ASPDP

Learn Impact Grow Earn

Fall 2020 Semester

September 21, 2020 – January 8, 2021

Title of Course: Teaching Vocabulary All Day Every Day	
Number of Sessions: 2	**Grade Levels: K-12**
Total Hours: 15	**Total Number of Credits: 1**
Course Start Date: November 7, 2020	**Course End Date: November 8, 2020**
Course Location: Remotely on ZOOM	
Maximum Course Enrollment: 20	
Instructor's Name: Lavinia Mancuso	**Instructor's Telephone: 917-903-2648**
Instructor's Email: Lmancuso@everyonereading.org	
Education Partner Fee: $150	
Materials Fee if applicable:	
Registration Deadline: November 6, 2020	

Course Information

Course Description

Because we will be conducting this course remotely, we will email the handouts before the course begins to be printed by the participants. The second day of the course involves a hands-on vocabulary development project. Participants must be prepared with basic materials, such as scissors, paper of various kinds, markers or crayons, paste. Other art materials, such as yarn, play dough or whatever the participants have at hand, are most welcome.

At present, 25% of New York City public school students have IEP's and 61% of long-term English Language Learners were born and raised in the USA. With explicit instruction and sufficient correct practice, language and literacy can be taught *in school*. It is time to stop waiting for students to discover how to read and write on their own, as so many of the students who seem to be able to learn on their own have actually had access to outside instruction and test prep. In *The Simple View of Reading,* 1986, Gough and Turner posit that good reading requires proficiency in both reading and language comprehension. This workshop will address this *simple view of reading,* by providing instructional strategies in three of the five pillars of reading: phonological awareness, phonics and vocabulary, because mastery of those pillars leads to proficiency in fluency and comprehension as well. It will concentrate on building a foundation of word recognition skills and enabling teachers and students to build a large and varied working vocabulary and strategies for acquiring new words.

It will specifically address the needs of culturally and linguistically diverse students, whose language comprehension may not match the demands of the school system. Those needs include activities that include

and validate the students' language and experience, as English is constantly being enriched by language and experiences that are not "standard." Participants will embrace the idea of expanding vocabulary, not substituting one word for another. They will discuss and practice strategies for using students' vocabulary to enhance their own. They will also learn to look at their students as competent speakers of other languages which they may not themselves speak or understand

Participants will learn a variety of quick and easy activities and drills to teach phonological awareness and phonics effectively and efficiently. They will also learn to teach vocabulary formally and informally, using morphology, syntax and context clues, explicit instruction and correct practice in targeted words, and by embedding vocabulary development into every activity during the school day.

Participants will also practice designing quick and effective assessments which, instead of diagnosing students' deficiencies, will reinforce skills taught and measure impact the impact of that instruction on students.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

- 1a: Demonstrating Knowledge of Content and Pedagogy. Generations of literacy experts, such as Catherine Snow, Stephen Krashen, Marianne Wolf and Timothy Rasinski, have written on the importance of oral and written vocabulary development as the basis for fluency and comprehension. Participants will have an overview of that research as it applies to the five pillars of reading, the differences between social and academic language, and, especially when working with culturally and linguistically diverse students, the difference between labels and concept.   As every subject area has a distinct vocabulary and a distinct approach to learning, the first step in (1a) is for teachers themselves to be conversant in that vocabulary and approach. The second step to impart that knowledge in meaningful, engaging, and constructive ways.   In all cases, teachers must teach explicitly and provide opportunities for correct practice of both key vocabulary and content knowledge. In all cases, teachers must elicit and include students' prior knowledge and experience to amplify learning and fill in the gaps. Through participatory exploration of the five pillars of reading, emphasizing oral and written vocabulary development participants will expand their own vocabulary and teaching methodology. They will also learn formal drills, exercises and games for teaching and reinforcing vocabulary and concepts, as well as ways to embed these quick and engaging activities into the regular school day – at lineup, as lesson starters, transition exercises and word wall activities, as well as part of complete content lessons.

- 3c –Engaging Students in Learning: In her book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students,* Zaretta Hammond posits that humans learn best through games, social interaction and storytelling. Reuven Feuerstein posits the same in his call for "*mediated* experience." Participants will learn strategies for embedding games, social interaction and stories for maximizing oral language development as a prelude to literacy and content knowledge, and as an end in itself. On Day 1, participants will learn a repertoire of simple activities involving the four modalities of language (listening, speaking, reading and writing) and five aspects of linguistics (phonology, morphology, syntax, semantics and pragmatics), which can be embedded in all lessons to extend and reinforce oral

language proficiency and vocabulary development. To model the impact of engagement, participants will experience a variety of activities that will make the content fun and memorable to learn. Instructors will model these activities and break down the key components so that teachers will be able to design and implement similar learning experiences in their classrooms. Throughout the course, participants will be required to take an active role in their learning, such as participating oral language games, choosing and reading picture books aloud, devising "what if…?"

Participants will engage in two hands-on lessons, one in art and one in science to demonstrate the power of *mediated experience* and hands-on reinforcement of vocabulary and content. They will participate in following instructions, developing strategies, debriefing and presenting their work. They will discuss the difference between concepts and labels as they apply to their students. (An English Language Learner who lived where it rained probably knows what an umbrella is although s/he might have a different label for it. A student who came from a desert environment might have never seen an umbrella but might be familiar with what we call a parasol.)

Participants will be thoughtfully grouped throughout the course, with pairings and small group work allowing teachers of similar grades to work together on appropriate activities, vocabulary and lesson planning.   In making their presentations and writing their lessons, participants will be mindful of Expectations for Learning, Directions and Procedures, Explanations of Content, and Use of Oral and Written Language.

Different learning styles will be addressed, as well as the respect due to students who prefer to work alone.

Integration of Next Generation Standards

- **Speaking and Listening Anchor Standard 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
- **Speaking and Listening Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
- **Speaking and Listening Anchor Standard 3:** Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
- **Speaking and Listening Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

- **Language Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Language Anchor Standard 5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **First Grade Reading Standards- Foundational Skill**
  - Phonological Awareness
    - 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - 1RF2a: Count, blend and segment single syllable words that include consonant blends.
    - 1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.

▪ 1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken words.

Pedagogical Approach

Each session will combine a formal presentation including a power point (handouts will be provided), hands-on activities, and group work which will cover research and instructional strategies. To model and practice oral language development approaches, participants will engage in group discussions, paired activities, and hands-on activities that involve using oral language. All discussions will allow participants to share ideas and practice strategies and approaches in different settings. First day activities will involve participants in phonological awareness and phonics, oral and written vocabulary development, and the components of basic English linguistics: phonology, morphology, syntax, semantics and pragmatics. Participants will become familiar with language and literacy research done by Stephen Krashen, Reuven Feuerstein, David A. Kilpatrick, Timothy Rasinski, Maryanne Wolf and Anita Archer. They will learn to use tongue twisters, nursery rhymes, proverbs, street games and read alouds to foster oral language development. Participants will practice using quick and free oral language assessments, such as *Acadience (*f/k/a *DIBELS)*, the *Test of Auditory Analysis Skills,* and games from the websites of Timothy Rasinski and *Reading Rockets.* They will also become familiar with the Rubric for Prosody to assess their own and their students abilities to tell and read stories aloud. They will learn a variety of activities that will enable their students to use morphological clues to decipher the meaning of unknown words.

These **informal** assessments will be done in pairs or small groups or through choral response to the instructor. Throughout the day, participants will discuss implications and modifications for a culturally and linguistically diverse student population, and the important distinction between labels and concepts. (Does the student have concepts and content and just need appropriate labels in English? Or does the student need to learn the concepts and content as well?) They will also discuss the demands and prejudices of "standard" English grammar and usage.

The second day will focus on modeling and practicing activity-based language development. Participants will apply the theories and strategies learned in Day 1 to the formal content/vocabulary lessons they will actively participant in during Day 2, as well as general object observation and visual literacy techniques designed to make students more attentive to their environment and broaden their academic vocabulary. Discussion will also focus on providing multiple ways for students to access information, and the need to include and validate students' skills, information and experiences which may not be listed in the *Teacher's Guide.*

Application to Instruction and Student Learning

All demonstrated strategies can be applied to any and all subject areas and age groups. Explicit connections will be made between the content of this course and the Next Generation Standards in Foundational Skills, Listening and Speaking and Language and the Danielson Framework for Teaching, especially as they apply to student engagement and the role of oral language development and explicit vocabulary development in literacy and content learning. The structure of the course, combining power point presentations with visuals, hands-on activities, large and small group discussion, quick drills and embedded assignments, will demonstrate the variety and nature of effective teaching practices.

Handouts, worksheets, and resources will be given to the participants to ensure classroom application after the course. There will be time set aside for participants to work on their own or in small groups to reflect, synthesize, and apply the information and strategies from the course. Participants will discuss and demonstrate applying new strategies to the subject areas that they teach.

Assessment

Assessment for this course is based on active **participation,** passing of the formative assessment administered at the end of Day 1, and submission of a completed lesson plan based on one or more skills taught in the course. Participants will also be asked to practice some of the oral language drills and games on their students or families and report on their effectiveness and engagement. Active participation in oral language activities, including read alouds, as well as in discussions of object observation and visual literacy strategies, and, especially, engagement in the hands on content/vocabulary development activities in art and science, will be required.

At the end of Day 2, participants will be asked to write a mini-lesson assessing the impact of the implementation of their own new learning on their students. The mini-lessons should include some or all of the following activities:

- A presentation by students of their project, using the new related vocabulary
- Peer review by students of each other's work, based on the specific criteria for the content and construction of the project.
- A short quiz on the new vocabulary, based on the content or construction of the project, e.g. define "collage," "habitat."
- A long-term follow-up assignment to do a similar project based on the same or another content area, using similar techniques and documenting new, related vocabulary.

In order to model the strategy of "Test What You Teach and Teach What You Test, the final activity in Day 1 will be a brief assessment on the basic concepts of language (modalities and linguistics) and ideas for classroom implementation. Participants will be able to consult their notes and work in pairs if they choose. These assessments will be submitted, reviewed and discussed at the beginning of Day 2. Part of the discussion will address any common misconceptions that were revealed in the test, as they indicate a failure of clarity on the part of the instructor as opposed to a failure of understanding on the part of the participants. The lesson plan, which is due one week after the last day of the course, will be graded based on its reflection of the targeted Danielson Frameworks and Next Generation Learning Standards, its practicality and its appropriateness to the grade and content identified by the participant. As the techniques of *embedding* phonological awareness and vocabulary development into all activities, and using object observation, visual literacy, storytelling and hands-on activities to develop oral language may be unfamiliar to the participants, participation and willingness to try new strategies are key. Participants will receive feedback from the facilitator and peers as they plan their lesson (Danielson 4e) to incorporate these new strategies and the suggested project-based assessment activities.

Connection to Critical Consciousness (We will provide evaluative feedback on this section beginning SY2020-21)

Criteria from Rubric (select the criteria that are addressed in this session):

□ Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

□ Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Activity:

Throughout the course, we will examine participants own prejudices about spoken and written language. We will explore the richness of English as an evolving conglomerate of foreign words, jargon, tech words and slang. We will address such questions as: What is "standard" English? What is "correct" pronunciation? In what ways do the students' own vernacular enrich the English language and liven up their writing? How do we build students' vocabulary without negating the rich langu encourage students to be bilingual and bi-dialectical even if we are not? How do we encourage students to speak and write from their own experience without fearing judgement? How do we apply these attitudes to ourselves?

Major Assignment	Due Date
Participation: During each of the two sessions, participants will be given the opportunity to work individually and in small groups; to practice new vocabulary and teaching strategies. They will be encouraged to share their expertise with fellow participants. Active participation in the discussions and activities = 50% of the grade.	November 7 and 8, 2020
Pre-session assignment for Day 2: Reflection on formative assessment from Day 1. Tentative and applied ideas for lesson plans which embed explicit oral language and vocabulary development into desired activities.	November 7 and 8, 2020
Final lesson plan, reflecting one or more skills or content learned in the course, to be submitted one week after the end of the course. Participants will also be asked to try out one or more of the oral language strategies or activities with students or family members and report on its effectiveness and engagement.	November 15, 2020

Feedback

Formative feedback will be provided in the course of the activities and in the initial planning of the lessons. With the goal of modeling the Danielson framework for student engagement (Domain 3c), care will be taken to engage all participants in discussions and hands-on activities. Summative feedback will be provided in response to the lessons submitted after the end of the course.

Grades

Pass/fail will be determined by Participation =50%; Formative Assessment= 25% and Lesson Plan = 25%. The lesson plan must demonstrate evidence of clear objectives for vocabulary and content; pre-teaching/testing for prior knowledge; understanding of the diverse cultural and linguistic backgrounds of their students; appropriate structure and sequence; use of oral language strategy development demonstrated in the course; differentiation, if necessary, for vocabulary and content knowledge; formative and summative assessments **to measure effectiveness of teaching**, assignments and follow up.

Course Calendar

Session #1	
Date: November 7, 2020	Number of hours for this session: 7.5
Time: 9:00 am – 5:00 pm	Assignments due today: Registration

Standards and Components Alignment:

Activities will also require participants to understand and practice components of the **New York State Education Department Next Generation Learning Standards**
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First Grade Reading Standards- Foundational Skill
- o Phonological Awareness
- o 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- o 1RF2a: Count, blend and segment single syllable words that include consonant blends.
- o 1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.
- o 1RF2c: Manipulate individual sounds (phonemes) in single - syllable spoken words.
- o

Speaking and Listening Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

Speaking and Listening Anchor Standard 3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Speaking and Listening Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

Language Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts to make effective choices for

All activities will model components of Charlotte Danielson's Framework for Teaching: 1b Demonstrating Knowledge of Students; 2a Creating and Environment of Respect and Rapport; 2b Establishing a Culture for Learning; 3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3d Using Assessment in Instruction; 4a Reflecting on Teaching.

meaning or style, and to comprehend more fully when reading or listening.

Language Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Objectives:

1. As measured by participation and discussion, participants will understand the need for explicit and systematic oral language instruction as a precursor to reading and as an end in itself.
2. As measured by participation and discussion, participants will demonstrate understanding of the key research findings regarding oral language development, from Stephen Krashen, Catherine Snow, Vicki Gibson and Timothy Rasinski.
3. As measured by participation and discussion, participants will be able to carry out simple phonological awareness exercises and other strategies for stimulating students' oral production.
4. As measured by participation and discussion, participants knowledge and ability to teach and encourage students to use new vocabulary in conversation and written work.
5. As measured by participation and discussion, participants will demonstrate knowledge and ability to present read alouds that engage students and foster their use of new vocabulary and language patterns.
6. As measured by participation and discussion, participants will demonstrate their understanding of ways to integrate oral language development into literacy and content area instruction and vice versa.

Topics and Agenda:

Understanding the Importance of Oral Language in Teaching Vocabulary and Strategies for Instruction
- o Review of the research, from Hart and Risley through Maryanne Wolf.
- o Presentation and discussion of the components and complexity of oral language from the phoneme to the paragraph and the two person conversation
- o Presentation and discussion of quick and effective assessments of phonological awareness and auditory processing.
- o Demonstration and practice in oral language development strategies, such as tongue twisters, nursery rhymes, songs, word ladders, minimal pairs, etc. to enable students to add, delete, segment, substitute and rearrange sounds, words, sentences and ideas.
- o Presentation, discussion and practice in auditory memory strategies, such as retelling, dramatization, reporting out, and rapid naming activities.
- o Presentation, discussion and practice of explicit vocabulary instruction models, such as Marzano's six-step approach and ExCLL's four-step approach.
- o Demonstration, discussion and practice in using simple morphological analysis to enable students to learn unknown vocabulary on their own.
- o Demonstration and practice in using picture books and read alouds to develop oral language and literacy. Topics to be covered include:
    - o Theory and practice for reading aloud, with a focus on developing Cognitive Academic Language Proficiency and interest in reading.
    - o Planning for reading aloud: choosing books, rehearsing; deciding focus and vocabulary.
    - o Planning visual literacy with picture books – focus and vocabulary
    - o Choosing and reinforcing "power words," discussing the pictures as if they were text, with attention to using the language of art; focusing on language patterns such as "if clauses" and idioms, and the need for rehearsal and performance skills.

o   As appropriate, focus on idioms and/or phrases that may not be part of students' oral language repertoire.

Practice reading aloud: Participants will then choose one of the books or passages and design a mini-lesson using one of the picture books, selecting the elements for focus, and presenting the lesson to the group. Presentations will include reading a section of the book or passage aloud with enthusiasm and emphasis. Participants will also discuss written responses that allow students to use personal experiences and writing styles to expand upon the passages read aloud.

Participants will also discuss the need for culturally relevant books in every classroom and the implicit biases that are hidden even in some of the most popular picture books. They will discuss the characteristics of a good read aloud as criteria for choosing books.

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (select the criteria that are addressed in this session):

□ Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

□ Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

□ Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry

Activity:

Throughout the course, we will discuss teachers' assumptions of students' language and thinking abilities. We will discuss and model the dangers of what Anita Archer calls 'assumicide," i.e. teachers' creating inappropriate questions, activities, even whole lessons based on misreading of what students can and cannot or know or do not know.

Special attention will be paid to English Language Learners who may know the meaning of Tier II and II (Latinate) vocabulary more than Tier I (basic Anglo-Saxon). We will emphasize that English Language Learners and their families have another language at their disposal that they should be encouraged to develop at home.

In teaching vocabulary, it is important that the student put it in his own context, which requires that the teacher discuss students' own experiences and language. We will also emphasize the difference between labels and concepts. Students may have a deep understanding of concepts and content but not have the labels to express it.

Throughout, we will discuss and model Hammond's findings about the power of games, socialization and storytelling, especially focusing on the students' own stories. We will emphasize the importance of oral storytelling to provide a brave environment for

	including and empowering poor readers and writers and encourage good presentation skills for all.

Application to Instruction and Student Learning:

Participants will bring their understanding of the importance of oral language development in The Simple View of Reading to bear on their lesson planning and classroom instruction. Participants will be able to identify oral language deficits and find strategies to remedy them through explicit instruction and ongoing discreet practice. Teachers will set aside time each day for books or passages to be read aloud. Teachers will be familiar with a variety of explicit vocabulary strategies and websites and other resources for vocabulary development. Teachers will be able to select appropriate material for reading aloud and perform it with accuracy and expression.

Assessment and Feedback:

Paired discussion, reporting and participation in activities to confirm that participants understand content. Paired and group brainstorming on ways to embed specific vocabulary development and general oral language development into all lessons in all subject areas. Participants will take formative assessment on phonological awareness and oral language development and discuss the answers.

Session #2

Date: November 8, 2020	Number of hours for this session: 7.5
Time: 9:00 am – 5:00 pm	Assignments due today: Discussion of Formative Assessment taken at end of Session 1

Standards and Components Alignment:

Activities will also require participants to understand and practice components of the **New York State Education Department Next Generation Learning Standards** **Speaking and Listening Anchor Standard 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. **Speaking and Listening Anchor Standard 3:** Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. **Speaking and Listening Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.	All activities will model components of Charlotte Danielson's Framework for Teaching: 1b Demonstrating Knowledge of Students; 2a Creating and Environment of Respect and Rapport; 2b Establishing a Culture for Learning; 3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3d Using Assessment in Instruction; 4a Reflecting on Teaching.

Language Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **Language Anchor Standard 5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	

Objectives:

- Participants will be able to identify crucial content-specific vocabulary
- Participants will be able to introduce and practicing key vocabulary before, during and after hands-on activity
- Participants will be able to structure an engaging, language rich hands-on activity and/or project
- Participants will be able to design simple follow-up and practice activities: written summaries or responses, word walls, quizzes, student presentations.
- Participants will understand the dangers of "assumicide," Anita Archer's term for assuming that students know or do not know key vocabulary or concepts and trying to conduct lessons based on those false assumptions.
- Participants will be able to define and discuss the difference between a concept and a label and the impact of those differences on the instruction of culturally and linguistically diverse students.

Topics and Agenda:

- Participants will understand how to develop content area vocabulary through building technical and expressive skills. Using multi-sensory arts and/or science experiences as an example, participants will learn to select and reinforce words specific to that content area, increasing oral communication skills, sharing, analyzing criteria, explaining artistic choices, and then applying these strategies to other content areas.
- Participants will learn and practice object observation and visual literacy strategies with the goal of developing precise descriptive vocabulary.
- Participants will understand and practice how to expand vocabulary through successful group collaboration by listening and expressing opinions and giving and receiving constructive criticism.
- Through their own experiences, participants will understand how the acquisition of language through active experiences fosters self-confidence, motivation and the ability to take positive risks while working on a project from beginning to end.

- Participants will discuss their planned lesson outlines, including objectives, materials, methodology, activities and assessments. They will highlight both the content to be delivered and the multi-sensory language strategies to be embedded in the lesson.

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (select the criteria that are addressed in this session):	*Activity:* The English language has the largest lexicon in the world, because we adopt and adapt words and

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□ Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

□ Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry

concepts from many languages, cultures, technologies and slang. France and Spain have academies to vet new words before they enter the language. We do not. Some teachers feel that they must serve as a language academy, deciding which words are allowable to use. One purpose of this course is to disabuse them of that misconception.

One activity will be to explore the foreign language roots of common English words and idioms, have participants reflect on the new or repurposed words that they have learned recently, *especially from their students,* and discuss the ways this knowledge and understanding will impact their teaching of vocabulary.

We will also discuss the advantages of bilingualism and bi-dialectism, not in just the obvious ability to speak two languages or dialects, but in the research findings about cognitive and social flexibility, auditory memory, and other advantages.

Participants will be asked to examine their feelings and prejudices about speech and writing, and the judgments they make about students and parents based on those areas.

The vocabulary development activities we model are interactive and discussion-based. We aim to create a brave space for participants, which, we trust, will translate into brave spaces for their students.

Application to Instruction and Student Learning:

Participants will be prepared to embed multi-sensory language education strategies and explicit and implicit vocabulary development in whatever lessons they prepare for all students, including and especially the culturally and linguistically diverse students in their classes. They will also have strategies for making every activity, including line-up and other transitions, a language development opportunity.

Assessment and Feedback:

Participants will display and discuss the products of their hands-on activities, the process used, the vocabulary learned, and the Danielson benchmarks and Generation Next Standards addressed and met.

Participants' informal plans for follow-up lessons will be discussed and critiqued. Participants will discuss which of their new learnings will be incorporated into their lessons and the various ways they might assess the impact of these new techniques and strategies on their students' outcomes. Vocabulary development requires a multitude of correct repetitions (at least 15 – 100 depending on the needs of the students). Participants will discuss additional strategies and modifications for reinforcement in different modalities: listening, speaking, reading and writing, including pattern drills, dramatization, word wall, illustrations, Marzano's six step approach and Calderón's four-step method for explicit vocabulary instruction. They will include in their lessons

which approaches they will prioritize and which will be back up strategies, and how they will assess the impact of these strategies on their students' oral and written vocabulary.