

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

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

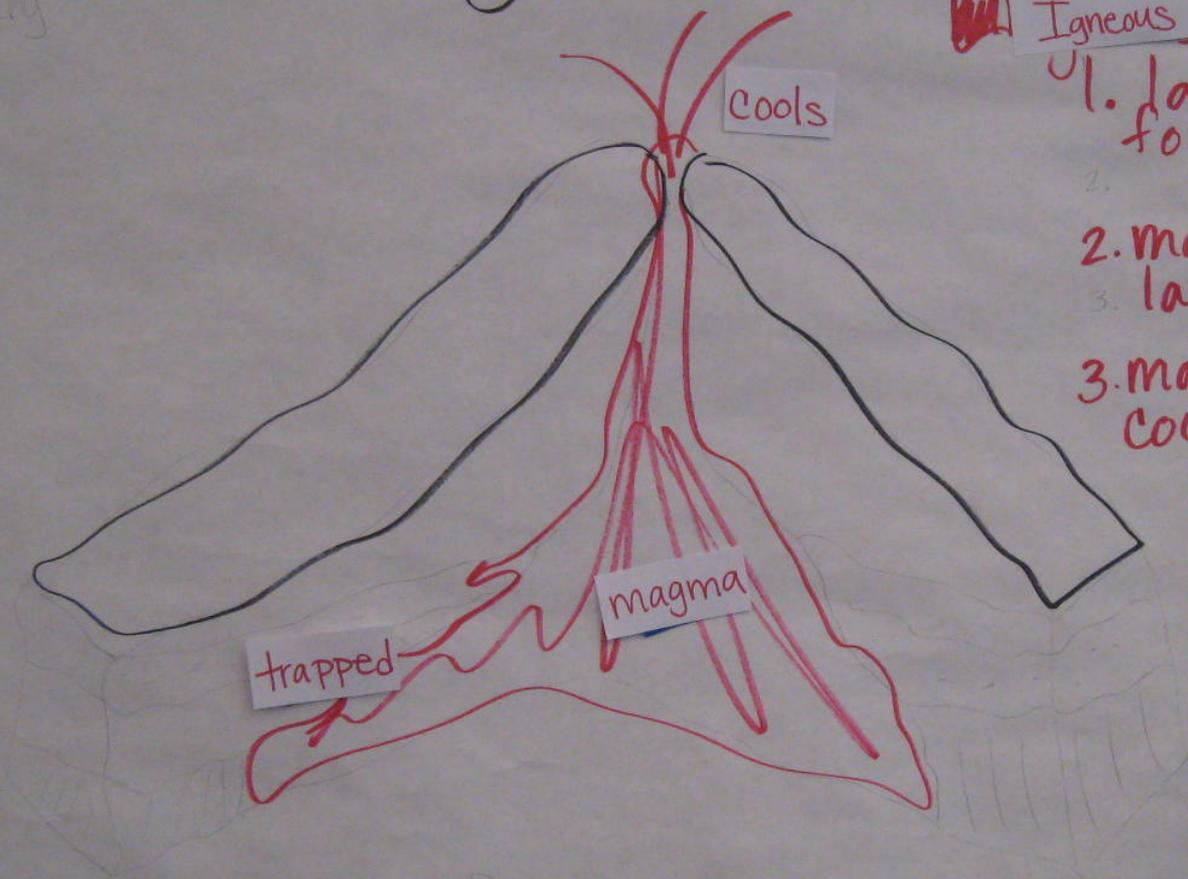


Pictorial: Participants will see how a pictorial or big picture input chart can be used to create a language rich environment while enhancing vocabulary and key concepts in a reading, social studies, math or science unit. A picture is drawn in front of the class while the teacher discusses key concepts from the unit.

Presenter: Amy Hicks

3 Types of Rocks

Sedimentary
Rocks:



~~Igneous~~ Igneous Rocks:

1. lava cools forms igneous rocks
2. magma inside
3. lava outside
3. magma trapped cools

Metamorphic Rocks:

February 1, 2008
2/1/08

7:15

v

Friday
7:15 D.O.L
9:30 Science
10:00 Spelling
10:45 Recess
11:00 Computer
PE.
11:30 Writing
12:00 Lunch
12:45 Switch
12:50
1:00
2:00
2:50

3 Types

☐ Sedimentary
Rocks:

1. formed sediment-
bits & pebbles
2. lakes, rivers, oceans
3. mountains



Think... Dream



ks:
ols
oad
dd
e
pp

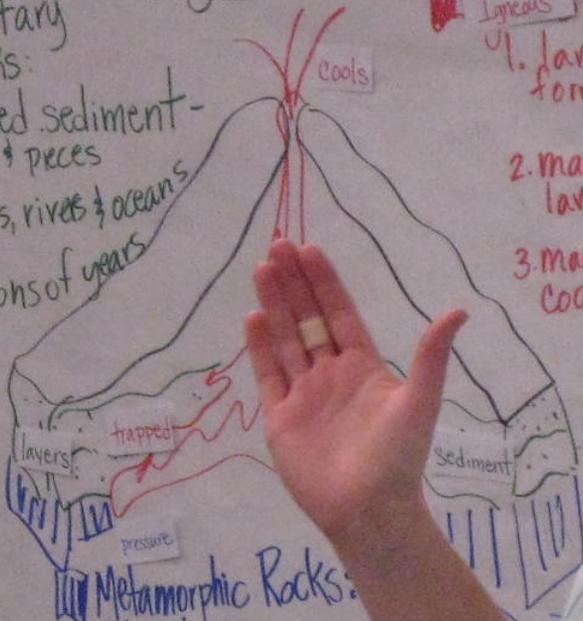


February 15, 2008
2/1/08

3 Types of Rocks

Sedimentary Rocks:

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



Metamorphic Rocks:

1. heat & pressure
2. Change from sedimentary & igneous rocks

Igneous Rocks:

1. lava cools forms igneous rock
2. magma inside lava outside
3. magma trapped cools

Amy
PACER

Read..Think..Dream



Read one or a passage
to think
back to your own

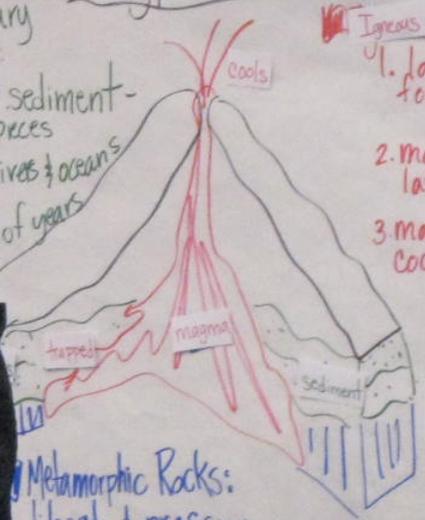
Friday

- 9:15 D.o.E
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Sedimentary Rocks:

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Igneous Rocks:

- lava cools forms igneous rock
- magma inside lava outside
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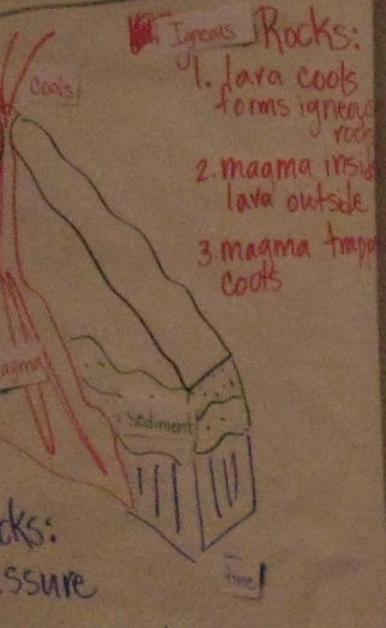
Metamorphic Rocks:

- heat & pressure
- Change from sedimentary & igneous rocks





of Rocks



- Igneous Rocks:**
1. lava cools forms igneous rock
 2. magma inside lava outside
 3. magma trapped cools

cks:
ssure
om sedimentary

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 water. This sediment settles at the bottom of rivers and oceans. Layer upon layer is piled on top of each other. After a long time, the sediment slowly turns into



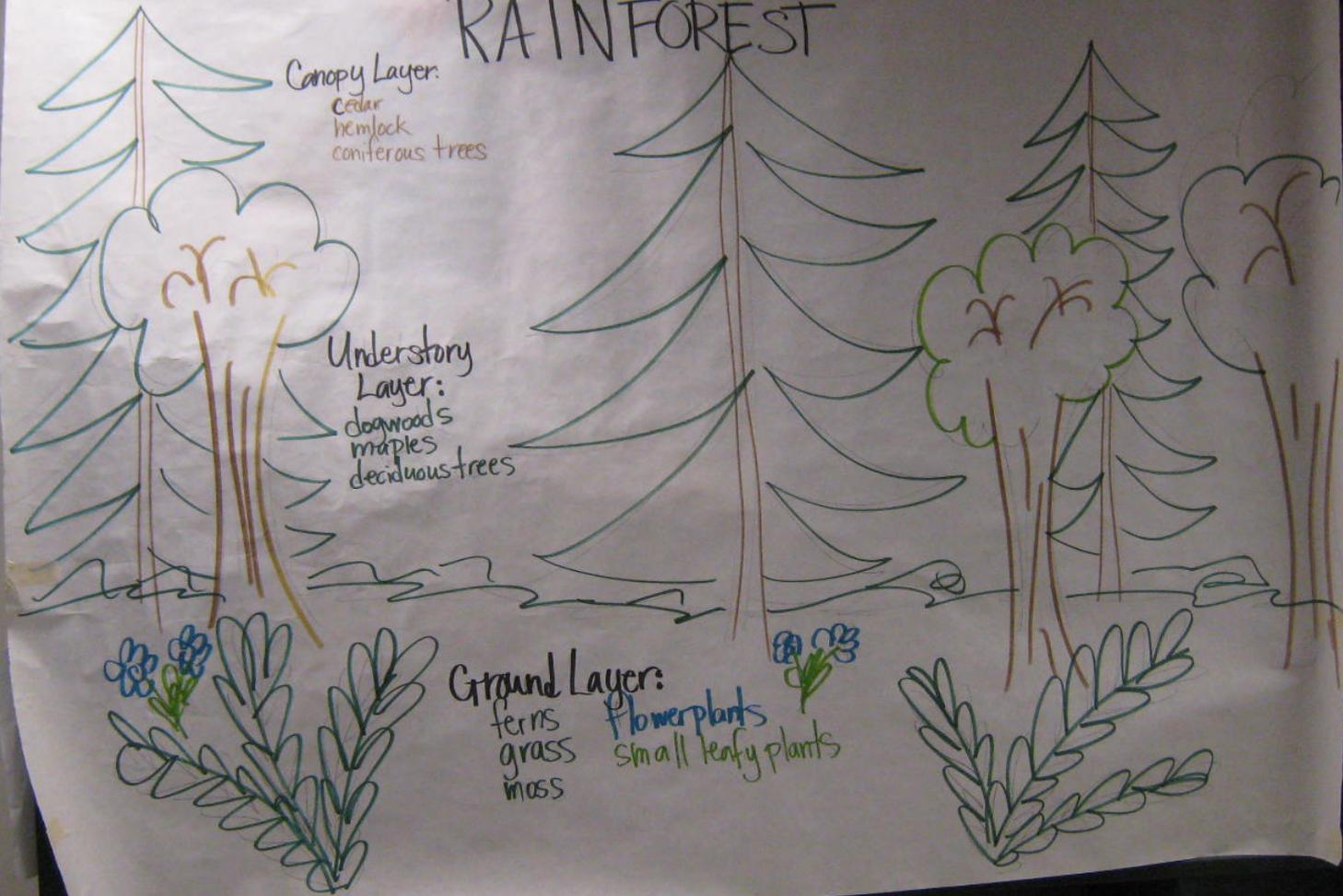


Communication Standards

- | | |
|--|--|
| 1 LISTEN AND SPEAK TO ONE ANOTHER RESPECTFULLY <ul style="list-style-type: none">1.1 Listen to others with attention and respect.1.2 Speak clearly and respectfully.1.3 Use appropriate language and tone.1.4 Use appropriate body language. | 3 USE MEDIA SKILLS <ul style="list-style-type: none">3.1 Evaluate the credibility of information.3.2 Use media to communicate.3.3 Use media to solve problems.3.4 Use media to create content. |
| 2 ENGAGE IN GROUPS TO SHARE IDEAS AND INFORMATION <ul style="list-style-type: none">2.1 Participate in group discussions.2.2 Share ideas and information.2.3 Listen to others and respond.2.4 Work together to solve problems. | 4 THINK ABOUT HOW TO IMPROVE BY LISTENING AND SPEAKING SKILLS <ul style="list-style-type: none">4.1 Identify areas for improvement.4.2 Set goals for improvement.4.3 Monitor progress.4.4 Reflect on learning. |

Chun...

LAYERS OF THE TEMPERATE RAINFOREST



Canopy Layer:
cedar
hemlock
coniferous trees

Understory
Layer:
dogwoods
maples
deciduous trees

Ground Layer:
ferns
grass
moss
flowerplants
small leafy plants

Sedimentary

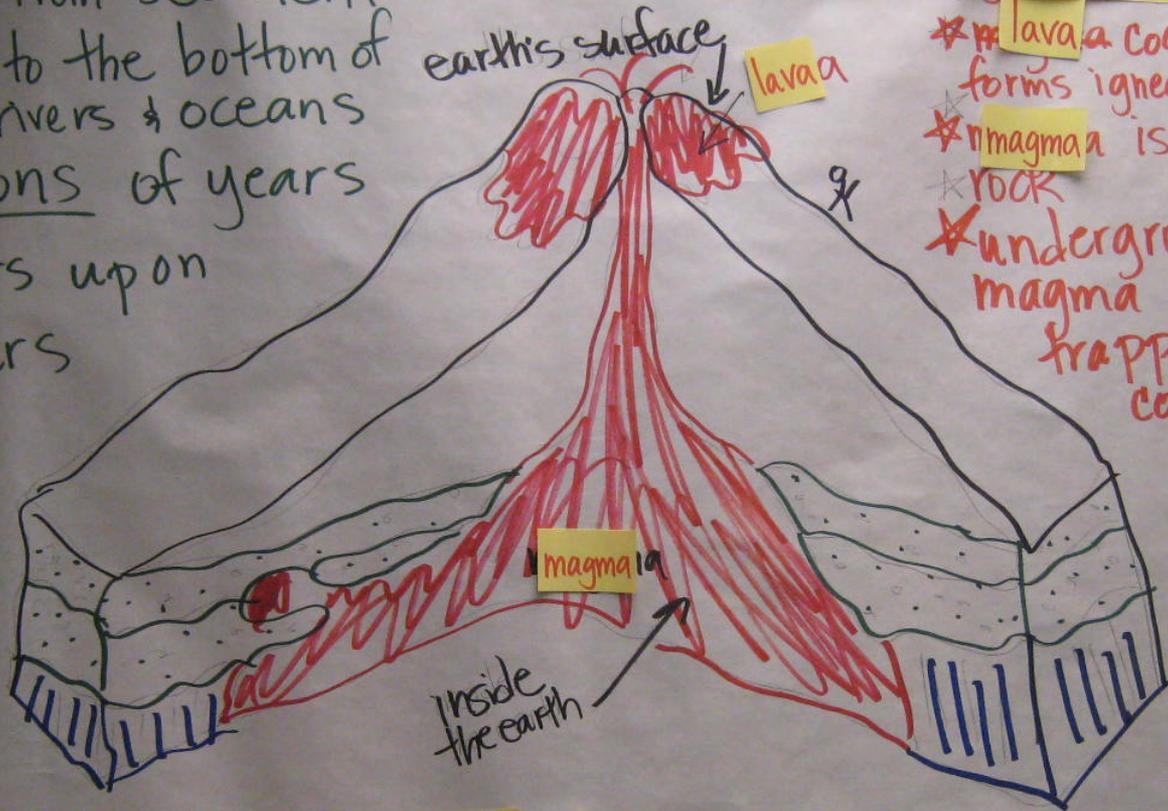
*formed from
*settle to the
lakes, rivers
*millions
*layers u
layers



Earth's Layers

Sedimentary Rocks

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



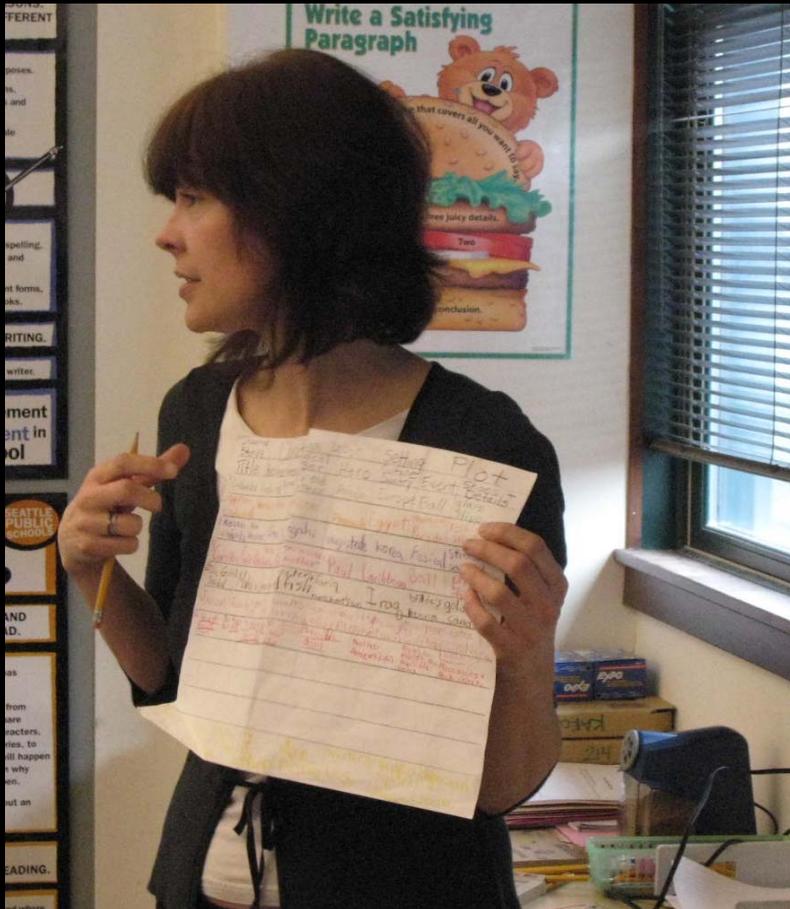
Igneous Rocks

- * lava cools & forms igneous rocks
- * magma is melted rock
- * underground magma gets trapped & cools

Metamorphic Rocks

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

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

Type of Rock	How it is formed	Characteristics	Examples
Sedimentary	from sediment	<ul style="list-style-type: none"> • layers • settled from lakes, rivers and oceans • millions of years 	limestone sandstone
Igneous	from cooled lava	<ul style="list-style-type: none"> • magma is melted rock • underground magma gets trapped and cools 	granite obsidian pumice
Metamorphic	from igneous and sedimentary rocks	<ul style="list-style-type: none"> • millions of years • takes heat and pressure for change to happen 	marble slate

Country

Thailand

Sierra Leone

Indonesia

Country	Title	Characters	Setting
Thailand	<u>The Whispering Cloth</u>	Mai and Grandma	A refugee camp in Thailand
Sierra Leone	<u>Tamba and the Chief</u>	Namina Tamba Chief animals	A flooded Temne village in Sierra Leone
Indonesia	<u>Ayu and the Perfect Moon</u>	Prince Ayu her mom villagers	in a village on an island called Bali in Indonesia

Grandma told Mai how to stitch ^{she decided} pa'ndau. She decided it Tamba's vill ants & they some food the way H village & w The animal He marr Ayu tol learnin was a asked village

Summary

Grandma stitched a pa'ndau and told Mai stories. Grandma taught her how to stitch. Mai stitched her own pa'ndau. ^{She decided to change the ending of her story.} She finished stitching and decided it wasn't for sale.

Tamba's village was flooded. He saved some ants & they told him about Namina. He got some food & gave it to animals along the way. He went to Chief Kotombo's village & with help he solved the riddle. The animals helped him solve 3 tasks. He married Namina.

Ayu told 3 girls a story about learning to dance when she was a little girl. The Prince asked her to dance for the

village on the night with a full moon. The moon got bigger. She got ready to dance. She dressed up in dance clothes. She danced in front of the village.

Main Idea (Lesson)

Family ~~is~~ and hard work is more important than money.

It is important to help others when they need help. Then when you need help, they can help you.

If you work hard and practice you will get better at something.



DORLING KINDERSLEY EYEWITNESS BOOKS
THE VIKING

SPOTLIGHTS
THE VIKINGS

DORLING KINDERSLEY EYEWITNESS BOOKS
THE VIKINGS

DORLING KINDERSLEY EYEWITNESS BOOKS
THE SHIPYARD
Discover the mysterious world of shipwrecks and understand how they are recovered.

The Best Book of
Pirates

DORLING KINDERSLEY EYEWITNESS BOOKS
THE VIKINGS

CHINA: 2000 YEARS OF DISCOVERY

The Best Book of
Pirates

Vikings

USBORNE BEGINNER'S KNOWLEDGE
SHIPS, SAILORS AND THE SEA

Usborne
What Pirates

EYEWITNESS BOOKS
AMERICAN REVOLUTION
Discover how a few brave patriots built a nation.

How I Became a Pirate
Melinda Long David Shannon

DORLING KINDERSLEY EYEWITNESS BOOKS
BOAT
Discover the story of boats and ships — from dugout canoes to yachts and superliners.

DORLING KINDERSLEY EYEWITNESS BOOKS
PIRATE
Discover the world of pirates — from the cruel corsairs of the Mediterranean to the bloodthirsty buccanniers of the Spanish Main.

TALES OF DEAD
ANCIENT CHINA

EYEWITNESS BOOKS
ANCIENT CIVILIZATIONS: THE INCAS AND MAYAS

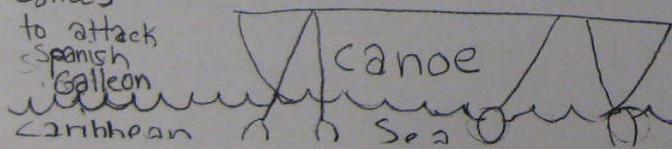
DORLING KINDERSLEY EYEWITNESS BOOKS
THE BEST BOOK OF Pirates

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!

Rowed
out in
canoes
to attack
Spanish
Galleon

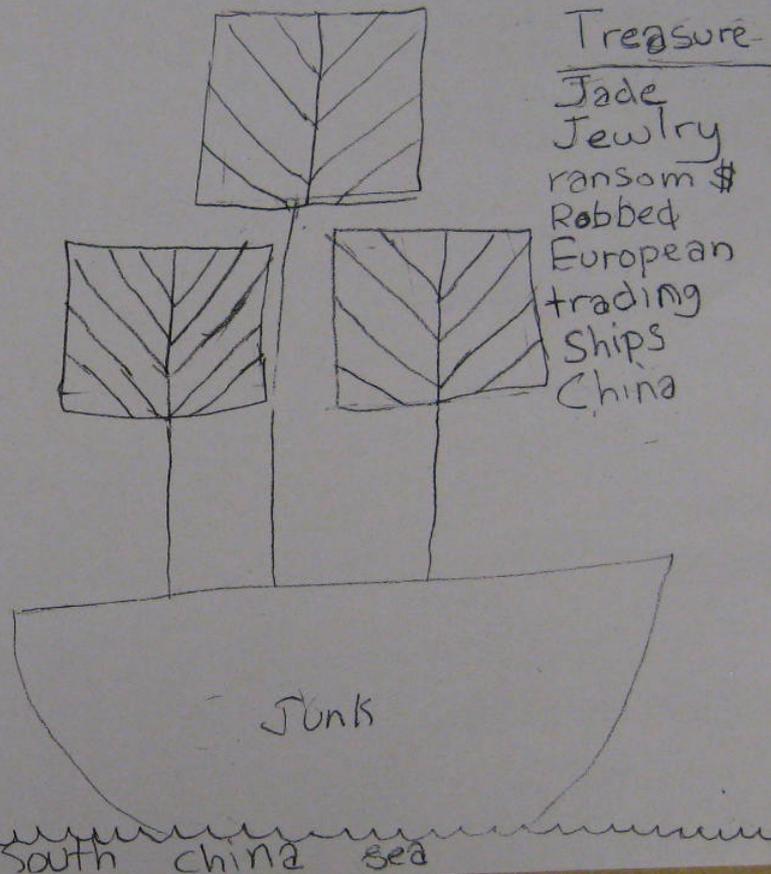


Far East - Asia - 1600's & 1700's

⁴⁰⁰
Raided villages

Treasure

cocoa beans
(chocolate)
gems
gold
silver
anything
useful



Treasure-
Jade
Jewelry
ransom \$
Robbed
European
trading
ships
China





Communication Standards

- | | |
|---|--|
| 1 LISTEN AND WATCH TO HELP ME UNDERSTAND <ul style="list-style-type: none">1 I pay attention in class.2 I raise my hand and wait to be called on to get my question.3 I ask good questions to make sure I understand. | 3 I CAN WORK WELL WITH OTHERS <ul style="list-style-type: none">1 I can get along respectfully and I take turns.2 I work well in a group.3 I listen to an agreement with others in my group. |
| 2 I SHARE MY IDEAS SO THAT OTHERS UNDERSTAND <ul style="list-style-type: none">1 I talk to others. The other listens and I don't speak or interrupt.2 When I talk, I use my own words, with a clear beginning, middle, and end.3 I speak clearly and use body language to help others understand me.4 I use correct grammar and complete sentences and have good eye contact with the audience.5 I ask interesting questions of others or get their ideas on my topic when I speak to an audience. | 4 I THINK ABOUT WAYS TO IMPROVE MY LISTENING AND SPEAKING SKILLS <ul style="list-style-type: none">1 I know I am doing a good job when speaking or listening to others, and I know how to improve.2 I feel others know they can improve in a helpful way.3 I understand the purpose of the message by listening attentively and asking questions.4 I have had people give information to each other at work. |

Academic Achievement for Every Student in Every School



Pirate	Ship	Where?	Plundered	Treasure
Viking	longship - shallow, flat and fast	North Sea Atlantic Ocean	Northern Europe - Vikings + Vikings	land, and jewelry, silver
Barbary Corsairs	galley - sleek + fast	Mediterranean Sea	Europe - The Crusades	Slaves, knights, money, gold
Far East	Junks - sails like shades	Yellow Sea South China Sea	Asia - villages, ships + merchant ships	slaves, money, silk, sp. weapons
Piraneers	canoes -	Caribbean Sea	Spanish because they were angry	gold, deep pieces of beads + the from Spain
Caribbean	sloops, barques more hold fast guns + treasure	Caribbean Sea	Spanish and their galleons	treasure the Spanish gold, silver, chocolate,

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 1600's. These Buccaneers were angry at the Spanish who tried to kick them off of their islands. They paddled out in canoes called pirogues 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.

Title	Heroine	Nemesis	Wicked People	Magical Helper	Hero	Culture	Country	Event	Shoes
Cinderella	Cinderella	Stepmother	Stepsisters	Fairy Godmother	Prince	European	Ball	Pharaoh's Parade	glass slipper rose gold slipper
Egyptian Cinderella	Rhodopis	Kipa	3 house servants	falcon	Pharaoh	Egypt			straw sandal
Korean Cinderella	Pear Blossom	Omoni	Peony	Tokgabi	magistrate	Korea	Festival		pink slippers with roses
Cendrillon	Cendrillon	Madame Prosérine	Vitaline	washerwoman Godmother	Prince Paul	Caribbean	Ball		
Omutugwa	Omutugwa	Stepmothers	Stepsisters	magic birds	Chief's son	Africa	dance	New Year celebration	shoes clothes silver necklace
Jouanah - A Hmong Cinderella	Jouanah	second wife	Ding	Jouanah's mother cow	Son of the Village Elder	Hmong-Vietnam			gold henna
The Golden Sandal	Maha	widow	Stepsister	red fish	merchants son	Iraq		Trying to marry the Invisible Being	golden sandal Moccasins + bark cloth
Rough Face Girl	Rough Face Girl	NO stepmother	Oldest sisters	Invisible beings sister and nature	Invisible Being	Native American			Slippers w/ golden threads
Yeh-Shen	Yeh-Shen	stepmother	stepsister	fish bones	King of island To Han	China	festival	+ feast	
Cindy Ellen	Cindy Ellen	snakey stepmother	Stepsisters	Fairy Godmother	Prince Joe	Western US	Rodeo + Square Dance		Diamond SPURS

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

7 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

New Word Predictions	Meaning	How I would use it
virescent	something bright (name) a smell -strong, he	

●	
●	
●	
●	
●	

Lo más importante de los seres vivos es que necesitan aire, agua y comida para vivir.

Las plantas nacen de semillas.

Los animales nacen de sus madres o de huevos.

Los animales que nacen de sus madres se llaman mamíferos.

Los animales que nacen de huevos se llaman ovíparos.

Pero lo más importante de los seres vivos es que necesitan aire, agua y comida.

- Us
- Ke
- W
- Ma

Asistencia

Adrie, Alegra, Juanan, Chris, Daniela, Jessica, Felix

Alexei, Marce, Noomi

1Cante



LA PARED

EL RINCON

LA COCINA



To Say in Spanish
Guzman Comelidas



73 74 75 76 77

marrón blanca naranja rojo

0 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

drícula de números de la clase

3	4	5	6
13	14	15	16
23	24	25	26
33	34	35	36
43	44	45	46
53	54	55	56
63	64	65	66
73	74	75	76
83	84	85	86
93	94	95	96
103	104	105	106

New Word Predictions (Meaning) How I would use it

virescent something bright (name)
 a smell
 -strong, healthy
 -masculine strength
 -related to men
 -truthfulness
 -light
 -descending men

Los animales toman el oxígeno del aire y expulsan dióxido de carbono.

Las plantas toman dióxido de carbono del aire y lo transforman en oxígeno. Este proceso se llama fotosíntesis.

Las plantas y los animales se necesitan mutuamente para respirar.

Pero lo más importante de los seres vivos es que necesitan aire fresco y comida para vivir.

- Use re
- Keep i
- When with ea
- Make



Tropical Rainforests

¡Cantemos!

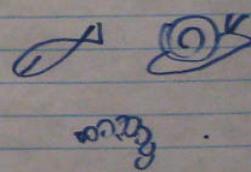
Cognitive Dictionary



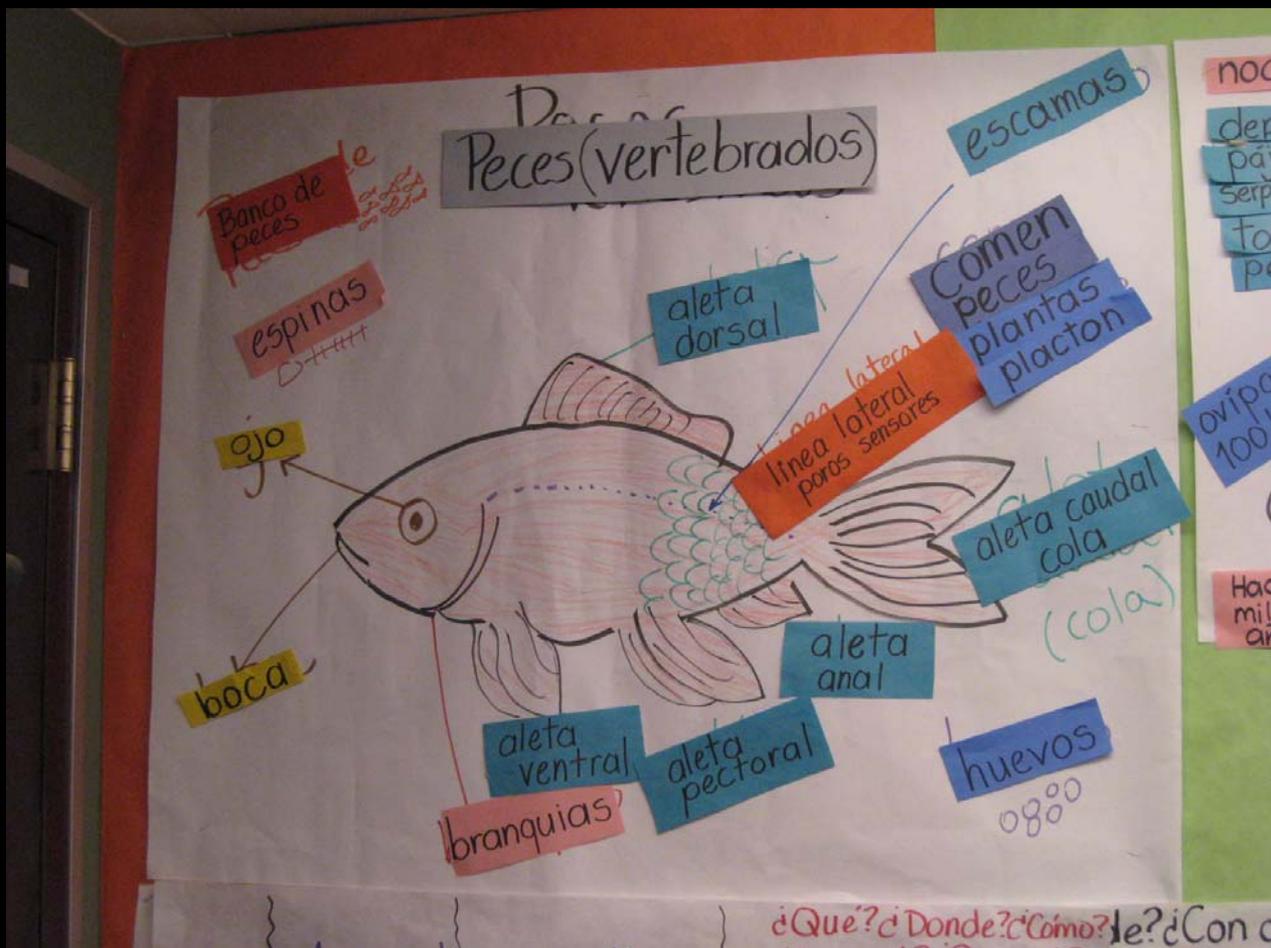
Cognitive Dictionary:
Participants will see how to use TPR, word parts, and student predictions to help students internalize key content vocabulary.

Presenter: Sabrina Kovacs-Storlie

Diccionario

Palabra	Predicción	significado	Dibujo
Ovíparo si - 8 No - 19	Pone huevos un pájaro Sol Relacionado con gatos Relacionado con perros Relacionado con peces	Animales que ponen huevos.	
Esófago Si - 10 No - 16	Garganta Relacionado con gatos Algo nuevo Fácil Perros pez Una clase de peces	Parte del tubo digestivo que va desde la faringe hasta el estómago	
Hermafrodita si - 7 No - 17	fruta Animales que viven en el agua Relacionado con gatos Animal que tiene esófago Animal con bolsa Animal que vive en el aire Un pez	Que tiene ambos sexos: masculino y femenino.	
exoesqueleto si - 7 No - 12	esqueleto afuera del cuerpo elefante	esqueleto externa que cubre a algunos animales como	

Pictorials in Spanish Immersion Classroom (K/1)



El caracol (Invertebrado)

nocturno

Molusco

tierra -
naua
mar

ojo

15 años

depredadores

pájaros

Serpientes

tortugas

personas

Concha

espiral

tentáculos

poro respiratorio
pulmones

boca

ovíparos
100 huevos

Lengua

pie

opérculo

hibernan

plantas

calcio

Hace 600
millones de
años

PIE

amas

tas
cton

caudal
ola

(cola)

os

tierra
mate
orga

tu

hi

Tópodo - Crustaceos

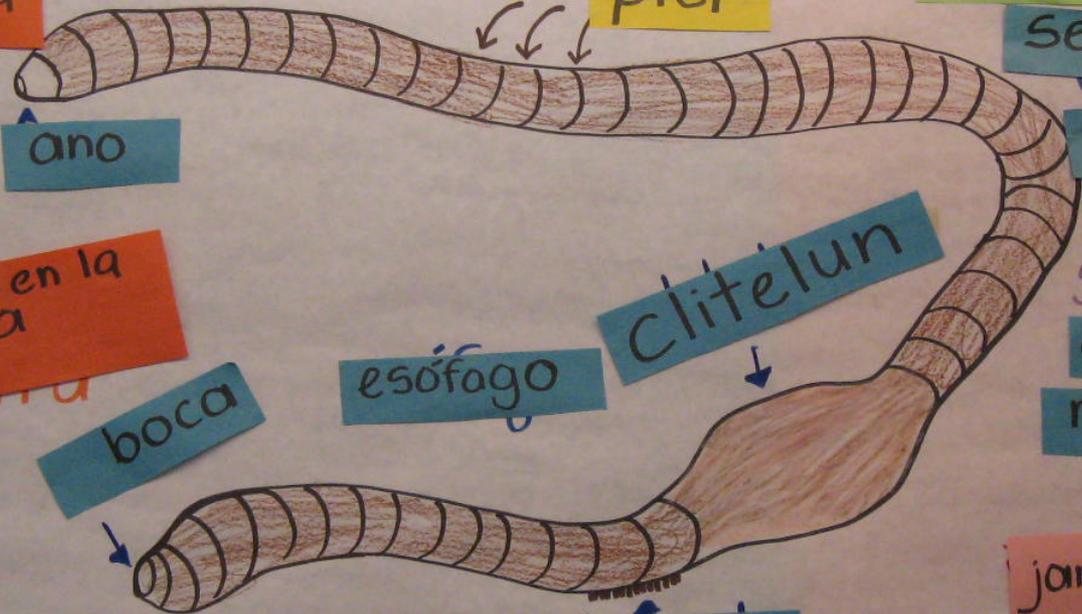
os

La lombriz de tierra Invertebrado (Anélidos)

gusano

tierra
materia orgánica

larga
blando
cilindro



segmentos
anillos

tuneles en la tierra

Se desliza mucosa

boca

esófago

clitelum

oxígeno
piel

ano

filamentosos

humedad

5 ♥

5 corazones

hermafrodita

jardines

limpian la tierra

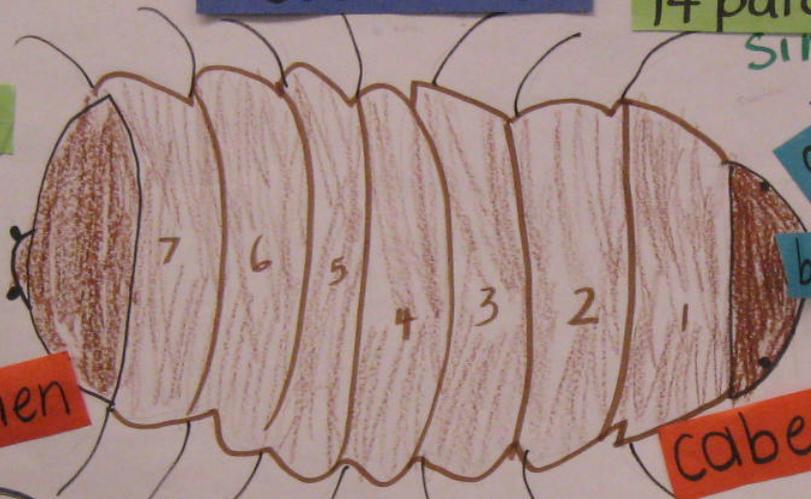
airean la tierra

Invertebrado

os de
PIE
care
humedad
5 cora

Isópodo - Crustaceos
Cochinillas Invertebrado
14 patas simétricas

Carrona
(Plantas y
animales muertos)



ojos
boca Antena

abdomen

cabeza

branquias



Torax
7 segmentos

exoesqueleto

nocturna

bola Ovi

umedas
las Piedras
terras
las tronca

LA COMPUTADORA

Chants



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)

iI jJ kK lL mM nN

Rainforests here
Rainforests there
Rainforests, rainforests everywhere.

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



need
ead:

Rainforests ↑

POISON ARROW FROG



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

Rainforests ↑



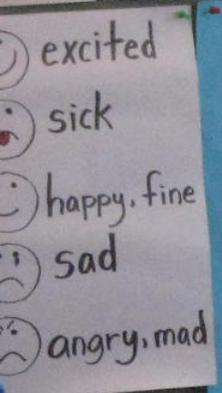
SLOTH



HOWLER MONKEY



M
I
M
H



Here are 20 words you can use if you want to write about rainforests

of the was
it is with
as they fall
on at
in to

Know these words so you'll read to

Rainforests here
Rainforests there
Rainforests, rainforests everywhere

jungles steaming
tropical trees towering
kangaroos and koalas
orchids and bromeliads
plants nourishing

tree frogs clinging
monkeys swinging
parrots trumpeting and
alligators squawking.



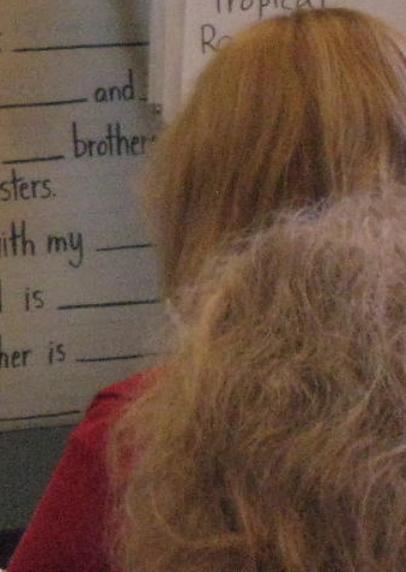
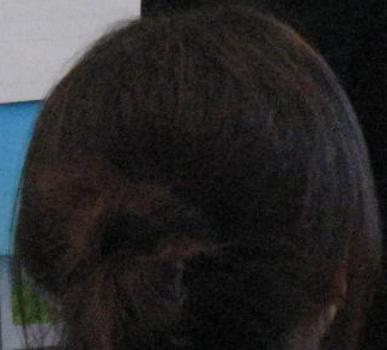
All About Me

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 _____

period Comma question mark

1. do you
go to
asked a

Tropical Rainforest



Non-Fiction/Narrative Input Chart



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

orange yellow green blue purple

B b C c D d E e F f G g H h I i J j K k

W w X x Y y Z z



A Visit to Mexico

Mexico

land



The bulletin board features a map of Mexico at the top left, a landscape photo of a coastline, a photo of a mountain range, a photo of a snow-capped mountain, a photo of a city at night, and a photo of a large ancient pyramid. Labels 'Mexico' and 'land' are placed above the photos.

Rainforests

Rainforests in

Rainforests

R

R

R

24

33

43

53

63

73

83

ow green blue purple pink black

f F g G h H i I j J k K l L m M n N o P q Q r R s S

to Mexico

Rainforests in South America.

Rainf border Asia.

Rainforests Africa

Rainforests h

Rainforests the

Rainforests, rainfore

everywhere!

Rainforests!

Rainforests!

Rainforests!



Elisabeth

bs

come cut

the

ears

s

period Comma

1. do

go to

asked

Tropical

orange j
cC dD eE fF gG hH iI jJ kK lL mM nN oO pP

xX yY zZ

A Visit to Mexico



Rainforests in America.
Rainforests
Rainforests
even
Rainforests
Rainforests

Verbs

A verb is a word that...

ask	clean
draw	drink
go	laugh
read	write
stop	work

All

My name
I am
My birth
I am fr
I speak
I like
I have



A Visit to Mexico

border

Mexico



highlands

Low

plains



desert



Orizaba
Citlalteptl



capital

Landmarks



Michele, Elisabeth, Sabrina, Karol, Maria, Amy

