From Seatwork to Feetwork

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Find a different partner (from other tables) for each sport, both of you writing each other’s name in the same spot.

<table>
<thead>
<tr>
<th>football</th>
<th>baseball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan N.</td>
<td>Juan F.</td>
</tr>
<tr>
<td>soccer</td>
<td>basketball</td>
</tr>
<tr>
<td>Laura M.</td>
<td>Maria G.</td>
</tr>
</tbody>
</table>
That is so me!

• Do you talk to yourself when you compose an email?
• Have you ever asked a colleague or friend for feedback, and as soon as you state your thoughts, something else comes to mind (or you figured out what was puzzling you)?
• After receiving the initial training on the TKES platform, who turned to a neighbor for help?
Goals for Today

Explain the importance of using less “teacher talk” and more “student talk,” while modeling activities that foster academic conversations among students.
What are some language objectives built into the standards you teach? Take 10 seconds and find as many language verbs as possible.
Teachers Should Balance Linguistic Exchanges

*Frequent opportunities for interactions/discussions*

- Between teacher/student
- Among students
- Encourage elaborated responses about lesson concepts

**Soccer Quad Partners**

What percent of a lesson is typically comprised of a teacher talking?

75-80%
How much should teachers talk?

A handy recommendation is a limit of 30% of a lesson, and no more than 10 minutes at one time.

OR

Follow the rule of 5-2-1

• 5 minutes teacher talk
• 2 minutes students process and share
• 1 minute teacher assesses and/or calls on non-volunteers
“...reading comprehension and writing skills are positively correlated with oral language proficiency in English, two areas that are particularly challenging for English learners.”

Baseball Quad Partners

- Explain why it is important for all students to be given frequent opportunities in a lesson to orally process the content.
- Discuss the “formula/ratio” of teacher talk vs. student talk
Verbalize to Internalize

From classroom freebies
“In **statistics**, an **effect size** is a quantitative measure of the strength of a **phenomenon**.\(^1\) ... effect sizes are the **correlation** between two variables...”

For each type of effect-size, a larger **absolute value** always indicates a stronger effect.  [https://en.wikipedia.org/wiki/Effect_size](https://en.wikipedia.org/wiki/Effect_size)
Why should students be given opportunities to interact?

- Interaction ES 0.82
- Review and Assess ES 0.75
- Teacher Clarity (comprehensible input) ES 0.75
- Metacognitive strategy instruction ES 0.69
- Vocabulary Instruction/Build Background ES 0.67
- Self-questioning ES 0.64
- Annotation (study) skills ES 0.63
- Summarizing ES 0.63
- Notetaking ES 0.59
- Explicit Instruction ES 0.59
- Teacher Questioning ES 0.48
- Extended Writing ES 0.44

Mary Ellen Vogt, National SIOP Conference
Atlanta, GA 2016
Why should we incorporate interaction strategies that involve movement?
Stand Up, Hand Up, Pair Up

Choose one sentence frame to complete. Each person responds, but shorter person goes first.

✓ It is ________________ to give learners time to orally process content because ________________.

✓ I think the effect size means the __________ the number (in a given phenomenon), the __________ the impact on learning.

✓ I think the effect size means the __________ the number, the __________ the results.

Word bank

critical
greater
stronger

important
gerater

esential
larger

eassential

imperative
smaller

e imperativer
The most important _____________ is the ________________ because ________________.

The most important branch of the government is the ________________ because ________________.

The ________________ branch of the government ________________.

Word Bank

- branch of government
- legislative
- judicial
- executive
- creates *(makes)* the laws
- interprets law *(decides what they mean)* and administers *(orders)* justice *(fairness)*
- enforces the laws *(makes sure they are followed)*
day
night
light
dark
sun
moon
day, night, light, dark, sun, moon
wind vane

anemometer

high/low pressure

(a) Low pressure

(b) High pressure
thermometer
rain gauge
barometer
Legislative Branch

part of the United States government that creates laws

Judicial Branch

part of the U.S. government that interprets the law and administers justice

Executive Branch

The branch of federal and state government that is broadly responsible for implementing, supporting, and enforcing the laws made by the legislative branch and interpreted by the judicial branch.
Legislative Branch

Judicial Branch

Executive Branch

Bill Becomes a Law.

Hee Hee! That tickles!

If the bill passes in both chambers, and the President approves it, the bill becomes a law!
Legislative Branch

part of the United States government that creates laws

Congress
- Creates Federal Statutes

State Legislature
- Creates State Statutes

Judicial Branch

part of the U.S. government that interprets the law and administers justice

Federal
- US Supreme Court and All Federal Courts
  - Interprets Laws

State
- State High Court and All State Courts
  - Interprets Laws

Executive Branch

The branch of federal and state government that is broadly responsible for implementing, supporting, and enforcing the laws made by the legislative branch and interpreted by the judicial branch.

Federal
- President and All Federal Law Enforcement
  - Enforces Federal Laws

State
- Governor and All State Law Enforcement
  - Enforces State Laws
The Legislative Branch

part of the United States government that creates laws

The Judicial Branch

part of the U.S. government that interprets the law and administers justice

The Executive Branch

The branch of federal and state government that is broadly responsible for implementing, supporting, and enforcing the laws made by the legislative branch and interpreted by the judicial branch.
One Sentence Summary Frames

**Description:** A _____________ is a kind of ________________,
that ________________.

**Compare/Contrast:** _______________ and _______________ are similar in that they both _______________ and _______________, but _______________ while ________________.

**Sequence:** _______________ begins with _______________, continues with _______________, and ends with _______________.

**Problem/Solution:** _______________ wanted _______________, but _______________, so, ________________.

**Cause/Effect:** _______________ happens because ________________.
| Make predictions          | I think ____________________ will ____________________.
|---------------------------|---------------------------------------------------------|
| Hypothesize               | If ____________________, then I think ____________________.
|                           |                                                         |
| Measure                   | A ____________________ is _____ cm long, _____ cm wide, and _____ cm tall.
|                           | This ____________________ holds a volume of _____ mL.
|                           | Before we ____________, the liquid ____________, but now it ____________.
| Retell/Sequence           | First, ____________________, next, ____________________, and then ____________________.
| Give and support opinions | I think ____________________ is ____________ because ____________________
| Disagree                  | I don’t think the evidence supports ____________ because___________________. I don’t agree with that statement because_____________________. |
Sentence frames/stems found as images on Internet

http://tinyurl.com/hbng3hx
Can I Get a Witness? Feedback From a Teacher

I was actually able to use the turn and talk to your partner strategy when I returned to the classroom. The conversation between the students was amazing! It actually made my job easier and I felt that the students understood their classmates explanations better than if they had just sat and listened to me talk.
Be the teacher who makes kids excited to come to school every day.

The Teacher Next Door