention to the strategies that the teacher was using to help them understand the content of the lesson.
- With a partner, have participants create a list of the strategies that the teacher used to make the input comprehensible.
- Come back together as a whole group and create a chart to list all of the teaching strategies that he used. The list should include:
 - Total Physical Response or physical movements
 - Connection to previous learning or background knowledge (Marie Antoinette)
 - Lots of repetition and using the terms in multiple contexts
 - Slow and enunciated speech
 - Native language support (Chocolate chip cookies)
 - Use of humor

Exit Ticket

Creating exit tickets

- Break participants into groups of three. Pass out these two articles.
 - <http://coachingchronicles.blogspot.com/2011/04/exit-tickets.html>
 - <http://teachers.tulpehocken.org/bdavis/Shared%20Documents/Learning%20Focused%20Resources/Ticket%20Out%20the%20Door%20Ideas.pdf>
- In groups of three, read the articles and create an exit ticket for the rest of the group based on the learning in today's session.
- The whole group will share out on the exit tickets.