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

Accommodating socioemotional needs in every classroom while supporting ELs

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Research & Materials by:
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Presenters

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Jessica Doneske and Andrea Mear have been teaching high school their entire careers. They collaboratively run the ESL program at Catalyst Maria, and they each have a Masters in Literacy. Additionally, at the end of the 2014-2015 school year, their school library was shut down due to budget cuts and logistical issues. Ms. Doneske and Mrs. Mear turned their shared classroom into a Literacy Center that provides highly engaging texts that cover a wide spectrum of reading levels. In addition, Ms. Doneske runs the Creative Writing / Louder Than a Bomb Club, and Mrs. Mear runs the drama program.

I. **Suggested steps & activities to accommodate socioemotional needs in every classroom.**

Icebreaker	**"Something that's true about me, that may be true about you is ..."** (If it's true, you must move to the OPPOSITE side of the circle. Last person in the middle, starts again) **Purpose:** 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.
Introduction: How do you define culture?	- Self-reflection - Discussion starter for whole class - Brainstorm to go beyond the racial/ nationality stereotypes associated with cultures
Literacy Connection	- Using 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).

"Who Am I?" Portfolio STEP 1	"What's in a Name?" Activity
	- 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 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. 5.) Read two examples & analyze the elements/ feelings within the work **SUGGESTION**: "My Name", an excerpt from <u>The House on Mango Street</u> by Sandra Cisneros **SUGGESTION**: "My Name's Not Rodriguez" by Luis Rodriguez *(see Resources)* 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!

	EL Support: • 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
Activity 2: "Where do I come from & Where have I been?"	See format & materials above 1.) List all of the places you have lived (neighborhoods, cities, etc.) **Then <u>circle</u> the one that has affected you the most (positively or negatively) 2.) Imagine you are walking through this neighborhood, <u>list everything you see</u> 3.) List everything you would hear (words, sounds, etc.) 4.) List ALL words & feelings associated/ used to describe this neighborhood by others, media, etc. 5.) Free write for 10 minutes 6.) Make connections to class texts (when applicable) 7.) Share out on volunteer basis – *Recommended for teacher to start.* **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!
Activity 3: "What are my ROLES?"	o Your preferred name goes in the middle of your paper collage. o Your favorite picture goes beneath your name o In each corner, you put the different roles that define you (friend, daughter, babysitter, boyfriend, student, soccer player, etc.) o Select and paste images that represent your different hobbies, interests, & goals. o Choose a quote that really means something to you. o Create your own hashtag that you want to be associated with you always (COULD BE SILLY OR SERIOUS) o Students can choose to present to the class (voluntarily) o Let students know upfront that you will be displaying these collages in the room, but they will be free to take them home at the end of the year/semester. ☐ **Why?** To learn about one another AND to show pride in our similarities and differences ☐ **Why else?** Make connections with each other. ☐ **Gallery Walk**: Use your journal to jot down connections you feel with your peers for each station (timed) ☐ **Brain break**: For that day, you have to go up to someone in the classroom who you realized you NOW

	have more in common with and have a conversation for those 3-5 minutes. **EL Support:** • Heavy modeling (teacher collage premade). ELs can use their native language if they prefer.
STEP 4: "What I'm Not"	MODEL: Use your city → Chi-town vs. Chi-raq (example) • Gallery Walk of Images that represent the positives & negatives of the city • Students rotate with the timer AND put post-its of their feelings beneath each picture. • Then, show news clips with featured stories that involve the city • Class Discussion: What trends/ themes/ stereotypes do we find about where we live? How do these affect how people see YOU since YOU live in this city? • BREAK THE STEREOTYPE: TEAR DOWN ANY ASSUMPTIONS MADE ABOUT YOU • "I AM NOT WEAK BECAUSE I'M A GIRL." • "I AM NOT GREAT AT MATH BECAUSE I'M ASIAN." • Look at your collage & Brainstorm a LIST of things you are not • Take nameplates and write down as many hashtags as you'd like. • Everyone will share out one of their hashtags. • Nameplates with the hashtags will be placed beneath each collage in the classroom.

	EL Support: • Visuals used in the gallery walk. • Heavy modeling • Scaffolding via the brainstorm which allows ELs access to the academic language.
STEP 5: "CODE SWITCHING"	o Code switching skits (*or completed with a graphic organizer*) o **Goal**: Teachable moment about how you're NOT selling out (not fake) formal vs. informal language/ professional you vs. every day you o Students choose their groups, and they create the language used for different scenarios with each of the three versions of "themselves" o They can switch up the scenarios to show how "keeping it real can go wrong" **EL Support:** • Heavy modeling • Student choice within skits and peer collaboration. • Script template with sentence starters for pre assigned scenarios.
STEP 6: "LEGACY" → "How will I be Remembered?"	o "Lifetime Achievement Award" o **Always model** → Use an award show speech as an example (ESPYs, Oscars, etc.) o Criteria ▪ Brainstorm: • The roles you will play

	- What you <u>DO and DO NOT</u> want to be known for - What does your name mean now? - The journey that led to the legacy you're leaving behind - Professional & personal merits - Student chooses the medium to present their legacy - PowerPoint - Speech - Video - Podcast Interview - Skit - Picture Slideshow - Spoken Word piece - Musical performance **EL Support:** - Heavy modeling - Student choice within mediums - Option for bilingual presentations - Graphic organizer to track the individual journey that leads up to the student's life time achievement award (Legacy).

Engaging Texts (by Content Area)

<mark>*Science/ Mathematics</mark>

- *Cast of Shadows* by Kevin Guilfoile (DNA)
- *The Martian* by Andy Weir
- *Flowers for Algernon* by Daniel Keyes
- *Ready Player One* by Ernest Cline
- *Life as We Knew It* by Susan Beth Pfeffer
- *Leviathan* by Scott Westerfeld
- *5th Wave* by Rick Yancey
- *The Curious Incident of the Dog in the Night-Time* by Mark Haddon
- *An Abundance of Katherines* by John Green
- *Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus* by Richard Preston
- *House of the Scorpion* by Nancy Farmer
- *A Wrinkle in Time* by Madeleine L'Engle   (*For lower Lexile levels)
- *The Number Devil* by Hans Magnus Enzensberger
- *For the Win* by Cory Doctorow
- *Moneyball: The Art of Winning an Unfair Game* by Michael Lewis
- *The Big Short* by Michael Lewis
- *Digital Fortress* by Dan Brown

<mark>*English/ Social Science/ Liberal Arts Author List</mark>

- Christopher Moore
  - Satire of various artistic/historical/literary figures
- Gregory Maguire
  - Retelling of various artistic/ historical/ literary figures
- Philippa McGregory
  - Retelling of historical figures (primarily women)
- Hilary Mantel
  - Retelling of British & American history
- Dan Brown
  - Historical Fiction
- Marjane Satrapi
  - Historical / Social Issues   (*Graphic Novels)
- Jeannette Walls
  - Social Issues

- Dave Pelzer
  - Social Issues/ Violence
- Augusten Burroughs
  - Family/ LGBT Issues
- David Sedaris
  - Family/ LGBT Issues
- Allison Bechdel
  - Family/ LGBT Issues   (*Graphic Novel)
- Laurie Halse Anderson
  - Family/ Body/ Sexual Violence Issues
- Jay Asher
  - Family/ Self Harm/ Sexual Violence Issues
- Sherman Alexie
  - Minority coming of age story
- Rainbow Powell
  - LGBT/ Family/ Neglect Issues
- John Green
  - Self-Harm/ Terminal Illness Issues
- Ellen Hopkins
  - Drug Abuse/ Self-Harm/ Incest Issues
- Blake Nelson
  - Teen Drug Abuse
- Alice Hoffman
  - Teen Pregnancy/ Family Issues
- Virginia Euwer Wolff
  - Teen Pregnancy/ Family Issues

Urban: Nonfiction Author List

- Reymundo Sanchez
- Sanyika Shakur
- Luis J. Rodriguez
- Sonia Rodriguez
- Wes Moore
- Alex Kotlowitz
- Sonia Nazario
- Edward Humes
- Sudhir Venkatesh
- Stanley Tookie Williams
- Randall Sullivan

Urban: Fiction Author List

- Allison Von Diepen
- Matt de la Pena
- NiNi Simone
- Walter Dean Myers
- Paul Langan
- Sharon Draper
- Alan Lawrence Sitomer
- Coe Booth
- Todd Strasser
- Nikki Grimes
- Coert Voorhees
- Anne Schraff
- Malin Alegria
- Alex Sanchez
- Simone Elkeles
- Christina Garcia
- Iceberg Slim
- Sista Souja
- Amir Abrahams
- L. Divine
- Saundra Sparks Taylor
- Kwame Alexander
- Sharon Flake
- G. Meri

STEP 1: "What's in a Name" MODELS

"My Name" from *The House On Mango Street*, by Sandra Cisneros

In English my names means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, song like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse – which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexican, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name-Magdalena-which is uglier than mine. Magdalena who at least can come home and become Nenny. But I am always Esperanza.

I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

"MY NAME'S NOT RODRIGUEZ"

My name's not Rodriguez.

It is a sigh of climbing feet,

the lather of gold lust,

the slave masters' religion

with crippled hands gripping greed's tail.

My name's not Rodriguez.

It's an Indian mother's noiseless cry,

a warrior's saliva on arrow tip, a jaguar's claw,

a woman's enticing contours on volcanic rock.

My real name's the ash of memory from burned trees.

It's the three-year-old child wandering in the plain

and shot by U.S. Calvary in the Sand Creek massacre.

I'm a Geronimo's yell into the canyons of the old ones.

I'm the Comanche scout, the Raramuri shaman

in soiled bandanna running in the wretched rain.

I'm called Rodriguez and my tears leave rivers of salt.

I'm Rodriguez and my skin dries on the bones.

I'm Rodriguez and a diseased laughter enters the pores.

I'm Rodriguez and my father's insanity

blocks every passageway,

scorching the walls of every dwelling.

My name's not Rodriguez; it's a fiber in the wind,

it's what oceans have immersed,

it's what's graceful and sublime over the top of peaks,

what grows red in desert sands.

It's the crawling life, the watery breaths between ledges.

It's taut drum and peyote dance.

It's the brew from fermented heartaches.

Don't call me Rodriguez unless you mean peon and sod carrier,

unless you mean slayer of truths and deep-sixer of hopes.

Unless you mean forget and then die.

My name's the black-hooded 9mm-wielding child in all our alleys.

I'm death row monk. The eight-year-old gum seller

in city bars and taco shops.

I'm unlicensed, uninsured, unregulated, and unforgiven.

I'm free and therefore hungry.

Call me Rodriguez and bleed in shame.

Call me Rodriguez and forget your own name.

Call me Rodriguez and see if I whisper in your ear,

mouth stained with bitter wine.

Recommended Technology Resources

1.) Goodreads
https://www.goodreads.com/

2.) Fotor Photo Collage
http://www.fotor.com/features/collage.html

3.) Shape Collage
http://www.shapecollage.com/

4.) PicMonkey Collage Maker
https://www.picmonkey.com/collage

5.) Twitter
https://twitter.com/

6.) Podcast (APP)

7.) Vine (APP)
https://vine.co/

8.) Voicethread
https://voicethread.com/

9.) SnapChat
https://www.snapchat.com/

10.)   YouTube
https://www.youtube.com/

11.)   Prezi
https://prezi.com/

12.)   iMovie
http://www.apple.com/mac/imovie/

13.)   Smule
http://www.smule.com/

Recommended Research & Texts

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

2.) Kelly Gallagher *Reading Reasons* **(High interest)**

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

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

5.) Phil Schlemmer, M.Ed., & Dori Schlemmer *Teaching Beyond the Test* **(Power of choices as motivation)**

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 Zweirs, *Building Academic Language: Meeting Common Core Standards Across Disciplines Grades 5-12.***(Strategies for teaching academic vocabulary)**

WIDA CONFERENCE EVALUATION

Thursday, October 13, 2016

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

Position/ Grade Level: _____

1.) What did you appreciate most about today's presentation?

2.) Is there anything from today that made you think about changing your instruction in some way? Please explain.

3.) What improvements would you recommend for this presentation or what would you have liked to hear about in more detail?

4.) How likely are you to use this culture project in your classroom? If not very likely, why would this project not work for you and your class?

5.) Anything else? Thanks for attending today!