My Professional Portfolio

September, 22-November, 9, 2008
PORTFOLIO OUTLINE

1 Introduction/Personal Reflection/Fieldwork Reflection

2 My lesson plans/Shared lesson plans

3 Strategy sheets

4 Group photos
My name is Nataliya Nayavko, I am from Ukraine. My native language is Ukrainian. I also speak English, Russian and German.

I graduated from Drohobych State Pedagogical Institute, Ukraine in 1993.

I have been teaching English in specialized in English school 4 in Novyi Rozdil, Lvivska oblast, Ukraine for 15 years. I teach English to primary, secondary and senior grades. I also provide training to teachers and provide seminars and workshops for senior students and teachers.

Since 2003 I am a methodologist in our town department of education. I am responsible for methodological accompaniment of teaching English.

My duty is to draft monthly reports on teacher training activities, conduct seminars for teachers, organize extra-curricular activities for students, and assist Regional In-service Teacher Training Institute.

Since 2007 I am a teacher trainer at Regional In-service Teacher Training Institute in Lviv, Ukraine. I assist with analysis of education needs in Lvivska Oblast; develop and conduct seminars and workshops to address these needs; update teachers on new trends in methodology and materials.
Reflection

Reflection is one of the ways of my development. It helps me to analyze the process of my teaching. By thinking about why I do this or that, whether it works or not, I can explore my own practice.

Each lesson I get a feedback from my students to be aware whether there is something difficult or useful for them. It also helps my students to understand what they have learned during the lesson and why they need it.

Once a semester I invite my colleagues to observe my lesson and get feedback from them. We discuss the lesson together.

Reflection helps me to come up with the ideas for how to do things differently. Teaching means long life learning, and everybody who learns something is exposed to all kinds of changes. Participation in this program is one of the best opportunities for my teaching development. Being isolated, we cannot exist as professionals. Here in the USA I have a great chance to share my experience.

This program will help me to break stereotypes and bring fresh streams into the life of English language teachers in my country. The more I attend courses, the more I understand how endless the possibilities to improve my work as a teacher and teacher trainer are. I am learning a lot about multiple intelligence, personal development and leadership. And there is no end of improvement!
The stages of the course were thoroughly planned and the pace of the learning was quite right. We had an opportunity to share our ideas. Our teachers were not imposing; they encouraged us all the time. We did a lot of practical things. We discussed lesson planning. **Dr. S. Steeley** delivered her seminar on **Reflective Practice** and we learned how to use Smart board and make **IREX TEA Portfolio** that includes lesson plans and teaching strategies to share with colleagues, and, of course, some photos. I’m going to implement this kind of collecting evidence of ongoing learning and knowledge of teachers in my town. It is a logical reflection of professional skills and experiences.

**Dr. Sherry Steeley** provided us with a platform for integrating our individual experiences, professional goals, and professional development experiences on developing an Individual Action Plan for implementation upon return to our home countries. Our weekly reflection focused on various aspects of field experience in order to disseminate the information to our colleagues upon our return. I worked on my Professional Development Portfolio.

At the **“Educational Leadership”** seminar **Dr. Farnoosh Shahrokhi** and **Dr. Beverly Woody** provided us with the opportunities to deepen our understanding of the organizations function and how leaders influence school change and improvement. I have some plans on how to develop my leadership capabilities. This course will help me to apply organizational theories to my professional environment.

I have also learned more about myself by doing psychological tests. Now that I know about multiple intelligences I will begin to adjust my teaching and tutoring methods to match my learners’ ones.
At the “ESL/EFL Research and Assessment” course, conducted by George A. Flowers we critically reviewed published research relating to language learning and assessment. I designed an action research study “” and I plan to complete it after my return home.

I designed authentic assessment and embedded it with instructional activities.
I’ve got a unique opportunity to be present at **WATESOL Convention**. I met so many interesting people there, got acquainted with the authors, took part in some workshops, learned new tools needed to plan problem solving lessons.

At WATESOL Convention I attended workshop on “**Rediscovering the Problem Solving Technique for the ESL Classroom**”, facilitated by Jayme Adelson-Goldstein. We identified the underlying principles and steps of the problem solving technique for learners at all levels, worked with a sample problem solving lesson and gained the tools needed to plan problem solving lessons for our own learners.
At the seminar on “Supplementing Grammar Materials with Focused Listening and Speaking Tasks” Biesenbach-Lucas & Artenie provided us with opportunities for structure-specific listening and speaking tasks. We practiced with authentic materials, using the Internet. I have got some ideas on how to broaden the scope of textbook, adjust content material to fit students’ need and experiences, increase their interest and motivation.

I have improved my knowledge in using technology at my lessons by attending the workshop “Improving Listening and Speaking Skills with Digital Stories”, presented by Polina Vinogradova and Heather A. Linville. I learned how to make digital stories, illustrate and discuss cultural elements using them. The presenters shared some digital storytelling resources.

I am going to share my gained experiences with my colleagues at Regional In-Service Teacher Training Institute. When coming back home I will organize some workshops and implement the gained knowledge in my teaching practice.
Post-fieldwork reflection

My American internship host school is JEB Stuart High School. We were warmly met by our coordinators Miss Ruth Dejong and Miss Pam. First of all we had a short conversation with our coordinators and teachers about our field work in this school. We were given the schedule of the blocks and introduced to ESOL Program. It is different from our National curriculum. Different skills levels are organized into a composite curriculum map. There are detailed descriptions of concept vocabulary, objectives and key skills rubrics for each grade. JEB Stuart High School has a special Placement program, an academic mentoring program and a separate elective class to increase the rigor of coursework. We also had a chance to visit their career center. The school looks so great and huge. There are so many facilities there. The first lesson we visited was Fast Math 1. The teacher used the Smart board activities on the lesson. The teacher explained how to anticipate problems and deal with them. We carefully observed what students were learning and picked up teaching tips and procedures from teacher. The students highlighted their answer on the board using different shapes and colors. The lesson was very dynamic and well-planned. By the way, she introduced us to the class and gave us the floor. And we had a great opportunity to tell some words about ourselves and our country.

Practically every object at Miss Ruth’ classroom is labeled. I think it motivates students to read and helps to learn English better. I am going to use this strategy too
coming back home. Miss Ruth uses an overhead projector at her lessons. It’s also a
great facilitator in our work. And I’m sure it is more accessible than a Smart board!

I brought some letters from my students and gave them to JEB Stuart High School
students. I hope they will make friends and we will be able to set exchanges between
our schools.

With the reform in our school curriculum it is very crucial for me to see how the
things are going in the US system. We have taken part in the meeting of the ESOL
Assessment group – High and Middle School. We got acquainted with the WIDA English
Language Proficiency Standards, Performance definitions for the levels of English
Language Proficiency. Together with the American teachers we discussed the forms of
assessment, students’ self evaluation and self reflection. As the assessment system in
our country is changing and we are moving towards the so-called independent testing,
the unified assessment and grading system will be introduced and implemented all over
Ukraine. It is very challenging to confront problems that have never yet been addressed
successfully. At this meeting we also learned some formatting tips and question designs.
Now having some practical ideas, as a teacher trainer I will be able to conduct a special
training for my colleagues on how to design a test.
Lesson Plan Format 1

Intern: ____ Grade Level: elementary

Title: My Family Date: __

I. Objectives

- To enable the students to get information on the topic and use the note-taking strategy;
- To develop communicative skills;
- To enable the students to write a short paragraph and make a poster.

II. Materials for Learning Activities

Family grids, paper, photos of family members.

Technology
Overhead projector

III. Procedures for Learning Activities

Warm up.

The teacher divides the students into pairs. She asks them to find someone who has a sister, a brother, find out about parents’ occupation, age, etc. The teacher gives the students a grid with some questions. They go around and ask each other questions and put the information into the grid.

Speaking/listening.

The students tell about their partners, using the information they have gathered. The rest take notes.
Group activity.
The teacher asks to fill in the table on the blackboard. The students find out who is the youngest in the class, who has a brother, etc. All the information is put into the table on the blackboard.

Writing.
The teacher asks the students to write a short paragraph about the sweetest memories in their families.

Making a class poster.
The students make a poster with their written paragraphs and photos, which they have brought.

IV. Assessment
The students evaluate their work.

Self and Peer assessments.

V. Differentiation
The students can ask questions of different level.

Students can improve their work in the poster and see what they can change.

VI. Reflection
The students revise the vocabulary and grammar, work independently and cooperate in group activities (display teamwork). They see the result of their work in the poster. It can be presented at the parental meeting.
Getting Started: What is a Mammal?

(Submitted from FCPS HS ESOL)

Standards:

9.2.1 b, c, d, f
9.2.3 a, b
9.5.1 a

Assessment:

Mammals: What are they? Viewing guide

25 Mammal Questions Worksheet

16 Mammal Questions Worksheets, 1 and 2

Mammals Web Quest

KWL Chart

Materials:

Go Facts Animals: Mammals book from HS Level 1 Mammals kit.

Stuffed animals, or pictures of various animals-- including mammals.

United Streaming Video: Mammals: What are they?

Description:
Students may be covering some of the same material in their Concepts Science class, so Level 1 teachers should coordinate with the Concepts Science teachers.

This lesson focuses on reading and will serve as a general introduction to the four characteristics of mammals. Mammals are vertebrates; they are warm-blooded; all have hair or fur; and all give milk to their young. Students will be able to identify these characteristics and identify mammals based on pictures.

**Instructional Activities:**

**Mammal Picture Activity and Word Splash**

- Post a picture of a mammal on the board, as well as pictures of other types of animals such as birds or fish. The teacher could alternatively bring in stuffed animals or other visuals for this activity. Ask students to identify some differences between the animals during a class discussion. Post student responses on board. Explain that the animal in the first picture is called a mammal.
- Ask students to brainstorm some other examples of mammals that they might know of. Post correct responses on board or have students each write one example on the board to create a Word Splash.

**GoFacts Animals: Mammals book introduction**

- Hand out copies of *Go Facts Animals: Mammals*. Ask students to read page 4 silently. Scaffold as necessary for students with beginning reading abilities. After they finish, students will make a list of what they think are the important characteristics of mammals based on their reading of the first page. If students keep an interactive notebook or a vocabulary section, students could list these characteristics in the notebook. Go over answers as a class, with teacher reinforcing the important characteristics.

**United Streaming Video Animals Around Us: Mammals**

- Show the United Streaming video *Animals Around Us: Mammals: What are they?* (10 min.) Have students complete the *Mammals: What are They? Viewing Guide* and go over answers.

**GoFacts Animals: Mammals book continued activities**

- Have students read aloud from pages 4-8 of the *Mammals* book. During the reading, pause to discuss the difference between carnivores and herbivores.
- Have students work in small groups. More advanced learners can complete the 25 *Mammal Questions worksheet* to accompany the *Mammals* book. Beginning learners can be divided into two groups to work on the 16 *Mammal Questions worksheets* (1 and 2).
Additional Ideas:

• Have students fill in the first part of a **KWL Chart** to list what they know about mammals. They should then list three things they want to know about mammals. Students should save these charts.

• If the teacher has access to magazines, (old National Geographic magazines, for example), students can make a poster. They can cut out pictures of mammals and paste the pictures under one column (“Mammals”), and paste pictures of different kinds of animals under another column. (“Other Animals”). Have them write the name of the mammal or other animal beside the picture.

• The website [http://www.kidzone.ws/animals/animal_classes.htm](http://www.kidzone.ws/animals/animal_classes.htm) is a good website on vertebrates in general. (Accessed Jul. 18, 2006). Click on “More about Mammals” for the complete mammal section. **A Mammals Web Quest** for this web site has been included.

• The FCPS Library has copies of the video, DK Mammals. This is another excellent visual guide that explains the characteristics of mammals in great detail. Show parts of the video in segments to reinforce the learning. Include an question and answer viewing sheet to go with the video.

Journaling:

• My favorite mammal: Students can write about their favorite mammal from the book, or from their own country.
Viewing Guide for *Animals Around Us: Mammals: What are They?*

Name___________________________ Date _____________________

1. **What are the names of FIVE (5) mammals that you see in this video?**
   - ____________________________________
   - ____________________________________
   - ____________________________________
   - ____________________________________
   - ____________________________________

2. **All mammals have four (4) characteristics.**
   - All mammals have ______________________________.
   - All mammals are ________________________________.
   - What do all mammals have on their bodies?
     _______________________________________________
   - All mammals feed their babies ____________________.

**Bonus:**

What are animals with BACKBONES called?

_________________________________________________________
16 Mammal Questions (2)

<table>
<thead>
<tr>
<th>A family group of lions is called a</th>
<th>What are some animals that lions kill and eat?</th>
<th>How many meters can lions jump?</th>
<th>Monkeys and apes are called</th>
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<td>_________________________________</td>
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<td>What are the loudest animals in the Amazon rain forest?</td>
<td>What is the top male gorilla in a group called?</td>
<td>Who are the largest of all the apes?</td>
<td>Three examples of sea mammals are __________________, __________________, and ________________</td>
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</table>
| Dolphins and seals use _____________ instead of legs. | What is the name of the sea creature that blue whales eat? | What is the largest known animal that has ever lived? | A group of whales is called a ________________.
<p>| What are some examples of rodents? | How many types of rodents are there? | What are the only mammals that can fly? | Draw a picture of a bat. |</p>
<table>
<thead>
<tr>
<th>What does warm-blooded mean?</th>
<th>Do brown bears eat only meat?</th>
<th>How many gallons of water do elephants drink per day?</th>
<th>Are humans mammals?</th>
</tr>
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<tr>
<td>What are animals that eat other animals called?</td>
<td>Is a lion an herbivore or a carnivore?</td>
<td>Is a rhinoceros an herbivore or a carnivore?</td>
<td>Where do whales live?</td>
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<tr>
<td>How many years</td>
<td>What are three</td>
<td>Draw a picture of</td>
<td>What does a</td>
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<tr>
<td>do baby elephants feed on their mother's milk?</td>
<td>hoofed mammals?</td>
<td>a hoof on an animal.</td>
<td>hoofed mammal eat?</td>
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</table>

15 Mammal Questions

<table>
<thead>
<tr>
<th>How many meters can lions leap?</th>
<th>How many bats can live in a cave?</th>
<th>Name 3 carnivores in the book.</th>
<th>Name 3 herbivores in the book.</th>
<th>Monkeys and apes are called</th>
</tr>
</thead>
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</table>

Monkeys and apes are called ___________
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What is the name of the sea creature blue whales eat?</td>
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<td>How many gallons of water do elephant drink per day?</td>
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<tr>
<td>What is the largest known animal that has ever lived?</td>
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<tr>
<td>A group of whales is called</td>
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<tr>
<td>A family group of lions is called</td>
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<tr>
<td>What are the only mammals that can fly?</td>
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<tr>
<td>Where does the wildebeest live?</td>
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<td>Dolphins and seals use _________ instead of legs.</td>
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<tr>
<td>What are the tallest land mammals?</td>
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<td>What is the top male gorilla in a group called?</td>
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<td>What does                      Draw a</td>
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<td>What are                      How many</td>
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<td>What does                      What does a</td>
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<tr>
<td>warm-blooded mean?</td>
<td>picture of a hoof on an animal</td>
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<tr>
<td>Do brown bears eat only meat?</td>
<td>Where do whales live?</td>
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</table>

**Mammals KWL**

<table>
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<tr>
<th>K</th>
<th>W</th>
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<tbody>
<tr>
<td>What we know</td>
<td>What we want to know</td>
<td>What we learned</td>
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</table>

**Mammals Web Quest**

Name _____________________________ Date ___________________

Go to [http://www.kidzone.wsu/animals/animal_classes.htm](http://www.kidzone.wsu/animals/animal_classes.htm)
Look at the section below on Mammals!

1. The six most important animal classes are mammals, __________________________, __________________________, __________________________, __________________________, and __________________________.

2. If you drink __________________________ when you’re a baby and you have __________________________ on your body, you belong to the __________________________ class.

   Click on "More about Mammals"

3. How many kinds of mammals are there?

4. Mammals are __________________________-blooded. The temperature could be freezing __________________________ or boiling __________________________ but mammals have the same body __________________________ all the time.

5. Where do polar bears live?

6. Where do camels live?
7. Where do dolphins live?

Click on "Mammals Page 2"

8. All mammals have ________________________ or hair.

Click on "Mammals Page 3"

9. What do all mammals drink when they are babies?

10. Lions are mammals that eat __________________________. They are called __________________________.

11. Cows are mammals that eat __________________________. They are called __________________________.

12. People are mammals who eat __________________________ and __________________________. They are called __________________________.

Click on "Mammals Page 4"!

13. Mammals are _____________________________. which means that they all have backbones.
14. How long can the neck of a giraffe be?
Lesson Plan Format 3

Animal Riddles

(Submitted from FCPS HS ESOL)

Standards:

9.1.1.a..b.c.d.
9.1.2.a.b.
9.1.3.a.b.c.
9.2.1.b.
9.2.2.b.
9.3.1.a.b.c.
9.3.2.a.b.d.
9.3.3.a.c.
9.4.1.ab.c.d.f.
9.4.2.c.d.e.f.
Assessment:

Mammal Fact Finding worksheet

What Am I warm up

Animal Riddle

Materials

Trade books, encyclopedias, and/or computer access with Internet for all students

Copies of Mammal Fact Finding worksheet
Copies of Resources worksheet

Riddle books or examples of riddles

Copies of Riddle Rubric

Copies of What Am I? warm up

Description:

Students will practice their knowledge of mammals through writing riddles. In this unique lesson students engage in nonfiction writing; using their own words and applying voice to their writing. The riddles can be used to make a book or create a website about mammals.

Instructional Activities:

Fact Finding

- Decide what the subject will be for the riddles. Suggestions include mammals of all types, one species such as whales, bats, cats, primates, vertebrates, desert mammals, polar mammals, etc. Have students use trade books, encyclopedias, or websites to gather information. Use the Mammal Fact Finding worksheet to help record the information. To help students practice source documentation, have students record bibliographic information in the Resources worksheet. Teachers may refer to the A1 Curriculum Volume for correct form.

Writing Riddles

- Explain to students that they will write a riddle using the information that they recorded in their research. Show students examples of riddles (see Panda Riddle and What Am I? warm up or from other riddle books). Explain to the students that they will be writing information about their animal. The information will be written as clues and in first person. To do this, they might imagine that they are the animals and they are playing a guessing game.
- To familiarize the students with the riddle concept, the teacher may pin a name of a familiar animal on the back of each student and have the students ask each other questions about the animal to guess who they are.
• Using the Mammal Fact Finding worksheet, students should decide which information they feel is important to their clues.

• Remind the students that they will write the information in question format and in first person. End with "What Am I?" or "Who Am I?"

Writing Facts

• To clarify the riddle information, the students may choose to provide a picture and/or write a fact sheet along with the "answer". The information should support each clue and any other facts or explanations that the students wish to include.

About the Author

• If the students are writing riddles for a class publication, include notes about the authors. Show students examples of books where information is given about the author. Brainstorm with the students what information they may choose to provide about themselves. Have students compose three to four sentences about themselves as the author.

• If the riddles are to be used in an Internet site or other publicly distributed format, do not use students names.

Additional Ideas:

• Class book - Have students type riddles and fact sheets separately. Include a hand drawn picture along with the author notes, include general facts and a glossary prepared by the students. Have students design a cover drawing and copy onto cardstock. Bind pages together. Include bibliographic information. Make enough copies to distribute among all the students.

• Web page - Similar to the class book, have each student design a web page for his or her riddle and facts. Scan hand drawn pictures into pages. Include general facts, glossary, and bibliography.

• Oral presentations - Have students read their riddles to the class, who then guess what animal is being described.

• Riddle posters - Prepare information described in the Instructional Activities as described. Have students create posters with riddle flaps. Underneath the riddle flap is the fact sheet and illustration.

• Reading activity - Have students practice reading the book or web page to each other. Share with another class or younger children.

Warm-ups:
Give students copies of the What Am I? worksheet.

Journaling:

Students may reflect in their journals what they learned from animal fact finding. Would you like to be this animal? Why or why not?

Mammal Fact Finding

Mammal __________________________________________________

Mammal family ______________________________________________

Habitat _____________________________________________________

Physical description ___________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Birth information _____________________________________________

_________________________________________________________________
Interesting characteristics or habits ____________________________________________________________________

Draw a picture of the mammal:
People think I am cute and cuddly but I'm actually quite large.

I have thick white fur with black patches around my eyes and ears.

I love to eat bamboo and I spend most of the day eating.

My teeth and jaws must be very strong.

I have five fingers and an opposable thumb so that I can hold my food.

My home is in the mountains of China.

Slowly, my habitat has been declining.

and now I am endangered.
The Giant Panda facts:

- The giant panda is a part of the bear family. The male weighs about 220 pounds and is about 6 feet long. When the giant panda is born it only weighs four to six ounces.
- Pandas are found in the mountain ranges of China. Because of the decline of their habitat, giant pandas are becoming extinct.
- Giant pandas eat about 40 pounds of bamboo a day. They will sit when they eat, holding the bamboo with their opposable thumb and five fingers. Their jaws and teeth are very strong to chew through the tough bamboo. Because they cannot digest the bamboo easily, they must eat for twelve hours a day.

Panda riddle, facts, and illustration by A. Student. A. Student attends Fairfax County High School. She is originally from Another Country. She likes to play soccer, and help her family.
<table>
<thead>
<tr>
<th>Riddle</th>
<th>What Am I?</th>
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<tbody>
<tr>
<td>I use my ears to help me find my way.</td>
<td>There are very few of my type left.</td>
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<tr>
<td>I am a mammal that likes to fly.</td>
<td>We like to live in the forests of China.</td>
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<td>Some people think I am blind but that’s because I prefer to move at night.</td>
<td>Bamboo is my favorite food, I eat it all day long.</td>
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<tr>
<td>Instead of sitting on a limb, I’d rather hang around.</td>
<td>Some people think I am a bear but I’m not.</td>
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<td>What am I?</td>
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<tr>
<td>I have large ears that I flap to keep cool. I have the largest brain of all mammals. I like to travel with a large group called a herd. I have a long trunk that I use to smell, eat, touch, and hold things.</td>
<td>I am the largest mammal on earth.</td>
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<td>We rely on echolocation to find my way around.</td>
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<td>I like to travel with a pod and migrate to cooler waters when it gets warm.</td>
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<td>Sometimes, I let out a large spout of water.</td>
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<td>What am I?</td>
<td>from my blowhole.</td>
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<p>| I am one of the greatest predators on earth. I am at the top of the food chain. I am actually just a large cat but watch out for my long sharp claws. What am I? | I am a very smart mammal. I make hundreds of sounds to communicate with my friends. I have an opposable thumb that helps me break up my food. What am I? | I prefer the hot dry deserts for my home. My toes are split so I can walk in the sand. I have long eyelashes to keep the sand out of my eyes. I can go without water for a long period of time. What am I? | I have a very special place where I keep my baby. Unlike most mammals, my baby is born undeveloped and does not leave me till it is ready. I am a big jumper. What am I? |</p>
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<th><strong>What am I?</strong></th>
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<td>Elephant</td>
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<tr>
<td>Giant Panda</td>
<td>Gorilla</td>
<td>Bat</td>
<td>Lion</td>
</tr>
</tbody>
</table>
LESSON PLAN FORMAT 4

Intern: Nataliya Nayavko  Grade Level: 1C

Title: Alfred Nobel  Date: October 29, 2008

I. Objectives

- skills — reading, speaking;
- language — making suggestions, expressing one’s opinion, asking for information;
- other - cooperation.

II. Materials for Learning Activities


III. Procedures for Learning Activities

Bell Work.

Students circle the letter of the best answer. (HO1)

1. Alfred Nobel was
   a. a painter   b. an actor   c. a scientist
2. The Nobel Prizes are NOT given in
   a. Mathematics   b. peace   c. Literature
3. The Nobel Prizes are awarded
   a. on the day of Nobel’s birthday   b. on the day of Nobel’s death   c. every summer
4. Each winner receives
   a. a flat and a medal   b. a certificate   c. a large sum of money and a medal
5. Nobel wanted people
   a. to remember him in a good way   b. to honor his father   c. to know he had money

The teacher tells the Ss about A.Nobel and shows his portrait on the overhead projector. T elicits the answers to the questions:

Who has won a Nobel Prize?

Who do you think should win a Nobel Prize?
Who do you think should win a Nobel Prize for peace?

**Vocabulary Work**

Ss are given strips of paper with words and their definitions, they need to find a pair by matching them.

T gives Ss vocabulary HO1, they match the words with their definitions.

___1. merchant  a. something used to fight with
___2. weapon  b. damage to the brain that causes loss of
               movement in parts of the body
___3. stroke  c. person who buys and sells goods
___4. explosives  d. materials used to blow up things
___5. destructive  e. not able to move
___6. paralyzed  f. producing the result you want
___7. effective  g. able to destroy something

**Jigsaw Reading Activity.**

T divides Ss into pairs using different kinds of sweets.

Ss work in two groups. Two groups of Ss receive different texts. They find the answers of for the questions in their HO3 first individually, then in the group.

Find the answers:  A

1. What fields are Nobel Prizes given in?
2. What do winners receive?
3. Where does the ceremony take place?
4. When does it take place?
5. How did Nobel want people to remember him?
6. Where was Nobel born?
7. Where did the family move?
8. Where did Alfred Nobel study?
9. What did Alfred Nobel work on?
10. What was nitroglycerin used for?

Find the answers: B

1. Why was Nobel’s invention not perfect?
2. How was his brother, Emil, killed?
3. What happened to Immanuel, Nobel’s father?
4. When was dynamite discovered?
5. What was Alfred interested in?
6. What did people say about him?
7. How did he create the Nobel Prize?

Speaking.

Ss are regrouped into pairs so that there are Ss from different groups in each pair. They tell each other what they have learned while reading the text. They take notes.

IV. Assessment
Fill in the blanks.

1. Each winner of the Nobel prize receives
   __________________, __________________, and __________________.
2. Alfred’s father went to work in __________________ and his family moved there.
3. Before Alfred went to work with his father and brothers, he went to ________________ and __________________.
4. In 1864, Emil Nobel died in an explosion in their __________________________.
5. When Alfred Nobel discovered a way to make nitroglycerin safe, he called his new invention__________________________.
6. Men and women around the world have received Nobel Prizes since ________________.

V. Differentiation
Writing. Ss are asked to write some sentences about the ways to honor people who have done important things, or about any other Nobel Prize winner.
LESSON PLAN FORMAT 5

Lesson 2 of Thematic Unit

(Submitted from my mentor teacher Thuy Davis)

LESSON: The Value of a mixed set of coins

AUDIENCE: Grade Level: 5th grade and high school FAST Math (Focus on Achieving Standards in Teaching Mathematics) students

Proficiency: Beginning English Language Learners

SOL OBJECTIVES:

Measurement 1.10

Students will recognize, identify, and record the value of a penny, nickel, a dime, a quarter, a half-dollar, and a dollar. Describe the relationship among coins and bills.

Measurement 2.11

Students will be able to find the value of a mixed set of coins. They will be able to find and record a variety of ways to show the given amount of money.

LANGUAGE OBJECTIVE:

Students will be able to use subject related vocabulary and information in math assignments or in real life situations.
STUDENTS’ PRIOR KNOWLEDGE:

The students just learned the English names of the coins and connected them to the coin values.

TEACHING STRATEGIES:

Activate Prior knowledge, K-W-L Chart, Admit Slips, Modeling, Think-out loud, Pair and Group Work, Hands-on activities.

LEARNING STRATEGIES: Visual, Kinesthetic

LANGUAGE GOALS:

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Language Structure</th>
<th>Communicative Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>The value of a dime is 10 pennies.</td>
<td>Listening</td>
</tr>
<tr>
<td>Worth</td>
<td>How much is a dime worth?</td>
<td>Speaking</td>
</tr>
<tr>
<td>Fewest</td>
<td>It is worth 10 pennies.</td>
<td>Reading</td>
</tr>
<tr>
<td>Price</td>
<td>Count on: 2 dimes and three</td>
<td>Writing</td>
</tr>
<tr>
<td>Price tag</td>
<td>pennies --- twenty, twenty-one, twenty-two, twenty-three</td>
<td></td>
</tr>
<tr>
<td>Counting on</td>
<td>I have twenty-three cents.</td>
<td></td>
</tr>
</tbody>
</table>

MATERIALS:

plastic coins, dollar bills and ten-dollar bills (paper money), hundred boards.

TRANSPARENCIES:

Hundred Boards
Count The Money
Coin Board
Place Value Board
K-W-L Chart
STUDENT COPIES:

Admit Slips
How much money? – Activity #1
Hundred Board
Count the Money
Coin Board
CLASSROOM SET-UP

Today’s list of vocabulary and agenda of the day are written on the board.

Agenda:

1. Admit Slips
2. Homework correction
3. Counting On
4. Fewest Coins with the Same Value
5. Homework

ACTIVITIES

ADMIT SLIPS:

- As students come in, they are greeted by the teacher and given an ADMIT SLIP.
- Students are to ADMIT by writing one thing that they LEARNED or DID NOT LEARN from previous lesson. They do not have to write their names.

HOMEWORK CORRECTION:

- The teacher puts the transparency of the completed homework on the overhead. Students are given their classmate’s homework. Using a colored pencil, they make a check for correct answers and circle around the wrong ones.
- RULES: NOBODY is allowed to erase someone else’s work. After checking, students write their names in the corner of the paper and return them to the teacher.
- After collecting the corrected homework, the teacher answers questions concerning homework before moving to a new activity.

K-W-L

- Using the K-W-L Chart, the teacher shares the ADMIT SLIPS, review what they know, clarifies and answers questions, before introducing new concepts.

PRACTICE COUNTING ON
• The teacher teaches counting on by thinking-out loud and modeling using the Hundred Board.

• The teacher distributes hundred boards to students and places the Hundred Board transparency on the overhead.

• The teacher puts one dime and three pennies on the overhead. The teacher thinks out loud how to count on, starting with a dime, “a dime is 10 cents, so I start with 10. Then I count on three pennies more, eleven, twelve, and thirteen. I have thirteen cents.

• After modeling, the teacher gives different numbers for students to practice counting on. For examples: 17 cents (a dime and seven pennies).

  24 cents (two dimes and four pennies)

  36 cents (three dimes and six cents)

After each counting on, students must say, “I have ________ cents.”

• Once students are comfortable with counting on, the teacher distribute worksheet How Much Money – Activity 1. The teacher models row 1, first writing the value of each coin, then going back and counting on to find the total value.

• When students finish, they can begin Count the Money worksheet. The teacher models the first row on the transparency before passing out the worksheets.

TRANSITION ACTIVITY

• Before beginning the new activity, for transition, ask students to check their pockets for coins. Ask them to collect and count up to one dollar, if possible. Once the counting is done, return the money and get ready for the next activity.

FEWEST COINS WITH THE SAME VALUE

• Students are to work in pairs for this activity. Each pair should have a Coin Board and an assortment of coins.

• Using the transparency of the Coin Board, the teacher asks students how to make 25 cents. With their help, the teacher places the coins in the appropriate columns.

• Next, the teacher elicits for more ways to make 25 cents:
  - with 1 coin: a quarter
  - with 3 coins: 2 dimes and a nickel
  - with 4 coins: 3 nickels and 1 dime
- with 7 coins: 2 dimes and 5 pennies
- with 21 coins: 1 nickels and 20 pennies

- Pointing to the word VALUE on the board, the teacher points out that three combinations have the SAME VALUE.
- Next, the teacher asks which combination has FEWEST COINS (1 quarter)
- Once students understand the concepts of SAME VALUE and FEWEST coins, the teacher let them practice the procedures in pairs using different amount. For examples: 38 cents, 45 cents and so on.

**ASSESSMENT**

- Students can work on Quarters, Dimes, Nickels, and Pennies.
- **Extension**: Pass out the Money for Snack Machine, the teacher explains that students and their partner can use the plastic coins to figure out different ways to make 85 cents and record them on the worksheet.
  If students cannot complete these tasks easily, the concept has to be re-taught in the next class using a different approach.

**HOMEWORK**

- **Count Mixed Coins** worksheet. As always, the teacher must explain the assignment clearly before giving out the homework assignments.
1. **Name of method or strategy:**
   Discovering Facts and Opinions while reading texts.

2. **When is this method or strategy useful?**
   It is effective in developing and extending language skills, while defining, describing and analyzing facts and opinions.

3. **Why or how is this method or strategy useful?**
   It develops creative thinking, analyzing things. It develops students’ interaction and communication. This strategy appeals to personalities and encourages students talk.

4. **What are the steps involved in using this strategy or method?**
   - What is each opinion?
   - How is each opinion supported?
     - With personal experience and feelings
     - With facts and expertise
   - Are there other things that influence the opinion?
     - Your feelings about the subject
     - Bias of the person offering the opinion
     - Bias suggested by the place where the opinion appears
   - Which opinion has strong support?

5. **When would this method or strategy be useful in your setting?**
   In teaching critical thinking for students of the middle and upper grades

6. **What would you like other teachers in your school to know about this method or strategy?**
   It is a useful strategy to encourage critical thinking and it can be used when reading any text.
Teacher Instructions

**Generic Activities for All Listening Kits**

**Introduction:**

The activities in this audio-book unit are intended for small group, whole class or independent student work. All activities can be modified to suit whatever group size works best for your classroom.

All activities can be written or oral.

Some concepts will need to be taught before sending students to work independently. For example, before you give students an activity for elements of literature, you should go over multiple examples.

In addition to these generic suggestions and teacher instructions, each themed kit also includes directions for the students so that they can do the activities independently.

**Picture Dictionaries (see for individual books)**

Have students use the dictionaries as a pre-listening tool or a reference during reading.

**Pre-listening Activities**

Have students do the following:

- Look at cover and through book.
- Look at the pictures.
- Look for chapter titles.
- See if there is a glossary.
- Discuss what the book might be about.
- Write down their prediction before listening or reading.
During and After Listening Activities

**Story Map**

Have students fill out the attached worksheet, *Story Map*.

**Dictation Activity**

After listening, have students choose one or more pages (depending on the length of the story) from a book. They will listen to those pages again and try to write down everything they hear, exactly as they hear it. They will need to frequently play and pause to get the exact text and check their work. If they are working in a group, one person can write, another can control the audio, and others can help with the accurate listening and check the accuracy of the writer. Students can use the *Dictation* worksheet for this activity.

**Words in Context**

Have students choose unfamiliar words from the stories and guess at their meanings from the contexts of pictures. Use the attached graphic organizer, *Guessing at Words in Context or from Pictures*. This activity might require some pre-teaching or practice before the students do it independently.

**Character Description**

Have students describe the most important characters in the book – include the name of the character, a picture of the character, and a list of adjectives to describe the character.

**Summary**

Have students write a summary or retell the story orally in English or their native language.

Have students contrast their prediction with what actually happened in the story.

**New Cover Picture**

Have students create a new picture for the cover of the book.

**Create-Your-Own**
Have students do the following:

- Write a new ending.
- Record your own ending
- Create a dialogue to match a scene in the story.

**Book Review**

Have students write a book review. You may use the *Book Rating form* or have the students write their own reader/listener response. The completed book rating forms can be used for assessment. Please also be sure to place copies of the students’ reviews in the notebook. This way the students’ reviews will travel with the kit and students at other schools can see what their peers thought of the books.

**Extension activities**

**Storyboard**

Have students create a storyboard using the events of the story or an excerpt from the story. This will include drawing multiple pictures depicting the main events and writing captions or explanations underneath.

**Research**

Have students research any related topic that is interesting to them.

**Translation**

Have students translate the story into their native language.

**Venn Diagram**

Have students use the Venn Diagram to compare/contrast the book to another book they have read or heard or to a movie they have seen. They can also use it to compare/contrast their pre-listening prediction to what actually happened in the story.
1. Name of method or strategy:

**Strategies for Teaching Nonfiction**

2. When is this method or strategy useful?

The *High School ESL Program Alignment with the High School English Program of Studies* requires that students should know, understand and apply B2 Level indicators for five strands and their accompanying benchmarks. The following benchmarks relate directly to content reading.

3. Why or how is this method or strategy useful?

Nonfiction writing and reading are prevalent in many high school materials and classes. Accordingly, teachers may want to use nonfiction pieces of various kinds almost daily with ESOL III students. Therefore, teachers may want to have a nonfiction process or approach in mind to use when a good piece comes up for study. Rather than having a specific nonfiction unit per se, teachers and students will want to develop a nonfiction process when a nonfiction piece is chosen for class or individual study.

4. What are the steps involved in using this strategy or method?

1. **Make sure each student has a copy of the nonfiction piece.** This will help students understand and take notes on the text, its organization, meaning and new vocabulary.

   Teachers may want to require that ESOL III students reserve a nonfiction section in their binders.

2. **Preview vocabulary** in order to enhance decoding and comprehension of new
words, word origins, words with multiple meanings, denotations and connotations.

3. **Point out the organization** of the nonfiction piece: cause and effect, inference, etc. Help students in analyzing the piece: drawing conclusions, sequencing events, identifying propaganda, finding the main idea, distinguishing fact from opinion, classifying information and understanding context clues.

4. **Integrate nonfiction** throughout the course of the class. Try to relate interesting pieces to other themes the students are studying throughout the school year. Look for salient articles in the newspapers, magazines, on the Internet, in the library and in other texts. In the course of the school year, teachers (and hopefully students) will come across many interesting and relevant pieces of nonfiction that they will want to study in class.

**Approaching a Nonfiction Piece**

- Select an appropriate nonfiction piece. An article that is an extension of a class theme or interest will make a good lesson. Consider the length of the article and the amount of class time available. The best articles are those which are current, succinct, and of high interest to students.
- Read the article first.
- Research the author and topic. This will help you answer questions and possibly help students detect bias in a piece.
- Decide on language and vocabulary emphases. Highlight these on your own copy.
- Decide on areas of reading skill focus. You may want to collect articles because of the specific reading skills they can help you illustrate.
- Identify a reading assessment strategy if the article is of sufficient length to warrant an assessment.
- Gather related material to enhance the article’s meaning, focus and or theme(s). For example, bring in maps, photos, or charts.
- Give students consumable copies of the article and introduce multi-color highlighting or other note-taking strategies.

**Pre-Reading Activities**

- Emphasize the difference between fiction and nonfiction. For example, compare an article with a short story, a novel with a biography.
- Refer to *Reader’s Handbook (Blue)* p. 156 “Before Reading” and *All Write*, p. 232-270 or *Writer’s Inc.*
- Activate prior knowledge of the article’s topic.
- Introduce historical/cultural context.
- Introduce essential vocabulary.
- Make predictions based on title, headings, photos, and other graphics.
• Introduce, identify and employ relevant reading strategies. Refer to *Reader’s Handbook (Blue)* p. 160-161.
• Model how to read the article aloud.
• Analyze the article’s structure. Use graphic organizers if the article is of sufficient length to warrant them.
• Use outlining if appropriate to record and remember the article’s main points. Refer to *Reader’s Handbook (Blue)* p. 159 for outlining tips.
• Review note-taking skills, response logs, outlining and paraphrasing as appropriate. Determine why you are using this article in class and what would be the best way to “remember” it. Is the material presented important or are you focusing on the article’s structure?
• In longer works, use Post It® notes to mark key elements and/or compile an organizing device such as a group graphic organizer, timeline, KWL chart, web, Venn diagram, T-list, table organizer, list, or cause/effect chart, as they read. (See Note Taking section in *All Write* pgs. 230-246 (1998 edition) or 260-276 (2003 edition))
• Provide opportunities for discussing, questioning, and clarifying as students read.
• Identify and highlight well-written paragraphs as models for writing.

• Provide opportunities for writing in response to the article.
• Present related fiction if appropriate.
• Present related poetry if appropriate.
• Present related nonfiction articles with contrasting viewpoints or opinions.
• Use graphic organizers to help students recognize and remember the article’s main points and characteristic structure.

• File materials in the student notebooks in the designated “nonfiction” section.

• Encourage students to write a personal response to the article’s topic.
• Design research projects suited to the article.
• Take a related field trip.
• Assign students projects to encourage text-to-world connections.
• View approved documentary videos that are related in subject or theme.

3. **When would this method or strategy be useful in your setting?**

In addition to the many nonfiction articles the ESOL III students will be studying over the course of the school year, it might be helpful to do the following:
• Introduce the students to an almanac, encyclopedia, manual, dictionary, thesaurus and other nonfiction reference resources from the school, local, or departmental library. If possible keep copies of some of these in the classroom.
• Ask the school librarian for assistance in locating pertinent nonfiction material.
• It is helpful to have related library books (biography, nonfiction, etc) to show and share with students as they study various ESOL III units.
• Obtain copies of Newsweek or Time magazines and integrate articles/paragraphs for support of other class materials.
• Develop a magazine unit so students can explore magazine writing style and format and then create their own magazine. Many magazine articles can be found online.
• Fill the Silent Sustained Reading shelf or box in your classroom with nonfiction selections. Laminate certain articles that are of high interest.

• Take an in-house field trip to your school’s journalism class or school newspaper office.
• Remember that nonfiction can be used for many purposes:
  o Content-articles
  o Reading strategy practice- short pieces
  o Elements such as captions, bold-faced titles, italics, headings- feature articles
  o Form- essays, informational articles, letters
  o Genre- compare different types of nonfiction: ex. biography versus autobiography
  o Text structure- compare and contrast
  o Writing quality- compare various articles or Internet sites
  o Surprising information- read articles that contain captivating headlines and information

4. **What would you like other teachers in your school to know about this method or strategy?**

The following ideas are additional ways to enhance the students’ experience and success in reading nonfiction. They are adapted from, *Literature-Based Instruction with English Language Learners; Nancy L. Hadaway, Sylvia M. Vardell and Terrell A.Youn; 2002 Allyn & Bacon.*

• Practice various note-taking techniques. Students can read the nonfiction material in groups, as a class, or individually and highlight important passages. Use Post It® notes to mark key elements, and/or compile a group graphic organizer, timeline, KWL chart, web, Venn diagram, T-list, table organizer, list, or cause/effect chart, as they read. See the Note Taking section in *All Write* pgs. 230-246 (1998 edition) or 260-276 (2003 edition).
• Help students to make text-to-text, text-to-self, and text-to-world connections.
• Make an outline of important, sequential, or key information while reading.
• Bring students to the library and have them research other related nonfiction pieces that touch on the same theme. Then, have the students present their found selections.
• Allow students to view multi-media presentations on the theme or issue in the nonfiction reading selection. Students can compile the information from these presentations into charts, tables, a journal entry, or notes. See All Write pages 307-314 (2003 edition) or 276-282 (1998 edition).
• Give students a topic, theme, or guided search and then allow them to explore a variety of nonfiction resources in order to discover answers and ideas.
• Arrange students in groups and then assign each group a topic in which they can read a selection of nonfiction and then present it to the class. Groups can use visual aids, a journal topic for the class, or a graphic organizer. See “Group Work", All Write pages 319-322 (2003 edition) or 290-296 (1998 edition).
• Use concept books that present basic information about a single topic in a simple and interesting manner. For example, Tana Hoban books of photographs work well.
• Use photo essays or “junior coffee table books.” Two suggested titles are In the Forest With Elephants by Roland Smith and Lacrosse: The National Game of the Iroquois by Diane Hoyt-Goldsmith.
• Allow the students to gain an overview of the topic without focusing on every single idea represented.
• Check http://www.nationalgeographic.com for the latest photos from the Society. These photos can serve as a hook, overview, or introduction for many nonfiction topics.
• Use life-cycle books to extend information from a science textbook. For example, Children of Topaz and An Extraordinary Life: The Story of a Monarch are books that present life of an animal in more detail.

• Use activity, craft, experiment, and how-to books to involve students in some appropriate way. For example, if a term such as “origami” comes up in your reading, get a how-to book on the topic.
• Use journals and diaries. For example, use recent publications like Michael Tunnell and George Chilcoat’s excerpts from journals Japanese American students kept during internment in WWII. Provide your students with models for writing their own diaries and journals. Students can also read aloud sections for oral practice. Other suggested titles are I, Columbus (Roop, 1992) and My Season with Penguins (Webb, 2000).
• Use survey books. These books acquaint readers with various topics. They can be used for pre-reading or post-reading follow-up or scaffolding for students as they encounter text and reference material on the same topics.
• Bring in mini collections of trade books on animals, science, or historical periods.
• Use trade/survey/photo books as inspiration for writing poetry.
• Allow students to browse magazines and non-fiction books. Perhaps incorporate these in your classroom reading collection and change the browsing materials regularly with the help of the school librarian.
• Introduce trivia books, almanacs, and accounts of strange and bizarre occurrences. While these may be of scant literary value, they are fun and interesting. Teachers might even consider trivia
contests and questions as warm-ups, or incorporate trivia facts about the nonfiction material into the lesson. Use the World Almanac or Guinness Book of Records.

- When determining where biographies and autobiographies fit into your curriculum, check the professional resource Learning About Biographies (Zarnowski, 1990). This resource contains good teaching ideas and helps students understand various historical periods in the United States.

- Look for various biographies on the same person to compare and contrast. This gives the students the chance to explore a topic from multiple viewpoints and perspectives. Sub categories include:
  - Picture book biographies
  - Collective biographies
  - Complete biographies
  - Autobiographies and memoirs

- Compare and contrast the various types of books found in the classroom.
- Highlight a featured author.

In summary, content area textbooks pose problems for many readers, and these difficulties are magnified for English language learners. In addition to encountering subjects about which they have no prior knowledge, students find textbooks difficult to read and filled with technical terms. While often better written, newer textbooks still pose many challenges for beginning and struggling readers. Textbooks provide only one perspective; thus, teachers need to search for supplemental materials that extend the concepts, provide different explanations, or utilize simpler terms. Nonfiction literature offers one powerful alternative.
Name of method or strategy:

Oral ticket out the door

1. When is this method or strategy useful?
   End of class

2. Why or how is this method or strategy useful?
   a. as a practice of common dialog
   b. as a review of class material or vocabulary

3. What are the steps involved in using this strategy or method?
   Earlier in the period the oral piece should be practiced, possibly as an oral warm-up, vocabulary definitions or model sentences, etc. Tell students what will be expected in the ticket out the door.

4. When would this method or strategy be useful in your setting?
   1. Very beginning learners need to memorize set conversations. After teaching them in the class, the ticket out the door reinforces these dialogs and encourages the students to keep them in their heads during the class.
   2. More proficient learners can be asked for a piece of content or vocabulary from the lesson.

5. What would you like other teachers in your school to know about this method or strategy?
   a. This is the other half of the oral warm-up. It reviews from the beginning to the end of class.
   b. It needs to be kept short. Each student must be asked to say the piece. It encourages good pronunciation.
   c. A little reward can be attached to this as the students leave class.
1. **Name of method or strategy:**
   Word wall

2. **When is this method or strategy useful?**
   In learning new vocabulary

3. **Why or how is this method or strategy useful?**
   In a formal vocabulary program throughout the year

4. **What are the steps involved in using this strategy or method?**
   Words need to be posted on a wall to help students remember them and to remind teacher and students to use them throughout the year.
   
   Words can be put in alphabetical columns or posted in groups as they were learned.

   Teacher or students can be charge of adding the words.

5. **When would this method or strategy be useful in your setting?**
   Each week a chapter from the vocabulary book is posted. Periodically lists can be reviewed and students can be assigned to use appropriate words in their speaking or writing.

6. **What would you like other teachers in your school to know about this method or strategy?**
   It is extremely easy and requires no special materials. The words or lists must be neat and large enough to read from a distance. It helps the teacher to remember to use the words as often as possible and keeps them in front of the students so they can really become part of their vocabulary. If they are in groups it helps students associate the words with topics.
Special Professional Development Topics:

Dr. Rebecca Fox Portfolios and Teacher Professional Development
ESL Research, Methods, & Assessment with George Flowers
Waiting for a taxi at Candlewood Suites
JEB STUART HIGH SCHOOL
A Party at the Hotel
PHILADELPHIA