

©Literacies for the Digital Age to Teach in the K-12 Classroom

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Subject Area: Education and Educational Psychology Department

Grade Level(s): Undergraduate Course ED 440 Integrating Language in the Secondary School
Graduate Course ED 515/ED 530 Curriculum of the Elementary/Secondary School

Time Frame to Allow for Lesson/Unit: Full semester for 17 PPTs or Modular Focus on Selected PPTs

Introduction: This unit is comprised of 17 PPTs. The initial PPTs provide contextual information about Essential Understandings, “Skills for the 21st Century,” and Generational Changes of the K-12 school clientele. Each of the remaining fourteen of the PPTs focus on a different literacy suggested by multiple educational leaders as being necessary for students K-12 to learn in preparation for their college, career, and civic life in the 21st Century [C3]. The PPTs include the following literacies: basic, information, visual, critical, media, tool, digital, data, global, economic, civic, health, historical, and scientific. Links in each of the PPTs lead to contextual resources and lesson plans specific to the literacy of the PPT when it is downloaded and/or opened to full screen view.

Connections to the 2013 Summer Institute Themes: The 17 PPTs entitled “Literacies for the Digital Age to Teach in the K-12 Classroom” are directly related to the topics presented each of the five days of the PIER 2013 Summer Institute syllabus *Global Youth in a Digital Age*.

Vocabulary: generations x, y, z; alpha generation; Digital Natives; 21st Century Skills; basic, information, visual, critical, media, tool, digital, data, global, economic, civic, health, historical, and scientific literacies;

Stage 1 – Desired Results	
<p>Common Core Content Standard(s):</p> <ul style="list-style-type: none"> Each of the 17PPTs has connections with the CCSS. The instructor will need to select which of the CCSS are appropriate with each of the PPTs, based on the activities that he/she decide to apply when teaching each of the 14 literacies. Refer to this site for guidance in selecting the standards: http://www.corestandards.org/ELA-Literacy/RH/introduction 	
<p>Understanding (s)/Goals: Pre-service teacher candidates and practitioners will understand that:</p> <ul style="list-style-type: none"> More than reading, writing, speaking, and listening are essential for 21st century K-12 students to be literate 	<p>Essential Question(s) Related to Theme(s):</p> <ul style="list-style-type: none"> Justify which skills, knowledge, and dispositions should be included in the K-12 curricula from the 4Cs of the “Skills for the 21st Century?” Justify which of the 14 literacies proposed

<p>adults.</p> <ul style="list-style-type: none"> Instructors are obligated to introduce and teach their students fourteen literacies that will prepare K-12 students for college, career, and civic life in the 21st Century. 	<p>by D. Churchill and K. Schrock should be infused in the K-12 curricula at each of the different grade levels?</p>
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Student Objectives (Outcomes):

Pre-service teacher candidates and practitioners will be able to:

- Design a written plan for the appropriate skills, knowledge, and dispositions to be included in the K-12 curricula from the 4Cs of the “Skills for the 21st Century.”
- Create a written mind map that demonstrates which of the 14 literacies proposed by D. Churchill and K. Schrock should be infused in the K-12 curricula at each of the different grade levels.
- Participate in small group discussions to justify their written plan for appropriate skills, knowledge, and dispositions to be included in the K-12 curricula from the 4Cs of the “Skills for the 21st Century.”
- Participate in a Professional Development [PD] session to justify which of the 14 literacies proposed by D. Churchill and K. Schrock should be infused in the K-12 curricula at each of the different grade levels?

Stage 2 – Assessment Evidence

Performance Task(s):

- Pre-service teacher candidates and practitioners will create lessons incorporating the following types of activities to integrate the 14 literacies into their discipline based lessons:
 - CRITICAL LITERACY [COMPARE MULTIPLE DOCUMENTS WITH SAME THEME]
 - WEB QUEST [INQUIRY USING WEBSITES]
 - INTERPRET CARTOONS [USE SKILLS OF VISUAL LITERACY]
 - GROUP COLLABORATION/REFLECTIONS ON DISCUSSION BOARD/BLACKBOARD
 - JIGSAW EXCHANGE OF GROUP RESEARCH RE: LITERACIES
 - DEBATE re CURRICULA ISSUES
 - PERSUASIVE LETTER RE: WHAT TO TEACH?
 - ANNOTATED BIBLIOGRAPHY
 - CURRICULUM MODULE
 - VIDEO BASICS AND PRODUCTION PROJECT

Other Evidence:

- Pre-service teacher candidates and practitioners will create pre-assessments, formative assessments, and summative assessments to evaluate their performance tasks
- See attached sample rubrics used in ED 440 with pre-service teacher candidates.
- See the following website for a “starter kit” of assessment tools:
www.teach-nology.com/
Teach-nology.com offers teachers FREE access to thousands of teacher resources, lesson plans, and rubrics.
[Rubrics and Rubric Makers](http://www.teach-nology.com/web_tools/rubrics/)
http://www.teach-nology.com/web_tools/rubrics/

Stage 3 – Learning Plan

Learning Activities:

SEE ATTACHED PAGES OF SAMPLE CLASS LESSONS, TERM ASSIGNMENTS, and RUBRICS FOR PRE-SERVICE TEACHER CANDIDATES IN FALL 2012 COURSE: ED 440 Integrated Language in the Secondary School

Resource List/Bibliography:

See each of the 17 PPTs for Sources listed at the end of each set of slides.

How Are You Going to Use This Unit?

These 17 PPTs will be the basis for a workshop at the CT Council for the Social Studies Conference to be held on October 25, 2013,,,,,,this depends on the acceptance of the proposal submitted to the CT Council for the Social Studies.

These 17 PPTs will be shared with colleagues at WCSU in the form of a guest lecturer session and/or a workshop with undergraduate teacher candidates. Date[s] to be determined for fall 2013.

These 17 PPTs will serve as the basis for a written research paper to be completed within the 2013-2014 academic year.

SEE ATTACHED PAGES FOR SAMPLE CLASS and TERM ASSIGNMENTS & RUBRICS IN ED 440

SEPT. 10, 11	Ruddell CHAPTER 1:	Literacy in Middle and Secondary Schools.	1. What is literacy & its role in middle & secondary schools? 2. Definition of literacy 3. Literacy & Learning Landscape 4. Five Foundations of Language-Based Teaching
SEPT. 17,18	Ruddell CHAPTER 12:	Developing Lifelong Readers and Writers.	5. How do middle school and secondary content teachers develop life-long readers and writers? 6. TO DO: Students create their own literacy development history – HOW DID YOUR LITERACY DEVELOP FROM CHILDHOOD TO ADOLESCENCE TO ADULTHOOD?

PART I

BROWSE THROUGH THESE GUIDELINES SET BY THE CONNECTICUT STATE DEPARTMENT OF EDUCATION [CSDE]. TO ANSWER: Select significant aspects of these standards that you will need to implement as a secondary level educator.

CSDE Common Core Of Learning

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320858>

CSDE The Curriculum Frameworks

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320860>

CSDE Common Core State Standards in Connecticut

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

CSDE Bilingual/English as a Second Language (ESL) Education

Common Core State Standards and English Language Learner Framework

"Connections" **NEW**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

PART II. CHAPTER 1 IN RUDELL LITERACY IN MIDDLE AND SECONDARY SCHOOL

1. What is literacy & its role in middle & secondary schools?
2. Definition of literacy
3. Literacy & Learning Landscape
4. Five Foundations of Language-Based Teaching
5. How do middle school and secondary content teachers develop life-long readers and writers?
6. Students create their own literacy development history

Chapter One: Literacy in Middle and Secondary Schools CONTINUED ON THE NEXT PAGE

TO DO: Indicate if you agree or disagree with the following statements from chapter 1 in Ruddell. Include support for your positions of agreement or disagreement.

STATEMENT IN RUDELL	I AGREE BECAUSE.....	I DISAGREE BECAUSE.....
classroom teachers may provide literacy instruction in subject areas without sacrificing attention to content subject matter,		
that subject matter instruction may be considerably improved by attention to reading and writing		
Literacies in new times, and complex literacy forms, [i.e., Discourses] shape and define students' thinking and identities		
Many aspects of literacy make demands on adolescents in schools.		
the growth of middle school and secondary literacy instruction, continue to expand literacy instruction in subject areas		

TO DO: in pairs:

1. Discuss the comparisons between individual literacy histories and the history outlined in the chapter of middle school/secondary literacy
2. "How did/ does your literacy history affect your content learning in subject areas?"
3. "How is the groups' collective history like/unlike the history outlined in the text?"
4. Consider differences among classroom Discourse, on-a-date Discourse, parent-to-child Discourse, cocktail party Discourse
5. Consider the impact of technology on adolescent literacies
6. Compare all of these language forms with the Discourses of classroom texts.

TO DO: consider secondary instruction as it has changed over the periods of educational history

1. Where/what were secondary schools during this decade? Why?
2. Who went to secondary schools? Why? Who were the teachers? Why?
3. What content was taught? Why? What were content boundaries? Why? What were students' literacy needs? Why?
4. What political, social, economic and other forces impinged on education during this decade? Why?

TO DO: IS THIS A VALID SUMMARY OF CHPT. 1? WHY? WHY NOT? SUPPORT YOUR VIEW.

:"Adolescent literacy is comprised of multiple social, technological, and academic Discourses, and is made all the more complex by the individual identities students construct to define themselves. In order to reach preadolescent and adolescent learners you will need to understand, acknowledge, and engage the multi-literacies of adolescents' lives."

TO DO: TRANSLATE THESE TEXT/INSTANT MESSAGES INTO MEANINGFUL WORDS
WHAT DOES THIS LIST TELL YOU ABOUT YOUR STUDENTS' DIGITAL LITERACY?

liu

imho

eod

G2g

duct

pos

otoh

f2f

sry

btw

tmi

brb

ciic

omg

rml

lyl

goomf

asl

dgt

bcnu

gal

<http://www.youtube.com/watch?v=iVru71mocRk>

Language in Context

youtube.com 7 min - Jan 29, 2008 - Uploaded by njbrain

This video was made by a couple of guys at GTO missions to demonstrate the importance of learning the *language*. Now don't ...

<http://www.youtube.com/watch?v=Qu2JRqTdtGQ&feature=relmfu>

Shaping the Way We Teach English: Module 01, Contextualizing Language

Contextualization is the meaningful use of language for real communicative purposes. It helps students understand how language users construct language in a given context. Teachers can contextualize language instruction by organizing the content of the language curriculum according to themes or topics. These themes or topics work best when they are threaded throughout the course of study. An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

http://www.youtube.com/watch?v=c-LkN-Pm_zA&feature=relmfu

The focus in Module 1 was on the importance of contextualizing language. In Module 2, the focus is on the need to be aware of the specific language within that context. That is, the awareness, the attention, and the noticing of the particular features of language that add to learning. This means that it is important to pay attention to language form, for example, grammar, vocabulary, and pronunciation. However, teaching these formal aspects of language through rules, exercises, memorization, and drills does not appear to be entirely effective. Research shows that selectively focusing on aspects of language use within a given context can be even more effective. Language awareness is the name for this kind of focus. And, because language awareness is a focus on the pragmatic uses of language, the language input must be in context. Two additional requirements of language awareness are that: * The context should reflect language that learners are most likely to use. * And, language practice in context should be accompanied by conscious effort and reflection on that practice.

<http://www.youtube.com/watch?v=1KU-LaJh2qo&feature=relmfu>

The focus in this module is on Integrating Skills. We usually talk about four primary language skills: receptive skills, listening and reading; and, productive skills, speaking and writing. There are also sub-skills, which are a necessary foundation for the four primary skills: grammar, vocabulary, pronunciation, and non-verbal skills. In this module, we will look at some real classroom examples of integrating skills, using one or more graphic organizers for analysis.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

<http://www.youtube.com/watch?v=woNZzjJL9bQ&feature=relmfu>

The focus in this module is on Pair and Group Work. Pair and Group Work incorporates principles and themes from the Cooperative Learning and Collaborative Learning theoretical frameworks. We will look at some real classroom examples, using Stella Ting-Toomey's "describe, interpret, evaluate" process to analyze what is happening with pair and group work in these classes.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

<http://www.youtube.com/watch?v=7YcJiEVBakA&feature=relmfu>

One important distinction to make when giving learner feedback is that of formative vs. summative evaluation. Formative evaluation is a way of giving students feedback along the way. It is the answer to the questions, "How am I doing so far?" and "How can I improve?"

Summative evaluation includes those kinds of evaluation that summarize a student's overall performance. For example, the final grade for a course.

In this module, we'll look at some: * General "Dos and Don'ts" for formative learner feedback. * And, some specific techniques for giving feedback on work that students have produced when the primary focus is on oral skills, and on writing skills.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

<http://www.youtube.com/watch?v=RqvBjvbsUxs&feature=relmfu>

In recent years, the demand for English has increased. Schools around the world have responded by adding more English classes into the curriculum. Class sizes can be quite large and, in some cases, are growing even larger. Classes of 50-75 students are not uncommon. Many people in education are asking themselves: * How do large classes affect an instructor's ability to teach, and a student's ability to learn? * And, how do large classes affect the quality of education?

Teachers may not be able to answer these as research questions, but they can examine pedagogical techniques and classroom management practices that make the best of large classroom situations.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

<http://www.youtube.com/watch?v=siNy5vXWbOY&feature=relmfu>

The goal of teaching strategies is to create autonomous learners, learners who can learn by themselves inside and outside the classroom. Research and classroom practices are evolving in many directions to try to better understand and facilitate learning for students of all ages. In general, successful language learners tend to select strategies that work well together, according to the requirements of the language task. These learners can easily explain the strategies they use and why they use them.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach

English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

<http://www.youtube.com/watch?v=8mgwWhWa0Q8&feature=relmfu>

Authentic materials are used by native speakers of a language for actual communication. Authentic materials are good tools for language teaching and learning because they are: * Interesting. * They use real language. * They can be chosen for individual interests. * They illustrate accurate use of language in the target culture. * And, they help students learn how to get as much information as they can, even if they can't understand everything, or even very much.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

<http://www.youtube.com/watch?v=p5dodTlc1sc&feature=relmfu>

In this module, we'll take a look at what one teacher is doing to bring critical and creative thinking into her classes. Her students are learning to take a "think locally and act globally" approach to problem-solving and new areas of inquiry in their learning as they develop their language skills.

This is the first week in a large class of young adults. The teacher is using a content-based approach with a Mass Media theme as a basis for the day's activities. She is assessing students' skills as they participate in and complete a series of tasks. Observe the sequence of activities that she has students do over the course of the class. Ask yourself, "what ways are critical and creative thinking involved?"

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

<http://www.youtube.com/watch?v=UvXEKnvJ99Q&feature=related>

<http://www.heinemann.com/products/E00969.aspx>

Joanne Yatvin of Portland State University shares information about her latest book for teachers of English language learners.

English language learners (ELLs) are one of the most rapidly growing student populations in the United States.

Sharing insight into helping ELL students adjust to their new classroom emotionally and academically while paying special attention to the importance of developing strong connections to their families, Joanne Yatvin gives you a map for navigating the uncertain terrain of your first encounter with English learners. Read *English-Only Teachers in Mixed-Language Classrooms: A Survival Guide* and discover

that teaching second language learners is not only less scary than you might have thought, but that there's nothing quite like the satisfaction of helping children take their first steps into a new language.

<http://www.youtube.com/watch?v=o4gBP2Sg3MI>

Video shows ways to incorporate different subjects into one another. Also how to use visual aids such as books, hand gestures and facial expressions. Contextual language.

<http://www.youtube.com/watch?v=UoXZcSMDLEY&NR=1>

Although this clip is brief it brings to light the importance of using every aspect of learning such as reading, writing, listening, and speaking. By showing students how to learn through interaction and engagement a greater level of comprehension can be reached therefore increasing overall student success.

<http://www.youtube.com/watch?v=ik5eAiDAEHQ&feature=related>

TheatreWorks, the nationally acclaimed theatre of Silicon Valley, creates the TELL Project, Theatre for English Language Learners, placing TheatreWorks teaching artists in short residencies with ESL classroom teachers to promote English language acquisition through theatre arts. For more information visit: <http://www.theatreworks.org/educationcommunity/theatreworksforschools/theatre...>

<http://www.youtube.com/watch?v=MFVFtNtU1f8&feature=related>

An Irish folk tale performed as story theatre by graduate students in the Teaching English through drama TEFL course offered at Southern New Hampshire University in August, 2010.

Continued links

[Filter](#)



12:38

[Questions - Learn English](#)

Video lesson on how to **use** and form questions in **English**

by [MinooAngloLink](#) | 10,201 views

Promoted Videos



[9:10](#)

Teaching English Language Learners Across the Curriculum COURSE PREVIEW

© Knowledge Delivery Systems, 2008 ~ eLearning for Educators ~ www.kdsi.org For a full course profile, please visit www.kdsi.org KDS is proud to ...

by [KDSsystems](#) | 2 years ago | 21,745 views



[10:31](#)

Shaping the Way We Teach English: Module 02, Building Language Awareness

The focus in Module 1 was on the importance of contextualizing **language**. In Module 2, the focus is on the need to be aware of the specific ...

by [UOregon](#) | 2 years ago | 18,289 views

- [cc](#)



[7:59](#)

Shaping the Way We Teach English: Module 01, Contextualizing Language

Contextualization is the meaningful **use** of **language** for real communicative purposes. It helps students understand how **language** users construct ...

by [UOregon](#) | 2 years ago | 34,878 views

- [cc](#)



[7:57](#)

[English Vocabulary](#)

Studies confirm that the auditory and visual cues in video content make it a much more effective method for **learning** and remembering the meanings ...

by [Binaivivademo](#) | 10 months ago | 4,395 views



[9:12](#)

[TEFL Online Tutorial: Teaching Grammar in Context](#)

Here's an example of how to **teach** grammar **using context with** an experienced TEFL **teacher**.

by [BridgeTEFL](#) | 3 years ago | 68,351 views



[8:00](#)

[Learn English spelling of Dolch words with phonics in Simplex Spelling HD](#)

itunes.apple.com www.pyxwise.com Simplex Spelling HD improves spelling and reading skills in a fun and interactive way and is now available for ...

by [PyxwiseSoftwareInc](#) | 2 weeks ago | 262 views



[2:14](#)

[Communicative Language Teaching](#)

Communicative **Language Teaching** is an approach that represents a philosophy of **teaching** that is based in communicative **language use**. **Language ...**

by [simonfilm](#) | 5 months ago | 3,345 views

- [hd](#)
- [cc](#)



[14:09](#)

[Talking About Teaching with Jim Knight](#)

Instructional expert Jim Knight visits Michael Covarrubias to observe a lesson on **context** clues, discuss the classroom management techniques he is ...

by [TeachingChannel](#) | 5 months ago | 1,726 views

- [hd](#)



[3:06](#)

[Learn English Idioms Lesson #1](#)

English as a second **language** lesson about idioms and sayings. American **English** ESL EFL taught online by **Teacher Phil English**. TOEIC exam ...

by [TeacherPhilEnglish](#) | 1 year ago | 42,255 views



[4:03](#)

[i-TEACH-u English 11 V+W sentences](#)

i-TEACH-u **English words** & sentences **with Words** starting **with** the letters V and W and sentences added. The sentences put the **words** into **context**. If ...

by [JackBarnett21](#) | 1 year ago | 5,409 views



[5:03](#)

[Kurus English "language-culture-discovery"](#)

Check out this video about Kurus **English**, an **English Language** School in Cape Town **with** a unique concept of experiential **language learning**. It gives ...

by [kurusenglish](#) | 2 years ago | 653 views



[13:20](#)

[Word Study in Action: Multiple Meaning Of Words](#)

Word Sorts and Multiple Meanings Multiple Meanings of **Words** In this guided reading lesson, the **teacher** sets the **context** by exploring a key word in ...

by [Knatim](#) | 10 months ago | 719 views



[4:33](#)

[iLearnWith Little Pim: English! Ipad game for kids in preschool, best language ...](#)

Available on iPad: itunes.apple.com **English** has always been the world's first **language**. Did you know that an increasing number of parents **teach** it ...

by [iLearnWith](#) | 3 weeks ago | 177 views



[9:55](#)

[ALG Khmer Language Picture Story \(Part 1\)](#)

Linguist and author, Antonio Graceffo, uses ALG concepts to learn Khmer **language**, **through** picture stories. The pictures and an **English** retelling ...

by [brooklynmonk1](#) | 1 year ago | 5,297 views



[5:02](#)

[Professional development for ELL teachers changes teaching and learning for all](#)

In 2007, the US Department of Education granted the IU School of Education at IUPUI \$1.5 million dollars to form a partnership between the School ...

by [iuschoolofeducation](#) | 3 months ago | 275 views



[5:11](#)

[English Language Development--Sentence Structures](#)

Many students who are **learning English** as a second **language** become understandably frustrated **with** assignments that involve higher level ...

by [Seguramora](#) | 1 year ago | 1,632 views



[10:48](#)

[Language learning activity and online tasks](#)

This is a summary of progress I've made **with** my doctoral studies at the OU (UK) so far. It deals **with** Activity Theory and online tasks in the ...

by [LearningActivity](#) | 11 months ago | 510 views

- [hd](#)

- [cc](#)



[8:59](#)

[Learning Vocabulary in Context Part 1](#)

This short video series was produced for the Intensive **English** Program of Kenton County Adult ESL, KY. This series is designed to **teach** advanced ...

by [Kentonadultesl](#) | 2 years ago | 7,885 views



[6:06](#)

[Four most important factors in language learning](#)

A video which explains the four most important factors in **language learning**, and shows where to find free sources of **English** that will really help ...

by [diyenglish](#) | 9 months ago | 474 views

- [cc](#)



[17:33](#)

[TEDxTraverse City- Yong Zhao- Teach Children to Invent Jobs](#)

Teach Children to invent jobs not find them; students as global entrepreneurs Yong Zhao is currently Presidential Chair and Associate Dean for ...

by [TEDxTalks](#) | 3 months ago | 629 views



[Direct Instruction Teaching](#)

Information on teaching Direct Instruction programs for reading, mathema...

- [SRA Direct Instruction Supports English Language Learners](#)

by [DirectInstructionFan](#) | 46 videos | 128 subscribers

- [channel](#)



[TEFL methods](#)

- [Shaping the Way We Teach English: Module 01, Contextualizing Language](#)
- [Shaping the Way We Teach English: Module 02, Building Language Awareness](#)
- [Communicative Language Teaching Activity Part 1](#)

by [stevedneufeld](#) | 29 videos

- [playlist](#)



[MET2](#)

- [Using Gestures to Create Context in the Language Classroom](#)
- [Comprehensible Input: Teaching a Foreign Language](#)
- [Comprehensible Input: Teaching a Foreign Language](#)

by [miguel1258](#) | 43 videos

- [playlist](#)



12:38

[Questions - Learn English](#)

Video lesson on how to **use** and form questions in **English**

by [MinooAngloLink](#) | **10,201 views**

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ED 440 LESSON: SECOND LANGUAGE ACQUISITION LINKS L.G.Stambler,Ph.D.
#5 HOW DOES IT FEEL TO BE AN ENGLISH LANGUAGE LEARNER? WHAT WILL YOU DO FOR STUDENTS AS A TEACHER?

<http://www.youtube.com/watch?v=hHQrXOYil5w>

French Learning English

<http://www.youtube.com/watch?feature=endscreen&v=a7qKXqu8nyQ&NR=1>

An Afghani soldier learning the English language

<http://www.youtube.com/watch?v=nF7N0YWV9-A&feature=endscreen&NR=1>

Speaking Chinese, English and Hakka

<http://www.youtube.com/watch?v=ID7rUfc7jpg>

This is first lesson of my Russian-Learning lessons. I hope it will help all the people who want to master Russian language.

<http://www.youtube.com/watch?v=GIKX9RYOX5w&feature=related>

It is Russian version of sesame street. It is meant to teach Russian speaking children not people trying to learn Russian as a second language.

<http://www.youtube.com/watch?v=iCXHmMk21VI&feature=related>

Another great Russian lesson for beginners from Russian-Plus.com In this lesson we'll learn Russian names for members of the family and some useful expressions. For more visit www.russian-plus.com

<http://www.youtube.com/watch?NR=1&feature=endscreen&v=CuocIpzRYXY>
funny chinese speak English!!!

<http://www.youtube.com/watch?v=2L2eLzRzamI>
This is my daughter speaking Chinese at a performance in Shanghai last year.

http://www.youtube.com/watch?v=TEMGuUPip_M&feature=related
Kobe speaking Italian!!!

<http://www.youtube.com/watch?v=j91m55N7e9I>
Learn Spanish 1.1 - Greetings and Introductions

<http://www.youtube.com/watch?v=GWWMBiOfN0o&feature=fvwrel>
Улица Сезам - Пинбол - 12

<http://www.youtube.com/watch?v=Fs0t4I3e09g&feature=related>
song of Russian alphabet / Песня алфавита / ロシア語アルファベットの歌

<http://www.youtube.com/watch?v=YDcO8wsUQDo&feature=related>
Песенка про АЗБУКУ

<http://www.youtube.com/watch?v=hRgea2Bc6V4&feature=related>
Gene Simmons In Hungary 1988 - Gene speakin' hungarian.

<http://www.youtube.com/watch?v=n-PDArBZrz8&NR=1>
Natalie Portman speaking Hebrew

<http://www.youtube.com/watch?v=EYB7xc1iebk&NR=1>
Chinese female speaks Arabic fluently قوال طب ةيبرعلا ثدحتت ةينيص ءانسح

<http://www.youtube.com/watch?v=6-V141PkiIk&feature=related>

"I study Arabic in Damascus." Jessica, an American graduate student, speaks of her studies of Arabic in Damascus, her career, and her experiences in Syria.

Jessica traveled to Damascus to study Arabic in the Syrian Institute of Study of Arabic for Foreigners, "the Ma'had". Many other Americans study Arabic in Damascus. The Institute of Study of Arabic for Foreigners, "the Ma'had," offers classes at all levels of secular Arabic. To study Islam, other schools offer classes in Arabic, English, French, and other foreign languages. ("The Ma'had" also translates as the Arabic Teaching Institute for Non Arabic Speakers.)

For information on studying arabic in Damascus, go to

www.arabicindamascus.com

<http://www.youtube.com/watch?v=f63jhwgFa8s>

Antonio Graceffo continues with his series of speaking various languages, but this episode is different, it has content. Antonio tells the story of how began with applied linguistics studies, translation, at University of Mainz, Germany, and how that experience lead him to Asia, where for ten years he has

been studying Asian languages and martial arts, writing books and magazine articles and working on TV.

"The world is huge, and we should all strive to know as much of it as we can. The first step to understand a place is to understand the people. To do this, we must first learn the language." Antonio Graceffo

Antonio speaks nine Asian and European languages. In Asia, he studies and writes extensively about the Chinese origins of words and in other Asian languages, such as: Vietnamese, Korean, Thai, and Khmer.

Antonio Graceffo Speaking German

Antonio Graceffo is self-funded and needs donation to continue his writing and video work. To support the project you can donate through the paypal link on his website, www.speakingadventure.com

<http://www.youtube.com/watch?v=iVru71mocRk>

Language in Context

<http://www.youtube.com/watch?NR=1&v=H-gKavcCgs&feature=endscreen>

Language In Context - Remix.mov

<http://www.youtube.com/watch?v=UUF-jHyEuNg>

Oyfn Pripetchik- yiddish song- Esther Ofarim

All time favorite yiddish song. Music and Lyrics by Mark Warshavsky.

Oyfn Pripetchik

(written by Mark Warshavsky)

אויפן פריפעטשיק

Oyfn pripetchik brent a fayerl,

un in shtub is heys.

Un der rebe lernt kleyne kinderlakh

dem alef-beyz.

Zet zhe kinderlakh,

gedenkt zhe, tayere, vos ir lernt do.

Zogt zhe nokh a mol un take nokh a mol:

"Komets-alef: o!"

Lernt kinderlakh, lernt mit freyd,

lernt dem alef-beyz.

Gliklekh is der Yid, wos kent die toyre

un dos alef-beyz.

ENGLISH TRANSLATION:

At the fireplace

(Yiddish Translation)

At the fireplace a little fire burns

And in the room it's warm.

And the Rabbi teaches little children
the aleph-bet

See you children-dear,
remember dear, what you're learning
here.
Say once again, and then once again,
"Komets-alef: o!"

Children, learn with happiness,
learn the aleph-bet.
Lucky is the Jew who knows the Torah.
and the aleph-bet.

Note: At the end of the video are TWO POLISH JEWS paintings. "'Samuel Goldenburg and Schmuyle' were two Polish Jews and were originally the subjects of two separate paintings by Victor Hartman. Mussorgorsky combined the essence of the two paintings into one movement, perhaps to emphasize a rich man/poor man contrast. Samuel Goldenburg, probably large, well dressed and rich, is represented by the first tune in the movement. Schmuyle on the other hand is represented by a piercing, troubled-sounding melody, making him 'appear' to be thin and poor." MUSSOGORSKY : PICTURES AT AN EXHIBITION.

Mark Warshavsky

Mark Markovich Warshavsky -- folk poet, was born in Zhitomir ca. 1845*, died in Kiev in 1907. He graduated from the Kiev University and practiced law in Kiev. In spare time Warshavsky liked to compose and sing Yiddish songs. He wrote lyrics and music for these songs simultaneously. Assuming that his songs have no artistic value, Warshavsky did not record them. Later, following Sholom Aleychem's advice, Warshavsky published his first 25-song collection "Judische Volkslieder" with Sholom Aleychem's enthusiastic preface. Music to these songs was published shortly thereafter. Warshavsky's book was a great success, many of his songs became very popular and were regarded as folk songs (for example, "Der Alef-Beis", "A Brif fun Amerike", "Der Zeide mit der Babe"). Warshavsky's songs ingenuously and emotionally embody the motifs of Jewish folk poetry, whose spirit the author grasped so precisely. Warshavsky's work is inseparably linked with the life of his people, with all their sufferings and joys. People's tears ("Tsum badekens der Kale"), and sadness ("A Yidish Lid fun Ruminien"), pogroms ("Peisach"), poverty ("Neben Klaisel"), and immigration ("A Brif fun Amerike", "Di shif") find a response in Warshavsky's songs. But these sad motifs are alleviated by the presence of special spiritual courage. Jewish hero of Warshavsky's songs is an optimist. Suffering could not restrain their deep believe in better future, suppress their joyous sense of life: "Suffer and sing". Warshavsky's songs are warmed by touching love to the "Yidishe Gas" (Jewish Street) with its simple way of life. Stuffy cheder, where Jewish children study AlefBeis, Jewish wedding rituals ("Tsum badekens"), family anniversaries ("Der Zeide mit der Babe") - all this cherished and familiar to the author. The language of the songs is simple and open-hearted. It is an authentic dialect spoken in Volyn. The metre of the verses is not always sustained, form is quite diverse, poem's structure and rhyme is folk and gentle. Melodies are graceful, intimate and in full harmony with the text. Sincere melody of the "A Brif fun Amerike" makes especially strong expression. Many Warshavsky's poems remain unpublished.

* in 1840, 1845, or 1848 according to different sources.

Adopted from the article by Noah Prilutsky (1882-1944), Yiddish linguist and folklorist, in *Evreiskaia entsiklopediia*. S.-Peterburg: Obshchestvo Dlia Nauchnykh Evreiskikh Izdaniĭ, Brokhaus-Efron, 1906-13. Translated into the English by Shura Vaisma""

<http://www.youtube.com/watch?v=uU30WDlFSzg>

'' **REBEKA" - Sława Przybylska (9)**

There were many songs composed in Poland in pre-war time meant for audience speaking Polish language, regardless their roots or ancestry. Some of them were picturing people, their habits and customs, according to Jewish tradition; no wonder, there were more than 3 million Jews in the country on Vistula river.

Tango 'Rebeka' is not the only example of the kind, although seems to be the most popular: story of a poor girl, shop attendant in a small town, where one day a handsome and rich gentleman from 'the great world', passing by, asks her for 'Ergo' product. She will not forget this visit and the image of 'the prince' -- as a love at first sight -- will haunt her all her life.

Before the war, a full text version was recorded only by Zofia Terné (1932). After the war the tango-song became a Polish standard recollecting times "when Jews were among us". Sung by such interpreters as Wanda Warska, Elżbieta Kępińska, Ewa Demarczyk, Sława Przybylska and many, many others.

From 1993 Przybylska's CD "Alef Bejs"
Janusz Sent - piano

ANNOTATED BIBLIOGRAPHY & STUDY GUIDE: Creation of an annotated bibliography of various works of literature [fiction & non-fiction] pertinent to each student's discipline based major, and which may be utilized in the student's field classroom. Benefits of this activity: networking within and/or across disciplines, creation of resource list, creation of assessment rubrics.

Students may form academic interest groups according to discipline groupings [e.g. English, Health, History / Social Science, Mathematics, Spanish, Biology, Earth Science] in order to network their energies.

Students organize to divide responsibilities of

- seeking out appropriate works,
- reading them,
- writing annotations about the selections,
- contributing a minimum of 5 annotated sources to the group effort,
- word processing the group product on a CD[using MLA format], and
- printing out a hard copy to give to the professor.

Each annotation prepared for the project should include the following information:

- 2.1 author, title of work, publishing site, publisher, year, number of pages;
- 2.2 category of literature that the work represents; [e.g. genre]
- 2.3 anticipated grade level and course for usage of the work;
- 2.4 reading level of the work [consult Ruddell's tests];
- 2.5 brief overview of the work's content;
- 2.6 reason for selection of the work [what message will the work bring?];
- 2.7 suggestions for how the work could be used in a secondary classroom to improve literacy for diverse student populations [i.e. consult your discipline specific McRel spiral textbook and ED 405 text for various methods of teaching literacy in your discipline to students' of diverse abilities/ special needs in order to differentiate instruction for a variety of students; and, specify with which populations the particular method could be used];
- 2.8 suggestions for how the work could be adapted for ELL students [i.e. consult your discipline specific McRel spiral textbook, Echevarria text, and Ruddell's examples for various methods of teaching literacy in your discipline to ELL students].

Each student will create a formal STUDY GUIDE for each of 2 sources that he/she contributes to the group project. If a student creates his/her annotated bibliography as an individual, it is necessary to select 2 sources for which to create 2 study guides.

CURRICULUM MODULE [updated August 30, 2012 © L.G. Stambler]

Create a **literacy across the content areas** curriculum module to be implemented in your discipline based teaching classroom.

The module should be word processed on a CD for the professor. This **copy of the CD and 1 hard copy** of the module are to be handed in to your ED 440 professor during the **during the PDS field placement[date to be confirmed]**. Be sure to make a backup disk of the module for yourself. Comments about the module will be listed on a specific evaluation matrix, which will include all required criteria.

Portions of the curriculum modules will be presented to the class at various times during the semester, as the schedule allows this activity. Each student will share an abstract of his/her module with members of the class. **Benefits of this activity:** practice in curriculum design and networking with peers.

Module must include:

- a. cultural diversity perspectives [global, multicultural];
- b. character and civic education perspectives,
- c. presence of the integrated language approach;
- d. activities representative of lower and higher order thinking skills;
- e. examples of how to read/write/study techniques;
- f. assessment techniques using Likert scales/rubrics/portfolios; and,
- g. techniques for teaching students with limited English skills/ELLs.
- h. Problem Based Learning in the lessons.
- i. use of technology in teaching the module, and in students' activities
- j. the print out of a web quest and a power point presentation.

The module must adhere to

- a. discipline specific aspects of the CSDE Curricular Content Areas
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320954>
- b. students' secondary discipline specific national standards
- c. the CSDE Common Core of State Standards
http://www.sde.ct.gov/sde/lib/sde/PDF/CCSS/CCSS_CT.pdf
- d. the CSDE Connecticut Common Core of Learning
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320858>
- e. the CSDE Connecticut Common Core of Teaching
http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf

Components of the module should be arranged in the following order:

- 4.1 ILLUSTRATED THEMATIC FRONT COVER
- 4.2 TITLE PAGE
- 4.3 TABLE OF CONTENTS [create after all work is completed]
- 4.4 OVERVIEW OF THE MODULE [ABSTRACT 100 WORDS created after all

work is completed]

[preliminaries 4.5-4.8]

- 4.5 YOUR PHILOSOPHY OF TEACHING FOR LITERACY IN YOUR DISCIPLINE SPECIFIC CLASSROOM [formulated throughout the semester from readings and class discussions]
- 4.6 BECOMING A CULTURALLY SKILLED EDUCATOR STATEMENT [see format for writing your statement]
- 4.7 RATIONALE FOR CREATION OF THE MODULE [Indicate the reasons why you chose the specific topic for your module]
- 4.8 GOALS OF THE MODULE [Should be broad and far reaching in effect]

[alignment of standards 4.9]

- 4.9 LINKS TO CSDE CURRICULUM FRAMEWORKS, & COMMON CORE OF LEARNING & NATIONAL STANDARDS FOR STUDENT ACHIEVEMENT FOR YOUR DISCIPLINE & THE CCSS [Create a matrix and check off which lesson matches which category of each standard.]

[preparation for teaching 4.10-4.13]

- 4.10 PLANNING REQUIRED FOR IMPLEMENTATION OF THE MODULE [What you need to do in advance of the instruction in order to make the lessons effective. E.g. with whom do you need contact for what?]

- 4.11 PROFILE OF STUDENTS' SKILLS REQUIRED TO USE THE MODULE [Which reading, writing, listening, speaking, viewing, computing, thinking, and studying skills will the students need to have prior to the instruction phase of the module? How will you know and/or diagnose that students have those skills? What specifically will you do to put those skills in place if there are deficiencies in skills?]
- 4.12 PROFILE OF STUDENTS' PRIOR KNOWLEDGE BASE REQUIRED TO USE THE MODULE [Which pre-assessment or diagnostic tools will you use to ascertain students' prior knowledge? Why those choices?]
- 4.13 PLANNING FOR INSTRUCTION, TAKING STUDENTS' ACADEMIC, SOCIAL, AND DEVELOPMENTAL NEEDS INTO ACCOUNT [How will your instruction demonstrate that students' needs have been the basis for your selection of content, teaching techniques, and assessment tools?]

[instruction/lesson plans 4.14]

- 4.14 INSTRUCTIONAL IMPLEMENTATION OF THE MODULE [Use the Student Teaching Evaluation Instrument's [STEI] lesson plan format to create 8 lessons in your discipline that teach for literacy in your content area, and that you will be using during your student teaching field placement semester.

Be sure to include all categories of the lesson plan.

Include charts, graphs, illustrations, diagrams, selected content handouts, outline of the discipline based knowledge, and printouts of web quests and power point presentations that you use with each of the lesson plans.]

[assessments/concluding evaluation 4.15]

4.15 ASSESSMENT OF STUDENTS' LEARNING [Which pre-assessment, formative, summative, informal, and formal assessment and evaluation tools will be used for each lesson to measure students' achievement/products?

How will you know what the students have learned for each of the domains of the lessons' objectives?

Provide examples of pre-assessments/diagnostics, and post-teaching assessments, as well as an answer key for each.

Be sure to have a rubric for each of the lessons in the module.

Provide a concluding evaluation, and answer key for the module.

[bibliography, resources, appendix 4.16-4.18]

4.16 SUGGESTED BIBLIOGRAPHIC SOURCES FOR USE WITH THE MODULE

by the instructor and
by the students.

Use your Annotated Bibliography for this section.

4.17 RESOURCE MATERIALS THAT YOU MIGHT USE WITH YOUR LESSONS' ACTIVITIES which are not directly used in the lessons, but appropriately could be used for extensions of your lessons, or for differentiation of instruction for your students.

This section may include videos, music CDs, various pieces of art, games, internet sites, MP3 items, downloads of podcasts, virtual museum tours, and many other interesting sources to enhance your knowledge, skills, and dispositions during the planning, instruction, and assessment of this curriculum module.

4.18 AN OPTIONAL APPENDIX [for any materials that do not belong with the lessons]

4.19 BACK COVER

FORMAT FOR DETAILED LESSON PLANS WITHIN THE CURRICULUM MODULE

Student Teacher _____ Grade Level _____ Date of lesson _____
Institution _____

Content Standards: Identify one or two **primary** local, state **or** national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

SEE RESOURCES FOR STUDENT TEACHERS FOR STANDARDS

Learner Background: Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

DESCRIBE THE PRE-ASSESSMENT INSTRUMENT USED TO DETERMINE STUDENTS' PRIOR KNOWLEDGE, SKILLS; WHAT RESULTS WERE THERE FROM USE OF THE INSTRUMENT? DESCRIBE THE DIRECT CONNECTION BETWEEN WHAT YOU LEARNED ABOUT YOUR STUDENTS and YOUR PLANNING FOR THE LESSON'S CONTENT, METHODS, MATERIALS, and ASSESSMENTS.

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson.

INCLUDE 3 DOMAINS OF OBJECTIVES: COGNITIVE, AFFECTIVE, SKILL; EACH OBJECTIVE NEEDS TO HAVE A CONDITION, MEASURABLE BEHAVIOR, LEVEL OF EXPECTED PROFICIENCY FOR THE STUDENTS;

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? **Attach a copy** of any assessment materials you will use, along with assessment criteria.

INCLUDE INFORMAL [observation] and FORMAL [quiz of 10 questions] ASSESSMENT INSTRUMENTS FOR THE LESSON. INCLUDE SPECIFIC WRITTEN CRITERIA FOR THE ASSESSMENT THAT STUDENTS WILL RECEIVE PRIOR TO THE LESSON. INCLUDE A RUBRIC FOR STUDENTS' USE. ATTACH AN ANSWER SHEET FOR THE ASSESSMENT

Materials/Resources: List the materials you will use in each learning activity including any technological resources.

[E.G. text pages, dictionary, thesaurus, atlas, handout, worksheet, power point print out, map, graphic organizer, primary document, illustration and/or photograph, newsprint page, pen, pencil, crayons, markers, glue, scissors, tape, etc.]

Learning Activities:

Identify the instructional grouping (**whole class, small groups, pairs, individuals**) you will use in each phase of instruction.

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

THE FIRST 3-5 MINUTES OF THE LESSON. THE INTIATION SHOULD MOTIVATE THE STUDENTS TO LEARN and SHOW TEACHER'S ENTHUSIASM FOR THE LESSON. A SENSE OF INQUIRY SHOULD BE CONVEYED TO THE STUDENTS.

THE FIRST 3-5 MINUTES OF THE LESSON. THE INTIATION SHOULD MOTIVATE THE STUDENTS TO LEARN and SHOW TEACHER'S ENTHUSIASM FOR THE LESSON. A SENSE OF INQUIRY SHOULD BE CONVEYED TO THE STUDENTS.

SEE ADDITIONAL PIECES TO INCLUDE IN THE INITIATION

[weave all the parts together in the first 3-5 minutes of the lesson]

- A. Motivator [focus students' attention on conceptual purpose for the lesson]
- B. Recall of Past Learning [how this lesson is built on previous lessons]
- C. Relation to New Learning [rationale, why this lesson is important]
- D. Relation to Future Learning [how this lesson will lead to new learning]

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

LESSON SHOULD BE ORGANIZED CONCEPTUALLY, SEPARATING EACH CONCEPT INTO A DIFFERENT ELEMENT OF THE LESSON.

EACH ELEMENT OF THE DEVELOPMENT SHOULD INCLUDE THE CONCEPT OR ESSENTIAL QUESTION, WHAT THE TEACHER WILL BE DOING, WHAT THE STUDENTS WILL BE DOING, THE LESSON CONTENT, and THE INSTRUCTIONAL ARRANGEMENT FOR THAT ELEMENT.

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

LAST 5-10 MINUTES OF THE LESSON. [E.G. STUDENTS SHARE THEIR WORK, CROSSWORD PUZZLE INCLUDES LESSON'S VOCABULARY, STUDENTS WRITE A JOURNAL/LOG ENTRY ABOUT THEIR LEARNING,ETC.]

Individuals Needing Differentiated Instruction: Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

SEE THE RUBRIC GLOSSARY RE: ACCOMMODATION & MODIFICATION

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the student teaching placement, it is expected that each student teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

Student Teacher _____ Grade Level _____ Date of lesson _____

Institution _____

Content Standards:

NOT PRESENT _____ MINIMAL _____ APPROPRIATE _____

NOT ALIGNED WITH OBJECTIVES _____ ALIGNED WITH OBJECTIVES _____

Learner Background:

NOT PRESENT _____ MINIMAL _____ APPROPRIATE _____

Student Learning Objectives

NOT PRESENT _____

3 DOMAINS _____ 2 DOMAINS _____ 1 DOMAIN _____

OBSERVABLE BEHAVIORS _____ CONDITION OF LEARNING _____ MEASURE _____

Assessment:

NOT PRESENT _____ INFORMAL _____ FORMAL _____

NOT ALIGNED WITH OBJECTIVES _____ ALIGNED WITH OBJECTIVES _____

HOW DOES TEACHER KNOW WHAT STUDENT KNOWS? _____

Materials/Resources:

NOT PRESENT _____ INAPPROPRIATE _____ MINIMAL _____

APPROPRIATE _____ VARIED _____ LOW LEVEL _____ HIGH LEVEL _____

NOT ALIGNED WITH OBJECTIVES _____ ALIGNED WITH OBJECTIVES _____

Learning Activities:

Initiation:

NOT PRESENT _____ INAPPROPRIATE _____ APPROPRIATE _____

NOT ALIGNED WITH OBJECTIVES _____ ALIGNED WITH OBJECTIVES _____

Lesson Development:

CONCEPTS NOT PRESENT _____ INAPPROPRIATE _____ APPROPRIATE _____

CONTENT NOT PRESENT _____ NOT ALIGNED W/OBJS _____ ALIGNED W/OBJS _____

ACTIVITIES NOT PRESENT _____ NOT ALIGNED W/OBJS _____ ALIGNED W/OBJS _____

Closure:

NOT PRESENT _____ INAPPROPRIATE _____ APPROPRIATE _____

NOT ALIGNED WITH OBJECTIVES _____ ALIGNED WITH OBJECTIVES _____

TEACHER CENTERED _____ STUDENT CENTERED _____

APPLICATION NOT STATED _____ APPLICATION STATED _____

Individuals Needing Differentiated Instruction:

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

Notes from the pre-conference [STUDENT TEACHER & COOPERATING TEACHER; STUDENT TEACHER & UNIVERSITY SUPERVISOR

WESTERN CONNECTICUT STATE UNIVERSITY
DANBURY, CT

ED 206 _____ ED 385 _____ ED 440 _____ ED 515 _____ ED 530 _____ EPY 204 _____
FALL 2012 STUDENT SELF-EVALUATION FORM

[NOTE: INCLUDE ONE OF THESE FORMS FOR EACH SESSION TO BE TURNED IN AT THE END OF THE SEMESTER]

NAME _____

DATE _____ SESSION # _____ TOPIC _____

CLASS PARTICIPATION IN THE LARGE GROUP SETTING: WRITE A COMMENT IN THE APPROPRIATE COLUMN IN ORDER TO ASSIGN A PERCENTAGE VALUE TO YOUR PERFORMANCE [e.g. asking, answering questions; adding information]

EXCELLENT [consistent/constant involvement] 100-90	GOOD	FAIR	POOR	ABSENT [reason]
	[frequent involvement] 89-80	[occasional involvement] 79-70	[barely any to no involvement] 69-60	

CLASS PARTICIPATION IN THE SMALL GROUPS SETTING: WRITE A COMMENT IN THE APPROPRIATE COLUMN IN ORDER TO ASSIGN A PERCENTAGE VALUE TO YOUR PERFORMANCE

EXCELLENT [consistent/constant involvement] 100-90	GOOD	FAIR	POOR	ABSENT [reason]
	[frequent involvement] 89-80	[occasional involvement] 79-70	[barely any to no involvement] 69-60	

**COMMENT ON YOUR OVERALL CONTRIBUTION TO THE DEVELOPMENT OF THIS SESSION:
ATTACH TO THIS FORM ANY RESPONSE TO A CLASS PROMPT, AS INSTRUCTED BY PROFESSOR.**

CHECK YOUR CLASS: ED 206 __ ED 385 __ ED 420 __ ED 440 __ ED 515 __ ED 530 __ EPY 204 __

ENTRY DIAGNOSTIC [1 & 2] TO BE COMPLETED AT THE BEGINNING OF THIS CLASS SESSION
COMPLETE WHAT YOU LEARNED and STILL WANT TO LEARN [3 & 4] ON THE OTHER SIDE
LEAVE THIS PAPER WITH DR. STAMBLER BEFORE YOU LEAVE CLASS

NAME _____ DATE _____

CLASS TOPIC _____ WEEK # _____

1.LIST YOUR PRIOR KNOWLEDGE ABOUT THIS TOPIC and THE SOURCE OF THE KNOWLEDGE [K]	2.LIST QUESTIONS/CONCERNS YOU HAVE ABOUT THIS TOPIC [WK]

3.LIST WHAT YOU LEARNED ABOUT THIS TOPIC DURING THE CLASS SESSION [L]	4.LIST QUESTIONS/CONCERNS THAT YOU STILL HAVE ABOUT THIS TOPIC [SWL]

HOW WOULD YOU TEACH THIS LESSON?

CHECK YOUR CLASS: ED 206 __ ED 385 __ ED 420 ___ED 440 ___ ED 515 ___ ED 530 ___ EPY 204_____

“THINK, PAIR, SHARE” EXIT TICKET
LEAVE THIS PAPER WITH DR. STAMBLER BEFORE YOU LEAVE CLASS

NAME _____ DATE _____

CLASS TOPIC _____ WEEK # _____

1. THINK ABOUT AND WRITE YOUR RESPONSE TO THE PROMPT GIVEN TO THE CLASS BY THE PROFESSOR.

2. INTERACT WITH YOUR NEIGHBOR OR ASSIGNED PAIR PARTNER[S]. WHAT DID YOU LEARN?

3. SHARE THE RESULTS OF YOUR PAIRED INTERACTION WITH ANOTHER PAIR. WHAT DIFFERENT PERSPECTIVES DID YOU HEAR/LEARN?

4. DEBRIEF THE RESULTS OF PAIRS DISCUSSING TOGETHER WITH THE ENTIRE CLASS. WAS THERE CONSENSUS ABOUT THE PROMPT? WHY? WHAT WAS IT? WHY NOT?

COLLEGIALITY & NETWORKING IN A TEAM/GROUP

ED 206 ____ ED 385 ____ ED 440 ____ ED 515 ____ ED 530 ____ EPY 204 ____

Names: _____ Teacher: L.G. STAMBLER

Date: _____ TOPIC: _____

Skills in a group setting that enhance members' group work	Criteria for student competence performance	Points for involvement
---	--	-------------------------------

COMPLETE THIS RUBRIC BEFORE THE END OF CLASS	0	1 OR 2	3	4	RAW SCORE	DIFF MULT	FINAL SCORE
Helping: students offered assistance to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>		4	
Listening: students worked from each other's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>		3	
Participating: each student contributed to the task.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>		4	
Persuading: the students exchanged, defended, and rethought ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>		4	
Questioning: the students interacted, discussed, and posed questions to all members of the group.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>		4	
Respecting: the students encouraged and supported the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>		3	
Sharing: the students offered ideas and reported their findings to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>		3	

Total Points	25	
---------------------	-----------	--

LGS QUESTIONS: What was accomplished that was significant during the group session pertaining to topic content? What changes would you make in the group activity next time that you meet? Why? What did you learn about group dynamics that you would apply in your teaching? Why? Respond as a group on the back of this page.

Updated 10-08 LGS

ADAPTED BY L G Stambler FROM: The Web Portal For Educators! (www.teach-nology.com)

<http://www.teach-nology.com/cgi-bin/teamwork.cgi>

ED 206 _____ ED 385 _____ ED 440 _____ EPY 204 _____
ORAL & WRITTEN PRESENTATION RUBRIC



Name: _____

Teacher: L.G. STAMBLER, Ph.D.

Date _____

TOPIC: _____

	Criteria				Points		
	0 Absence or 1 Beginning	2 Developing	3 Accomplished	4 Exemplary	RS	DM	FS
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around with information presented.	Student presents information in logical sequence which audience can follow.	Student presents information in a logical, interesting sequence which audience can follow.		5	
Content Knowledge	Student does not have a grasp of information; student cannot answer questions about subject presented.	Student is uncomfortable with information and is able to answer only rudimentary questions from the audience.	Student is at ease with the content, but fails to elaborate during questioning by audience.	Student demonstrates full knowledge (more than required) to the audience, with explanations and elaboration.		5	
Visuals	Student used no visuals to support text and presentation.	Student occasionally used visuals, that rarely supported text and presentation.	Visuals related to text and presentation to help audience's comprehension.	Student used visuals to reinforce [screen] text and furthered presentation.		5	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings, nor grammatical errors.		5	
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Audience hears presentation.	Student uses a clear voice and correct, precise pronunciation of terms. Audience applauds presentation.		5	
				Total---->		25	

Updated 10-08; Fall 2000 adapted by L.G. Stambler, Ph.D. from www.teach-nology.com



RUBRIC FOR WRITING MIDTERM ESSAYS

ED 206 _____ ED 385 _____ ED 440 _____ EPY 204 _____

<http://teachers.teach-nology.com/cgi-bin/para.cgi>

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Name: _____

Teacher: L.G. STAMBLER

Date _____

TOTAL POINTS _____

Criteria					Points			
	4 Exemplary	3 Accomplished	2 Developing	0 Absence OR 1 Beginning	QS	RS	DM	FS
Main/Topic Idea Sentence Conveys Appropriate content for the essay	Main/Topic idea sentence is clear, accurate, correctly placed, and is restated in the closing sentences.	Main/Topic idea sentence is either inaccurate, unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is wrong, unclear and incorrectly placed, and is not restated in the closing sentence.	#1		6	
					#2		6	
					#3		6	
					#4		6	
Supporting Detail Sentence(s) for paragraphs convey appropriate content for the essay	Paragraph(s) have five or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have three or four supporting detail sentences that relate back to the main idea.	Paragraph(s) have two or one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	#1		8	
					#2		8	
					#3		8	
					#4		8	
Elaborating Detail Sentence(s) Convey appropriate content for the essay	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	#1		7	
					#2		7	
					#3		7	
					#4		7	
Mechanics and Grammar	Paragraphs have no errors in punctuation, capitalization, and spelling.	Paragraphs have one or two punctuation, capitalization, and spelling errors.	Paragraphs have three to five punctuation, capitalization, and spelling errors.	Paragraphs have six or more punctuation, capitalization, and spelling errors.	#1		4	
					#2		4	
					#3		4	
					#4		4	
				Total---->			25	

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MINUTE PAPER

PLEASE ANSWER THESE QUESTIONS IN ONE MINUTE

1. WHAT DO YOU KNOW NOW THAT YOU DID NOT KNOW WHEN YOU ENTERED THIS CLASS SESSION?

2. DO YOU HAVE ANY QUESTIONS ABOUT THIS SESSION THAT NEED TO BE ANSWERED? [include your name and email address]

CHECK YOUR CLASS: ED 206 __ ED 385 __ ED 440 __ ED 515 __ ED 530 __ EPY 204 __

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