If They Don't Understand, How Can They Reach Me?

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Objectives

- Provide teachers, administrators, and coaches with specific supports, strategies, and manipulatives to accommodate the socioemotional needs of ELs in every classroom regardless of content area.

- Explore the idea of a student's culture beyond their ethnicity and heritage.

- Learn of various multimedia resources and activities that can be used to build a welcoming and inclusive culture in any classroom.

Learning Objectives

- Find engaging culturally relevant texts and supplemental materials that are accessible to ELs at various language proficiency levels.

- Construct a safe environment where ELs feel included and supported

- Participate in first steps of the "Where I'm From" culture project.

Whip Around

- Whip Around- serpentine share out
  - Whip Around Question: What is your cultural background?
  - Time to share out! ☺

Culture is not … ?

So, culture is …

- "Culture is the totality of thought and practice by which a people creates, develops, sustains, celebrates, and introduces itself to history and humanity" (Dr. Maulana Karenga, *activist*).

So, let's further define culture

- How do we break culture down to its finite components?

STOP RIGHT THERE!

- THIS IS NOT A PRESENTATION THAT JUST DISCUSSES THE PHILSOPHY BEHIND CULTURE!

- This presentation actually details a step by step unit that can be adapted for multiple grade levels and content areas.

- TIME TO GET REAL!

STEP ONE

- **<u>ICEBREAKER</u>**: Get to know your students and have them get to know each other.

- *"Something that's true about me, that MAY be true about you…"*

- **<u>Rationale</u>**: Make connections to one another during an interactive activity.

- Great way to start getting to know one another at the beginning of a new school year/ semester.

- EL Support: Students receive the sentence stem with repetition each time, which helps with modeling.

STEP TWO: Class Discussion

- Class definition of culture
  - Self-reflection→ Be vulnerable first! It starts with the teacher!
  - Discussion starter for the whole class
  - Brainstorm to go beyond the racial/ nationality stereotypes associated with cultures
    - *Disclaimer: Jessica & Andrea do NOT recommend the activity done to open this presentation today. They've seen it done firsthand by teachers who will go unnamed, and the outcome included many angry students who felt marginalized.*

STEP THREE: Literacy Net

- Literacy Connection
  - Use literacy as your "net" to give your students a platform to feel comfortable expressing themselves
  - EL SUPPORT: When they don't have the words themselves, they can borrow them from texts which they can connect with on a deeper level.
- *SEE Engaging Texts LIST*
- To give them the language, they need exposure to these texts (even though they may be reluctant at first).

Casting Your Literacy Net

- Power of ..
  - Classroom library
  - Right book in the right hand
  - GoodReads
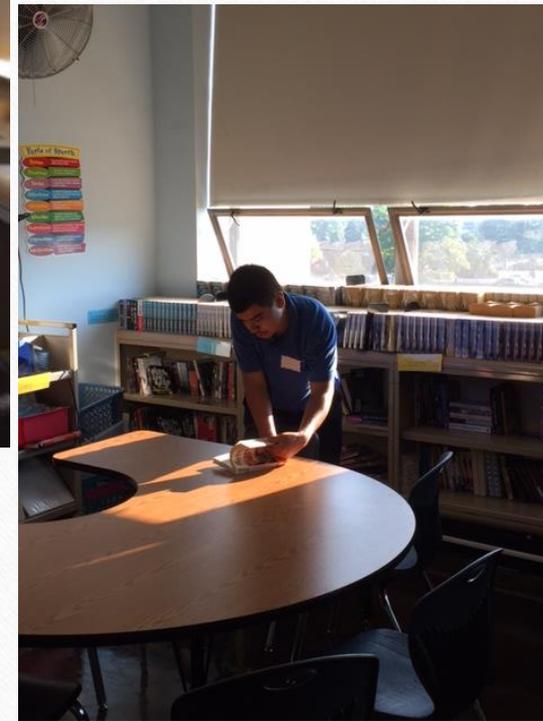
STEP FOUR: Start the series of culture activities

Beginning with Activity 1 "Who AM I?"

•   Define the 'why' the purpose of starting with our names. Our names are not chosen and are given to us as labels everyday of our lives. Sometimes we have no control over how people judge us based on our names. However, we DO get to decide what our name means to us.

•   Materials: paper, pens,

•   Lead the Activity: Folder your paper into four

•   Write whatever comes into your mind as you hear each prompt—it does NOT have to make sense right now

WONDER WHY YOU HAVE THAT BLANK SHEET IN THE PACKET? LET'S DO THIS!!

1) Given/ government name

2.) Nicknames (friends, loved ones, online personas, etc.)

3.) Meanings/ Words associated with any of the above names

4.) Reputation/ judgments associated with any of the above names – within your family, community, city, country, etc.

BREAKING IT DOWN ..

5.) Read two examples & analyze the elements/ feelings within the work

SUGGESTION: "My Name", an excerpt from The House on Mango Street by Sandra Cisneros (*See Resources*)

SUGGESTION: "My Name's Not Rodriguez" by Luis Rodriguez

(See Resources)

"My Name's Not Rodriguez"

- Author: Luis Rodriguez
- Whip Around- Read Aloud "At Least One Line" Strategy
  - Why only one line?
- Encouraging the reluctant reader
- Optional EL Support: "Control the Game"

Post Analysis …

6.) Take 10 minutes to do a Free Write with the "four corners" of your thoughts (play music to set the tone)

7.) Share out only for those who are comfortable doing so. Always start with yourself!

How does this activity specifically support your ELs?

- This activity includes …

  - Heavy modeling

  - Focusing on one idea at a time (chunking within the brainstorming)

  - Scaffolding from four corners to inspire the free write process

  - Free write= no pressure, no requirements, no minimums

  - Share out is optional – teacher goes first ☺

  - ELs are working on at LEAST their writing, reading & listening domains

STEP FIVE: Activity 2

- **"Where do I come from & Where have I been?"**

- **Summary:** Explores all the places we have physically lived and visited and the lasting impact left upon us.

- **Rationale:** Recognizes that culture is not just about heritage. Neighborhoods play a critical part in the individual student's culture.

- **EL Support:** Pre-teach the day before by working together to compile a list of sensory words. Have students bring home the graphic organizer the night before to ask their parents about places they may have lived when they were very young. Free write= no pressure, no requirements, no minimums Share out is optional – teacher goes first!

STEP Six: Activity 3

- **"What are my Roles?"**

- **Summary:** Creating a collage that details the various roles we hold simultaneously in our lives, which further defines your personal definition of your name.

- **Rationale:** Take ownership of our roles and empower ourselves with these labels. Additionally, via the gallery walk, make connections with one another despite our diverse backgrounds.

- **EL Support:** Heavy modeling (teacher collage premade). ELs can use their native language if they prefer.

*Technology Options

- Instead of making the typical paper collage, here are some options to infuse technology:

  - Fotor Photo Collage

  - Shape Collage

  - PicMonkey Collage Maker

Step 7: Activity 4

- **"What I am NOT"**

- **Summary:** Break down stereotypes and assumptions (starting with the place we live and moving towards a more individual process of breaking down the stereotypes of the roles we identified in the previous activity)

- **Rationale:** Define who we are by defining what we are NOT. Empowering students to look past the stereotypical labels & also find commonalities which builds a sense of community.

- **EL Support:** Visuals via gallery walk; Heavy Modeling; Scaffolding via brainstorming which allows ELs access to the academic language.

*Technology Options

- <u>Extension 1</u>: Compile all of the "I'm NOT" hashtags & create a ticker at the bottom of the morning announcement screens to scroll the hashtags for all of the school to see.

- <u>Extension 2</u>: These hashtags could also be on the school website for a window of time in connection with the theme for the month.

- <u>Extension 3</u>: On Twitter (or any other social media approved by the school), the hashtags could be shared out, and the students can interact with one another.

- <u>Extension 4</u>: For each student's school email, they could add their hashtag to their 'signature'

Step 8: Activity 5

- **"Code Switching Skits"**

- **Summary:** Understanding when to use formal vs. informal language (and knowing that does <u>NOT</u> make you a sell out) via student created skits

- **Rationale:** Teachable moment focusing on how the use of certain language gives you access to more opportunities (lesson in <u>professionalism</u> & <u>critical thinking</u>= *<u>life skill</u>*)

- **EL Support:** Heavy modeling (providing access to the language); Student choice within skits; Peer collaboration; Script Template with sentence starters (or with pre-assigned scenario if necessary)

*Technology Options

- Create a podcast for the skit

- Create a Vine for different scenarios

- Voice Thread

- Snap Chat of skits (if school approves use of social media)

- YouTube video

Step 9: Activity 6

- **"LEGACY"** ➔ **How will I be Remembered?**

- **Summary:** Exploring what you want to be known for (and by proxy what you don't want to be known for). Project is a way of goal setting beyond the typical Smart Goal format on a sheet of paper that means nothing. Students choose the medium they connect with the most to lay out their legacy and what their futures will hold.

- **Rationale:** Project is a way of goal setting beyond the typical Smart Goal format on a sheet of paper that means nothing.

- **EL Support:** Heavy modeling (providing access to the language); Student choice within mediums; Graphic organizer to track the individual journey that leads up to one's legacy; Option for bilingual presentation to be your authentic self

*Technology Options

- PowerPoint/ Prezi

- Speech on Voice Thread

- Video (via YouTube or iMovie)

- Podcast Interview

- Picture Slideshow

- A musical performance (pre-recorded or live)– Smule

*If you take away anything from this presentation … *

- Trust is key! #MajorKeyAlert

- Be vulnerable!

- You need to "go there" even when it's outside your comfort zone.

- Keep it real – you have to be your authentic self to break down those walls.

- Literacy is your ACE in the hole.

Research

1.) Kelly Gallagher <u>Readicide: How Schools are Killing Reading and What You Can Do About It</u> *(Strategies for Engaging Reading Activities)*

2.) Kelly Gallagher <u>Reading Reasons</u> (High interest)

3.) Cris Tovani <u>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</u> *(Strategies for Struggling/ Reluctant Readers)*

4.) Mariam G. MacGregor, M.S. <u>Teambuilding with Teens: Activities for Leadership, Decision Making, & Group Success</u> *(Building a Safe Environment)*

5.) Phil Schlemmer, M.Ed., & Dori Schlemmer <u>Teaching Beyond the Test</u>

(Power of choices as motivation)

Research

6.)   Donalyn Miller The Book Whisperer: Awakening the Inner Reader in Every Child (*Building Culture*)

7.)   Paul G. Simpson The Score Raising Vocabulary Builder: ACT and SAT & Advanced SSAT & TOEFL Study (*Meaningful Vocabulary Instruction*)

8.)   Christopher Lehman Falling in Love with Close Reading: Lessons for Analyzing Texts- And Life (*Applying Close Reading Strategies across content areas)*

9.)   Donalyn Miller Reading in the Wild (*Additional Strategies*)

10.)   Richard L. Curwin Meeting Students Where They Live: Motivation in Urban Schools (*Strategies to keep students in the classroom)*

11.)   Young Chicago Authors "Chicago Writes": A Curriculum by Young Chicago Authors (*Meaningful Writing Activities)*

12.) Jeff Zwiers, Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5-12 (*Strategies for teaching Academic Vocabulary*)

Candy & Karate won't REACH the kids... YOU WILL!