Best Practices for Language and Content Instruction

John Stanford International School
February 2, 2008

Co-sponsored by Seattle Public Schools and John Stanford International School, funded by the State Innovations Grant from Longview Foundation to the Washington State Coalition for International Education.
Goals of the Workshop

• Learn about the research and best practice for language learning and teaching in immersion and mainstream classrooms.
• Observe how teachers use best practices in their classrooms to increase language and content learning.
• Dialogue with presenters and each other about how to use best practices for classroom learning.
• Consider when and how to incorporate these best practices into their own teaching.
John Stanford International School is a K–5 elementary school in the Seattle School District with a Japanese and Spanish immersion program in which students spend half the school day immersed in the target language studying math and science. The other part of the school day is spent in an English-speaking classroom focusing on literacy, writing, social studies, and art. John Stanford also has a Bilingual Orientation Center BOC for newcomer students who are immersed in English while continuing their academic learning.
Teacher Presenters

• Maria Buceta Miller (K/1 Spanish)
• Sabrina Kovacs–Storlie (2/3 Spanish)
• Amy Hicks (formerly 2/3 English)
• Karol Franz Harisiades (2/3 English)
• Nicole Silver (BOC Teacher)
• Elisabeth Brace (ELL Teacher)

• Michele Anciaux Aoki, Workshop Coordinator
GLAD Key Trainers

Two GLAD Key Trainers attended the workshop and answered questions about Guided Language Acquisition Design GLAD (www.projectglad.com)
– Melissa Corea (gladcorrea@hotmail.com)
– Jody Bader (gladbader@hotmail.com)
Hosts for the Workshop
Kelly Aramaki, current Principal at John Stanford International School, and Karen Kodama, founding Principal and current International Education Administrator for Seattle Schools
Pictorial: Participants will see how a pictorial or big picture input chart can be used to create a language rich environment while enhancing vocabulary and key concepts in a reading, social studies, math or science unit. A picture is drawn in front of the class while the teacher discusses key concepts from the unit.

Presenter: Amy Hicks
3 Types of Rocks

Igneous Rocks:
1. Lava cools forms igneous rocks
2. Magma inside lava outside
3. Magma trapped cools

Sedimentary Rocks:
3 Types:

1. Sedimentary Rocks:
   - formed sediment-bits & pelts
   - 2 lakes, rivers, seas
   - 3 million

2. Metamorphic Rocks:
   - rocks that have been changed
   - closer to surface

3. Igneous Rocks:
   - crystalline rocks
   - formed when magma cools
3 Types of Rocks

1. Sedimentary Rocks:
   - formed sediment bits & pieces
   - lakes, rivers & oceans
   - 3 millions of years

2. Igneous Rocks:
   - lava cools forms igneous rocks
   - magma inside lava outside
   - magma trapped cools

3. Metamorphic Rocks:
   - heat & pressure
   - change from sediment & igneous rocks
Sedimentary rocks are one type of rock that is found on our planet. They are formed from sediment, bits and pieces of the earth’s surface that has been worn away by weather. This sediment settles at the bottom of rivers and oceans. Layer upon layer is deposited on top of each other. After a long time, the sediment slowly turns into rock.
LAYERS OF THE TEMPERATE RAINFOREST

Canopy Layer:
- Cedar
- Hemlock
- Coniferous trees

Understory Layer:
- Dogwoods
- Maples
- Deciduous trees

Ground Layer:
- Ferns
- Grass
- Moss
- Flower plants
- Small leafy plants
Earth's Layers

- Sedimentary Rocks
  * formed from sediment
  * settle to the bottom of lakes, rivers, oceans
  * millions of years
  * layers upon layers

- Metamorphic Rocks
  * changed from sedimentary & igneous rocks
  * heat & pressure causes the rocks to change

- Igneous Rocks
  * lava cools
  * rock forms igneous rock
  * magma is melted
  * underground magma gets trapped & cools
Pictorial and Note Taking and Process Grid

Pictorial and Note Taking: Participants will see a practical application of a pictorial combined with the note taking process. Students practice note taking skills and comparing and contrasting with a graphic organizer other than the double bubble.

Process Grid: Participants will learn how a process grid, a graphic organizer, can be used to compare literature genres, for example fairy tales from different areas of the world. This easily transfers to other subject areas.

Presenter: Karol Franz Harisiades
<table>
<thead>
<tr>
<th>Type of Rock</th>
<th>How it is formed</th>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sedimentary</td>
<td>from sediment</td>
<td>• layers</td>
<td>limestone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• settled from</td>
<td>sandstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• lakes, rivers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• and oceans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• millions of years</td>
<td></td>
</tr>
<tr>
<td>Igneous</td>
<td>from cooled lava</td>
<td>• magma is melted rock</td>
<td>granite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• underground magma gets trapped and cools</td>
<td>obsidian</td>
</tr>
<tr>
<td>Metamorphic</td>
<td>from igneous and sedimentary rocks</td>
<td>• millions of years</td>
<td>marble</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• takes heat and pressure for change to happen</td>
<td>slate</td>
</tr>
<tr>
<td>Country</td>
<td>Title</td>
<td>Characters</td>
<td>Setting</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
<td>------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Thailand</td>
<td>The Whispering Cloth</td>
<td>Mai and Grandma</td>
<td>A refugee camp in Thailand</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>Tamba and the Chief</td>
<td>Namina, Tamba</td>
<td>A flooded Temne village in Sierra Leone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chief, animals</td>
<td></td>
</tr>
<tr>
<td>Indonesia</td>
<td>Ayu and the Perfect Moon</td>
<td>Prince Ayu, her</td>
<td>in a village on an island called Bali</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mom, villagers</td>
<td>in Indonesia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grandma told Mai she could pandau then</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>decided it Tamba's village had some food</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the way to the village for The animal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ayu told learning was a magic village</td>
</tr>
<tr>
<td>Summary</td>
<td>Main Idea (Lesson)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grandma stitched a pa’ndau and told Mai stories. Grandma taught her</td>
<td>Family work is more important than money.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>how to stitch Mai stitched her own pa’ndau. She finished stitching and</td>
<td>It is important to help others when they need help.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>decided it wasn’t for sale.</td>
<td>Then when you need help, they can help you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tamba’s village was flooded. He saved some ants, they told him about</td>
<td>If you work hard and practice you will get better at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Namina. He got some food, he gave it to animals along the way. He went</td>
<td>something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Chief Kambobo’s village with help he solved the riddle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The animals helped him solve 3 tests. He married Namina.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ayu told 3 girls a story about learning to dance. She was a little girl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Prince asked her to dance for the village on the night with a full</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moon. The moon got bigger. She got ready to dance. She dressed up in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dance clothes. She danced in front of the village.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Buccaneers—Europe—1600’s
Lived on Caribbean Islands
hunters who cooked meat on boucans
Wore Animal skins and didn’t Bathe
or wear Shoes

angry
at
Spanish!

Far East—Asia—1600’s & 1700’s
Raider villages

Treasure:
Jade
Jewelry
Ransom $ Robbed
European trading Ships
China

Cocoa beans (chocolate)
gems
Gold
Silver
Anything Useful

Rowed out in canoes
to attack Spanish
Eagles
Caribbean Sea

Junk

South China Sea
<table>
<thead>
<tr>
<th>Pirate</th>
<th>Ship</th>
<th>Where?</th>
<th>Plundered</th>
<th>Treasure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viking</td>
<td>longship-</td>
<td>North Sea</td>
<td>Northern Europe-</td>
<td>land, armor,</td>
</tr>
<tr>
<td></td>
<td>shallow, flat and fast</td>
<td>Atlantic Ocean</td>
<td>villages, church, silver</td>
<td>jewelry</td>
</tr>
<tr>
<td>Barony Counts</td>
<td>galleys</td>
<td>Mediterranean Sea</td>
<td>Europe-</td>
<td>slaves, G-</td>
</tr>
<tr>
<td></td>
<td>sleek and fast</td>
<td></td>
<td>Christians</td>
<td>knights, coins</td>
</tr>
<tr>
<td>Far East</td>
<td>Junk's-</td>
<td>Yellow Sea</td>
<td>Asia-</td>
<td>slaves, villages, ships, money, and merchants, ships</td>
</tr>
<tr>
<td></td>
<td>sails like shades</td>
<td>South China Sea</td>
<td>Caribbean Sea</td>
<td>gold, doubloons</td>
</tr>
<tr>
<td>Buccaneers</td>
<td>canoes-</td>
<td>Caribbean Sea</td>
<td>Spanish because they were angry</td>
<td>pieces of gold, and treasure</td>
</tr>
<tr>
<td></td>
<td>move, hold fast, and galleons</td>
<td>Caribbean Sea</td>
<td>Spanish and their galleons</td>
<td>treasure, gold, silver, chocolate</td>
</tr>
</tbody>
</table>
Pirates have been sailing the Seven Seas for centuries, but not all pirates are the same. Fierce Vikings from the north were different from the outlaw Buccaneers. Vikings sailed from Norway, Denmark, and Sweden from 700 A.D. to 1000 A.D. Buccaneers lived and sailed in the Caribbean Sea during the Golden Age of Piracy in the 1600s. Those Buccaneers were angry at the Spanish who tried to kick them off of their islands. They paddled out in canoes called piraguas to raid Spanish Galleons full of New World treasures from the Spanish Main. On the other hand, Vikings in long ships were terrorizing Northern Europe and areas further south. They were explorers and settlers in search of treasure and land to farm. Both the Vikings and the Buccaneers left their mark on history.
<table>
<thead>
<tr>
<th>Title</th>
<th>Heroine</th>
<th>Nemesis</th>
<th>People</th>
<th>Wicked</th>
<th>Magical</th>
<th>Helper</th>
<th>Fairy</th>
<th>Godmother</th>
<th>Prince</th>
<th>Culture</th>
<th>Country</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinderella</td>
<td>Cinderella</td>
<td>Stepsister</td>
<td>Stepsisters</td>
<td>3 house servants</td>
<td>Falcon</td>
<td>Pharaoh</td>
<td>Egypt</td>
<td>Korea</td>
<td>European Ball</td>
<td>Parade</td>
<td>Festival</td>
<td>Glass slipper</td>
<td></td>
</tr>
<tr>
<td>Egyptian</td>
<td>Rhodopis</td>
<td>Kipa</td>
<td>Maidservant</td>
<td>Presence</td>
<td>Magistrate</td>
<td>Peony</td>
<td>Tokuabi</td>
<td>Magistrate</td>
<td>Paul</td>
<td>Caribbean Ball</td>
<td>pink slipper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>Blossom</td>
<td>Peony</td>
<td>Vitaline</td>
<td>3 children</td>
<td>Birds</td>
<td>Jowannah's mother</td>
<td>son</td>
<td>Village Elder</td>
<td>Iraq</td>
<td>Silver necklace</td>
<td>golden sandal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cinderella</td>
<td>Ohmutugwa</td>
<td>Stepsister</td>
<td>Stepsisters</td>
<td>Queen</td>
<td>Invisible beings</td>
<td>fish bones</td>
<td>Invisible Being</td>
<td>King of island</td>
<td>China</td>
<td>Festival</td>
<td>Sneakers + diamond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy Elite</td>
<td>Cindy Ellen</td>
<td>Stepsister</td>
<td>Stepsister</td>
<td>Fairy Godmother</td>
<td>Prince</td>
<td>Joe</td>
<td>Western U.S.</td>
<td>Rodeo + Diamond</td>
<td>Spurs</td>
<td>Henna</td>
<td>Tips + Slippers, wave of golden thread</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Big Book

**Big Book**: Participants will learn how to make a patterned big book. The big book focuses on important concepts, vocabulary and content standards of the unit.

**Presenter**: Maria Buceta Miller
Cognitive Dictionary: Participants will see how to use TPR, word parts, and student predictions to help students internalize key content vocabulary.

Presenter: Sabrina Kovacs-Storlie
<table>
<thead>
<tr>
<th>Palabra</th>
<th>Predicción</th>
<th>Significado</th>
<th>Dibujo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ovíparo</td>
<td>Pone huevos; un pájaro</td>
<td><strong>Animales que ponen huevos.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relacionado con gatos</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relacionado con pelícos</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relacionado con peces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esófago</td>
<td>Garganta; relacionado con gatos; algo nuevo; gato; perros; pez; una clase de peces</td>
<td><strong>Parte del tubo digestivo que va desde la faringe hasta el estómago.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relacionado con gatos</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal que tiene estómago</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal con bolsa; animal que vive en el suelo; un pez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hermafrodita</td>
<td>fruta</td>
<td>Que tiene ambos sexos: masculino y femenino.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animales que viven en el agua</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relacionados con gatos</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animales que tienen estómago; animal con bolsa; animal que vive en el suelo; un pez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exoesqueleto</td>
<td>esqueleto afuera del cuerpo</td>
<td><strong>Esqueleto externo que cubre a algunos animales como el elefante.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Pictorials in Spanish Immersion Classroom (K/1)
El caracol (Invertebrado)

- nocturno
- depredadores
- pájaros
- serpientes
- tortugas
- personas
- tierra
- nauplia
- mar
- ojo
- molusco
- concha
- espiral
- tentáculo
- poro respiratorio
- pulmones
- boca
- Lengua
- hibernan
- plantas
- Calcio
- pie
- opérculo
- 15 años
- 100 huevos
- Hace 600 millones de años
- Ovíparos
- cola
La lombriz de tierra
Invertebrado (Anélidos)

- tierra
- materia orgánica
- agua
- boca
- tubos en la tierra
- agua
- hierba
- oxi geno
- piel
- larga
- blando
- cilindro
- segmentos
- anillos
- se desliza
- mucosa
- jardines
- limpi na la tierra
- airean la tierra
- humedad
- 5 corazones
- hermafrodita
- 5

Invertebrado
Chants: Participants will hear and see some examples of chants designed for ELL content areas. They will see how chants can be used for vocabulary development and to build fluency.

Presenter: Nicole Silver (with Elisabeth Brace)
Rainforests here
Rainforests there
Rainforests, rainforests everywhere

Humid jungles steaming
Enormous trees towering
Giant lianas dangling and
Decaying plants nourishing.

Rainforests ↑

 Poisonous tree frogs clinging
Slow sloths hanging
Howler monkeys trumpeting and
Colorful macaws squawking.

Rainforests ↑
Here are 20 words you
if you want to write an
of the was
it is with
as they fell
on at a
in to a
Know these word you'll read to

Rainforests here
Rainforests there
Ferrets, rainforests everywhere.
Jungles steam
Palm trees towering
Lianas dangling
Plants nourishing

Tree frogs clinging
Hanging monkeys trumpeting


My name is ____________
I am ____ years old
My birthday is ____________
I am from _____________
I speak _____________
I like _______ and
I have ______ brothers
________ sisters.
I live with my ____________
My school is _____________
My teacher is ____________
I am in ____________
Non-Fiction/Narrative Input Chart: Participants will see how a text can be "read" to students in layers in order to scaffold the content and vocabulary. The selected non-fiction text is taken apart and reconstructed visually and orally for the students using key vocabulary, TPR, and images from the text.

Presenter: Elisabeth Brace
Rainforests in South America.

Rainforests in Africa.

Rainforests in Asia.

Rainforests are everywhere!

Rainforests! Rainforests! Rainforests!
A Visit to Mexico
A Visit to Mexico

- border
- Mexico
- highlands
- plains
- desert
- Orizaba, Citaltepetl
- capital
- landmarks
Michele, Elisabeth, Sabrina, Karol, Maria, Amy