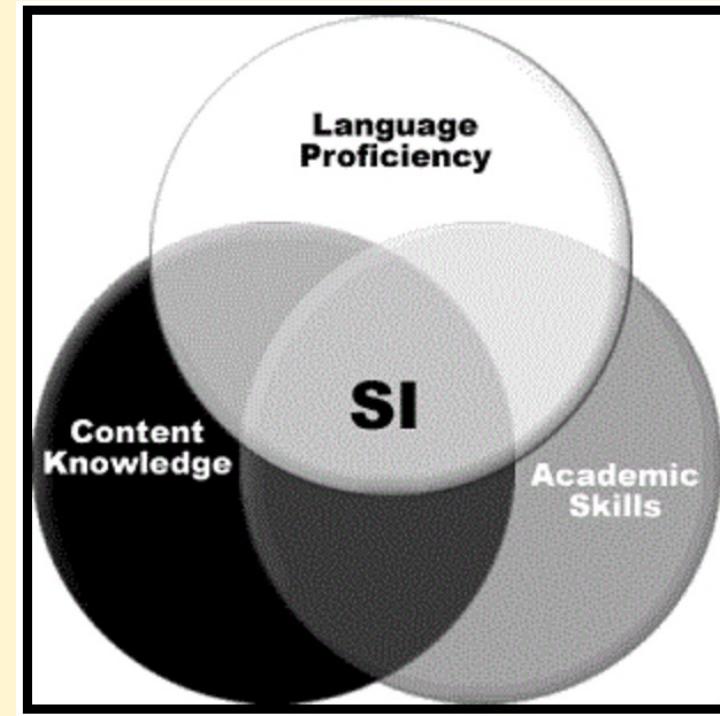




# WHAT IS SHELTERED INSTRUCTION?

SHELTERED INSTRUCTION TEACHES ACADEMIC SUBJECT MATTER AND ITS ASSOCIATED VOCABULARY, CONCEPTS, AND SKILLS BY USING LANGUAGE AND CONTEXT TO MAKE THE INFORMATION COMPREHENSIBLE TO ELLS.



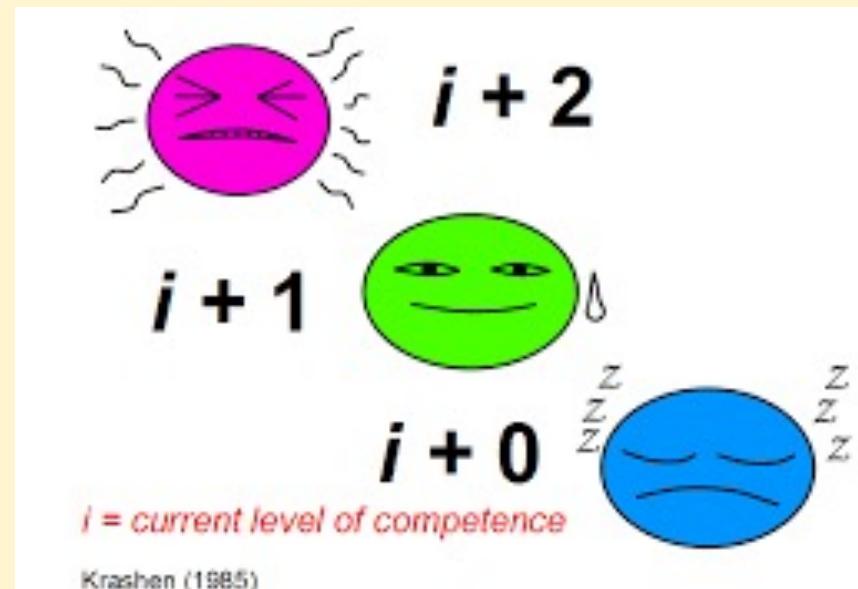
# THE AFFECTIVE FILTER HYPOTHESIS

- CERTAIN AFFECTS MAY ‘RAISE’ THE AFFECTIVE FILTER, RESULTING IN A MENTAL BLOCK
    - LOW MOTIVATION
    - POOR SELF-CONFIDENCE
    - HIGH ANXIETY
- AND PREVENT THE ACQUISITION OF COMPREHENSIBLE INPUT.



# THE COMPREHENSIBLE INPUT HYPOTHESIS

- WE ACQUIRE LANGUAGE ONLY WHEN WE RECEIVE COMPREHENSIBLE INPUT
- WE MUST MOVE FROM  $i$  TO  $i+1$
- THE  $i$  REPRESENTS THE LANGUAGE, CONTEXT AND KNOWLEDGE WE CURRENTLY POSSESS
- THE  $+1$  REPRESENTS NEW KNOWLEDGE OR LANGUAGE STRUCTURES



# FEATURES OF COMPREHENSIBLE INPUT

- SPEECH APPROPRIATE FOR STUDENTS' PROFICIENCY LEVELS
- CLEAR EXPLANATION OF ACADEMIC TASKS
- VARIETY OF TECHNIQUES USED TO MAKE CONTENT CONCEPTS CLEAR
- CULTURAL PERSPECTIVES CONSIDERED



## HOW HAVE YOU MADE INPUT MORE COMPREHENSIBLE FOR YOUR STUDENTS?



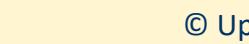
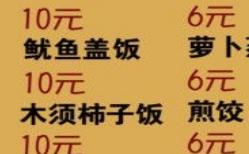
# BUILDING BACKGROUND

---



# HUNGRY?

**主餐精選FEATURED STAPLE**

	<b>排骨饭</b>		<b>扬州炒饭</b>
10元		10元	
	<b>咖喱鸡饭</b>		<b>炒米粉</b>
10元		10元	
	<b>卤肉饭</b>		<b>干蒸烧麦 (8只)</b>
10元		10元	
	<b>牛肉饭</b>		<b>小笼汤包 (8只)</b>
10元		8元	
	<b>咖喱牛肉饭</b>		<b>萝卜丝饼</b>
10元		2元	
	<b>炒牛河粉</b>		<b>葱油饼</b>
10元		1.5元	
	<b>排骨面</b>		<b>肉饼</b>
10元		2元	
	<b>什锦面</b>		<b>韭菜盒子</b>
10元		2元	
	<b>麻辣面</b>		<b>三鲜蒸饺 (素8只)</b>
10元		6元	
	<b>卤肉面</b>		<b>酸菜蒸饺 (8只)</b>
10元		6元	
	<b>牛肉面</b>		<b>萝卜蒸饺 (8只)</b>
10元		6元	
	<b>木须柿子饭</b>		<b>煎饺 (8只)</b>
10元		6元	
	<b>炸酱面</b>		<b>家常糖酥饼</b>
8元		2元	

© Up the Bar Consulting, LLC 2021

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昵图网 www.nipic.com BY: qz2566861

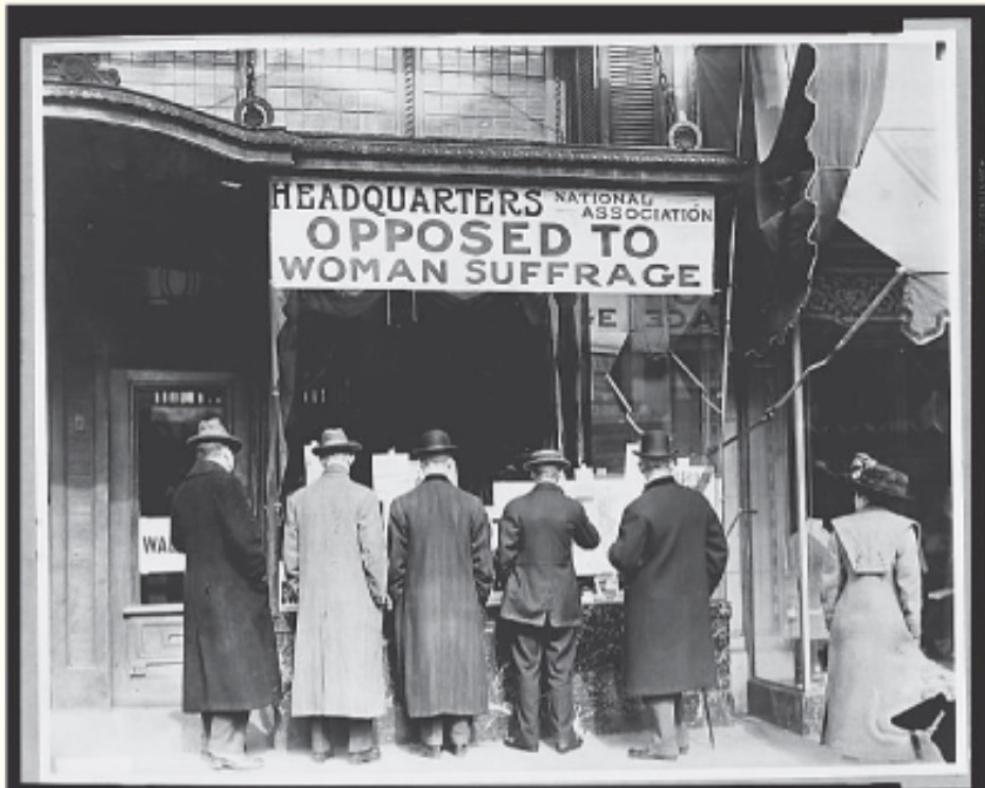
## IS A PICTURE WORTH A THOUSAND WORDS?

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# IS A PICTURE WORTH A THOUSAND WORDS?

Figure 2.1. National Anti-Suffrage Association Headquarters



Source: Library of Congress, Prints and Photographs Division LC-USZ62-25338 DLC

## ABOUT BACKGROUND KNOWLEDGE

“WE ALL, WHETHER AS A TODDLER OR A CENTENARIAN, BRING DIVERSE BITS OF **BACKGROUND KNOWLEDGE**—CONSCIOUSLY OR SUBCONSCIOUSLY—TO EVERY SUBSEQUENT EXPERIENCE, AND WE USE THEM TO CONNECT OR GLUE NEW INFORMATION TO OLD. BACKGROUND KNOWLEDGE IS AN ESSENTIAL COMPONENT IN LEARNING BECAUSE IT HELPS US MAKE SENSE OF NEW IDEAS AND EXPERIENCES.”



# WHY WE SHOULD UP THE BAR ON BACKGROUND KNOWLEDGE

WHEN WE STRATEGICALLY ACTIVATE, LEVERAGE, BUILD, AND ELEVATE STUDENTS' BACKGROUND KNOWLEDGE:

1. STUDENTS SEE THE CRITICAL CONNECTIONS BETWEEN PREVIOUS AND CURRENT LEARNING.
2. WE HONOR STUDENTS' PAST CULTURAL EXPERIENCES
3. WE ESTABLISH A SET OF CONCEPTUAL "HOOKS" ON WHICH STUDENTS CAN "HANG" NEW LEARNING.
4. WE RECEIVE FORMATIVE-ASSESSMENT DATA WE CAN USE THROUGHOUT THE LEARNING EXPERIENCE.
5. STUDENTS OWN THEIR ACADEMIC LANGUAGE.



## **AGENDA - HOW WE WILL UP THE BAR ON BACKGROUND KNOWLEDGE**

---

- 1. ACTIVATE PRIOR KNOWLEDGE**
  - A. ANTICIPATION GUIDE**
  - B. ADVANCE ORGANIZERS**
    - I. NARRATIVE**
    - II. SKIMMING**
  - C. FREE DISCUSSION**
- 2. LEVERAGE FUNDS OF KNOWLEDGE**
- 3. BUILD BACKGROUND**
- 4. ELEVATE KEY ACADEMIC VOCABULARY**

**BRACE YOURSELF.**



LET THAT SIT A MOMENT.

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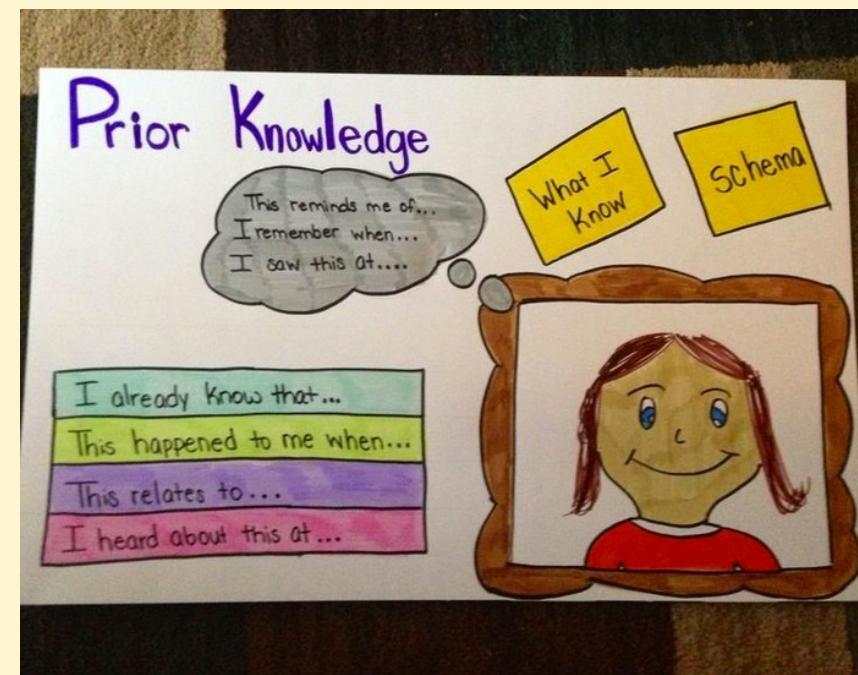
IN YOUR NOTES, REFLECT ON  
HOW YOU CURRENTLY:

1. GAUGE PRIOR KNOWLEDGE
2. ASSESS FUNDS OF KNOWLEDGE
3. BUILD BACKGROUND
4. TEACH KEY ACADEMIC VOCABULARY

THE NATIONAL RESEARCH COUNCIL STATES **DEFINITIVELY**,  
"ALL LEARNING INVOLVES TRANSFER FROM PREVIOUS  
EXPERIENCES. EVEN INITIAL LEARNING INVOLVES TRANSFER  
THAT IS BASED ON PREVIOUS EXPERIENCES AND PRIOR  
KNOWLEDGE" (2000, P. 236).



ACTIVATING PRIOR KNOWLEDGE IS THE ESSENTIAL  
FIRST STEP TO LEARNING!



## WHAT IS PRIOR KNOWLEDGE AND WHY DO WE NEED TO ACTIVATE IT?

- **PRIOR KNOWLEDGE** IS WHAT THE STUDENTS **BRING WITH THEM** THAT THEY HAVE GAINED FROM PREVIOUS SCHOOLING AND THEIR LIFE EXPERIENCES.
- IT IS IMPORTANT FOR TEACHERS TO ACTIVATE THEIR STUDENTS' PRIOR KNOWLEDGE SO THEY KNOW WHAT STUDENTS ALREADY KNOW ABOUT A CERTAIN TOPIC AND WHAT GAPS IN LEARNING THEY WILL NEED TO FILL IN ORDER FOR STUDENTS TO BE SUCCESSFUL.



## ACTIVATING PRIOR KNOWLEDGE – WHAT IS AN ANTICIPATION GUIDE?

---

**ANTICIPATION GUIDE** IS A COMPREHENSION STRATEGY THAT IS USED BEFORE ENGAGING IN A NEW TOPIC TO ACTIVATE STUDENTS' PRIOR KNOWLEDGE AND BUILD CURIOSITY ABOUT A NEW TOPIC.

**\*\*IT IS CRITICAL THAT STUDENTS EITHER COMPLETE THE GUIDE WITH OTHERS OR DISCUSS THEIR RESPONSES WITH OTHERS. THE PROCESSING THROUGH CONVERSATION LEADS TO MORE CRITICAL THINKING!**

### Math Text: Statistics ... Anticipation Guide

- There are several kinds of averages for a set of data.
- The mode is the middle # in the set of data.
- Range tells how far apart numbers are in a set of data.
- Outliers are always ignored.
- Averages are always ignored.

# ACTIVATING PRIOR KNOWLEDGE – ANTICIPATION GUIDE BENEFITS

1. STIMULATES STUDENTS' INTEREST IN A TOPIC AND SET A PURPOSE FOR LEARNING
2. TEACHES STUDENTS TO MAKE PREDICTIONS, ANTICIPATE THE TEXT, AND VERIFY THEIR PREDICTIONS.
3. CONNECTS NEW INFORMATION TO PRIOR KNOWLEDGE AND BUILD CURIOSITY ABOUT A NEW TOPIC.
4. CHALLENGES STUDENTS TO CRITICALLY THINK ABOUT WHAT THEY KNOW OR THINK THEY KNOW ABOUT A TOPIC.

[https://www.readingrockets.org/strategies/anticipation\\_guide](https://www.readingrockets.org/strategies/anticipation_guide)

A vertical strip of a book cover for "Hamlet" by William Shakespeare. The title is at the top in gold lettering, and a pink ribbon bookmark is visible.

**Anticipation Guide Example**  
**Hamlet**

Agree	Disagree
-------	----------

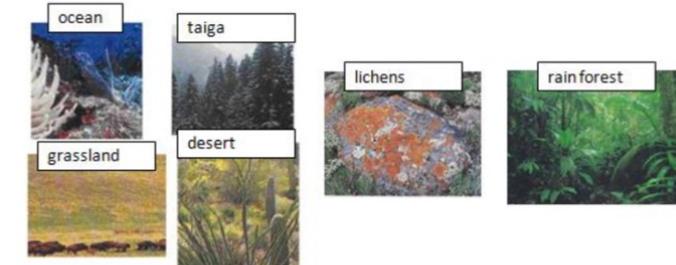
\_\_\_\_\_ 1. Families generally have a member's best interests in mind.  
\_\_\_\_\_ 2. Having a clear goal, and the ambition to achieve it, is honorable.  
\_\_\_\_\_ 3. Power eventually corrupts the people who have it.  
\_\_\_\_\_ 4. Revenge is the only way to gain true justice.  
\_\_\_\_\_ 5. A person's immoral choices can come back to haunt him/her  
\_\_\_\_\_ 6. One must take a stand against injustice, even if the personal cost is great.  
\_\_\_\_\_ 7. A person has to confront death in order to understand life's meaning.  
\_\_\_\_\_ 8. Moral courage is more difficult to accomplish than physical courage.  
\_\_\_\_\_ 9. Evil often spirals out of control.

# ACTIVATING PRIOR KNOWLEDGE – ANTICIPATION GUIDE OUTCOMES

- RETURN THE GUIDE FOR EDITING WHILE LEARNING OR AT END OF LEARNING.
- ONCE STUDENTS INVEST IN A PREDICTION, THE INFORMATION OFTEN STICKS WITH THEM LONGER BECAUSE OF THAT INVESTMENT.
- COLLECT THE GUIDES, SEE PATTERNS, DIFFERENTIATE INSTRUCTION:
  - PARTNER LESS KNOWLEDGEABLE STUDENT WITH A STUDENT TUTOR WHO HAS MORE KNOWLEDGE
  - JIGSAW THE READING SO THAT STUDENTS WHO ALREADY KNOW A LITTLE ABOUT THE TOPIC READ A DIFFERENT PART OF THE TEXT AND SHARE WHAT THEY LEARNED WITH OTHER STUDENTS
  - OFFER EXTENDED LEARNING OPPORTUNITIES, INCLUDING ONLINE RESEARCH, TO THOSE WHO HAVE SOLID BACKGROUND KNOWLEDGE.

## Biomes

**Directions:** Listen as I read the questions in the boxes below. Then put a check on the answer you agree with before the lesson. Then after the lesson we will come back and see if you want to change your answer.



Before the Lesson	Question	After the Lesson
<input type="checkbox"/> tundra <input type="checkbox"/> rainforest	1. Do you think it would be warmer to live in the tundra or in the tropical rainforest?	<input type="checkbox"/> tundra <input type="checkbox"/> rainforest
<input type="checkbox"/> emergents <input type="checkbox"/> canopy	2. Which layer of the rainforest do you think is the highest layer?	<input type="checkbox"/> emergents <input type="checkbox"/> canopy
<input type="checkbox"/> cactus <input type="checkbox"/> zebras <input type="checkbox"/> lichens	3. Which organism(s) is most likely to be found in the grasslands?	<input type="checkbox"/> cactus <input type="checkbox"/> zebras <input type="checkbox"/> lichens
<input type="checkbox"/> tundra <input type="checkbox"/> rainforest <input type="checkbox"/> deciduous forest <input type="checkbox"/> grassland	4. Which biome do you live in?	<input type="checkbox"/> tundra <input type="checkbox"/> rainforest <input type="checkbox"/> deciduous forest <input type="checkbox"/> grassland
<input type="checkbox"/> tundra <input type="checkbox"/> rainforest <input type="checkbox"/> deciduous forest <input type="checkbox"/> grassland	5. Which biome would you most like to visit?	<input type="checkbox"/> tundra <input type="checkbox"/> rainforest <input type="checkbox"/> deciduous forest <input type="checkbox"/> grassland

# ACTIVATING PRIOR KNOWLEDGE – HOW TO CREATE AN ANTICIPATION GUIDE

1. IDENTIFY THE MAJOR IDEAS PRESENTED IN THE TOPIC.
2. CONSIDER WHAT BELIEFS YOUR STUDENTS ARE LIKELY TO HAVE ABOUT THE TOPIC.
3. WRITE GENERAL STATEMENTS THAT CHALLENGE YOUR STUDENTS' BELIEFS.
4. REQUIRE STUDENTS TO RESPOND TO THE STATEMENTS WITH EITHER A POSITIVE OR NEGATIVE RESPONSE.

## U.S. Branches of Government Anticipation Guide

**Directions:** Read the following statements and write a T in the "before" column if you think it is true, or write an F if you think the statement is false. Then, as you read, write in the "after" column whether the statement really is true or false.

Before	After
_____	1. The Supreme Court is the head of the Judicial Branch. _____
_____	2. The President can serve up to three terms. _____
_____	3. A judge can serve for only 35 years. _____
_____	4. The military is directed by the Legislative Branch. _____
_____	5. On the Supreme Court, there are nine justices. _____
_____	6. The system of checks and balances ensures only two branches have all the power. _____
_____	7. There are 102 senators in the Senate. _____
_____	8. The president approves, carries out, and interprets laws. _____
_____	9. The president's cabinet includes the Vice-President. _____

Duffelmeyer, F. (1994). Effective Anticipation Guide statements for learning from expository prose. *Journal of Reading*, 37, 452-455.



# ACTIVATING PRIOR KNOWLEDGE – ANTICIPATION GUIDE TEMPLATE

CHALLENGE STUDENTS TO CREATE ANTICIPATION  
GUIDES FOR OTHER/FUTURE CLASSES!  
(STUDENTS SHOULD ALWAYS WORK HARDER THAN  
THE TEACHERS.)

Statements	What I think	What the text says	Evidence from the text
The earth travels around the sun once per year.	True False	True False	Text says that's the definition of a year.
The amount of energy the earth receives from the sun varies significantly at different points in the earth's orbit.	True False	True False	Text says earth gets the same energy from sun year round.
When it is summer in the northern hemisphere, it is winter in the southern hemisphere.	True False	True False	Say seasons north and south are opposite.
The axis of the earth's rotation is perpendicular to the plane of the earth's orbit around the sun.	True False ?	True False	Yes - text says earth is tilted 23.5 degrees.

From Our Classroom Strategy Library

AdLit.org

Anticipation Guide

Name \_\_\_\_\_

Topic \_\_\_\_\_

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

+

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

LET THAT SIT A MOMENT.

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IN YOUR NOTES, REFLECT ON  
HOW YOU CAN USE OR  
EXTEND YOUR USE OF  
ANTICIPATION GUIDES.

“

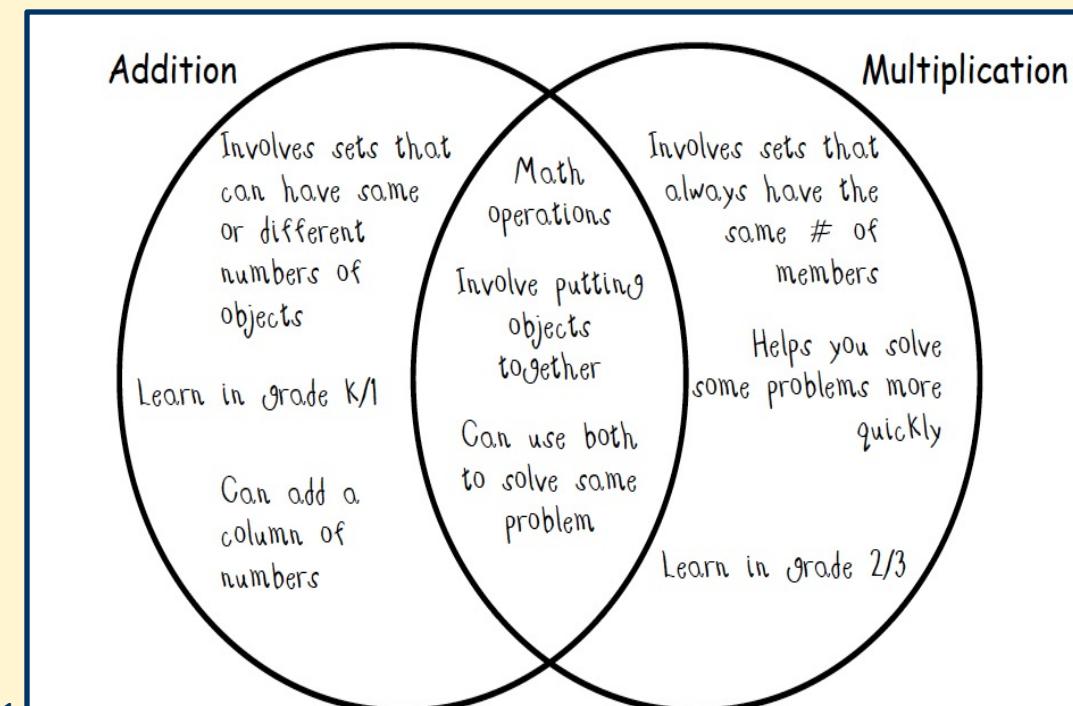
**Teaching that activates and  
leverages background  
knowledge is an equity  
issue...**

- Adeyemi Stembridge, PhD  
Education Week Teacher

# ACTIVATING PRIOR KNOWLEDGE - WHAT IS AN ADVANCE ORGANIZER?

AN ADVANCE ORGANIZER ALLOWS TEACHERS TO FRONT-LOAD INFORMATION AND VOCABULARY IN ADVANCE OF LEARNING SO THAT STUDENTS CAN ACTIVATE THEIR PRIOR KNOWLEDGE AND MORE EFFICIENTLY ORGANIZE NEW INFORMATION.

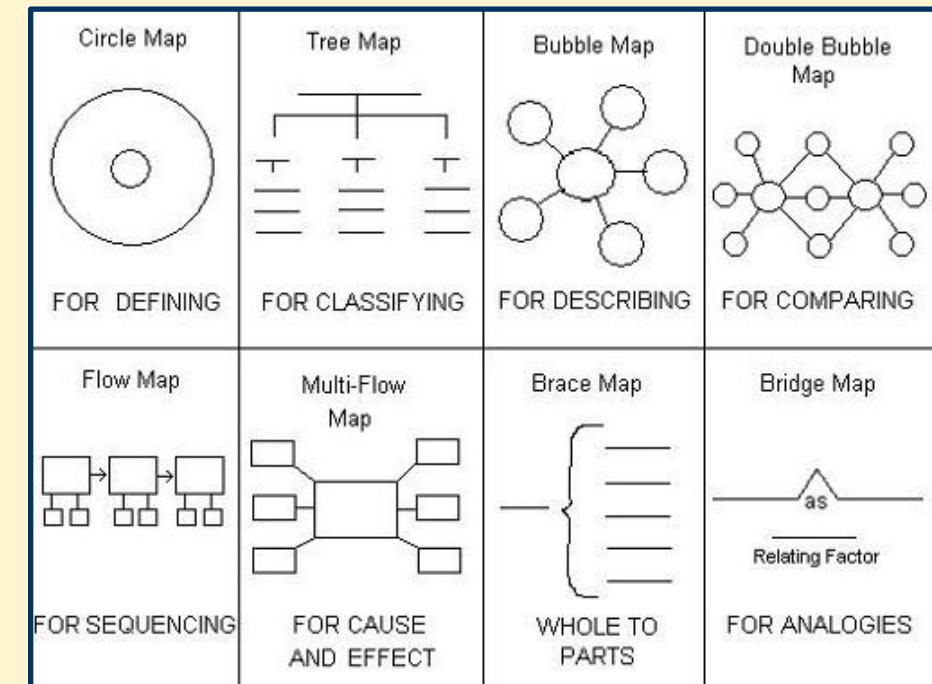
1. GRAPHIC
2. NARRATIVE
3. SKIMMING



# ACTIVATING PRIOR KNOWLEDGE - ADVANCE ORGANIZER BENEFITS

## ADVANCE ORGANIZERS HELP TEACHERS:

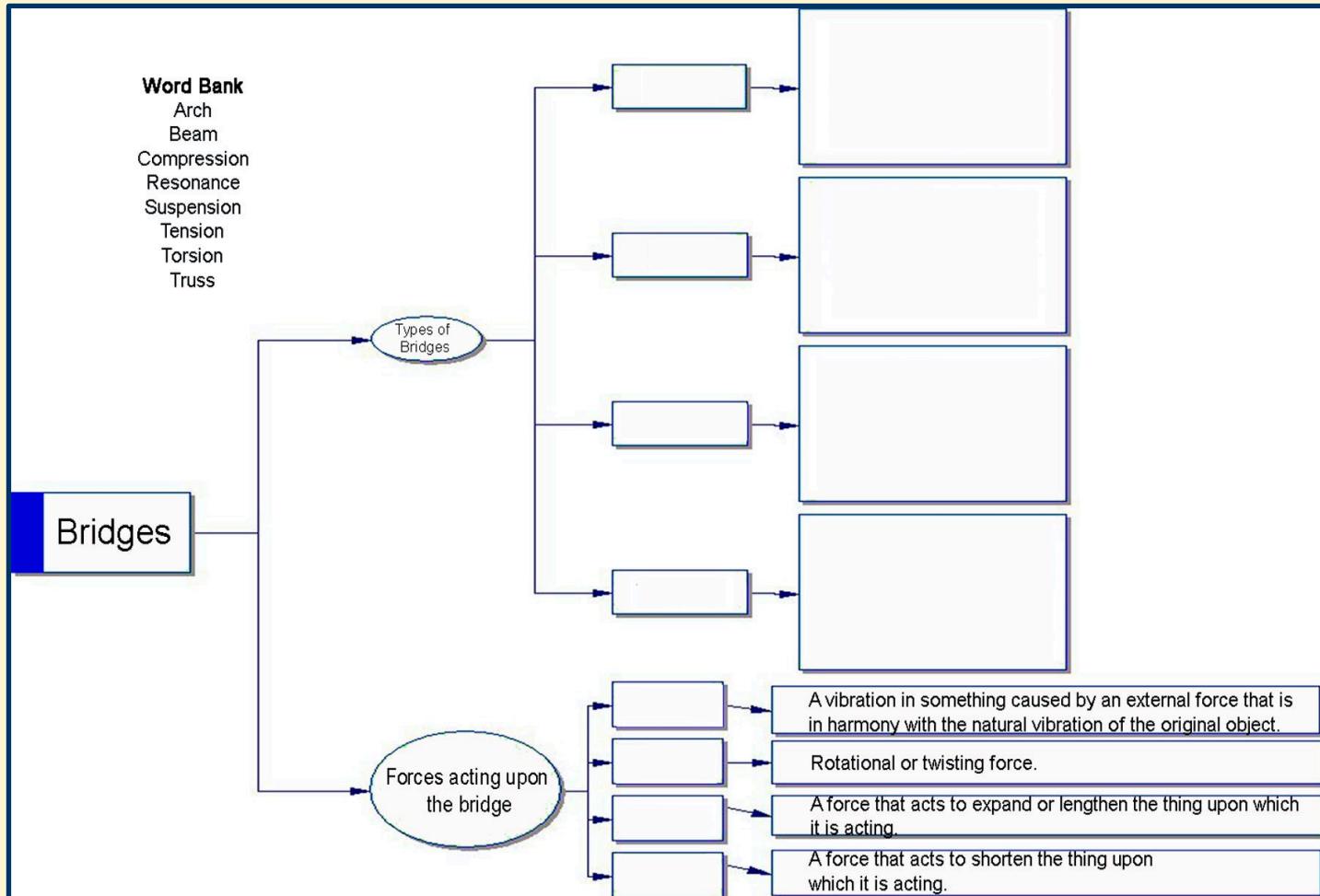
- CLARIFY THE "BIG IDEAS"
- ASSESS STUDENTS' PRIOR KNOWLEDGE
- DEVELOP LINKS BETWEEN PREVIOUS AND NEW MATERIAL



# ACTIVATING PRIOR KNOWLEDGE – EXAMPLE OF A NARRATIVE ADVANCE ORGANIZER

The screenshot shows the BrainPOP Bridges topic page. At the top, there's a search bar labeled "Search BrainPOP". Below the search bar, the word "Bridges" is displayed next to a gear icon. Underneath, there are four main activity buttons: "Movie" (with a clapperboard icon), "Quiz" (with a question mark icon), "Challenge" (with a mountain icon), and "Related Reading" (with a book icon). To the right of these are three additional buttons: "Make-a-Map" (with a map icon), "Make-a-Movie" (with a video camera icon), and "Creative Coding" (with a code icon). At the bottom of the page, there are three more buttons: "Worksheet" (with a document icon) and "Graphic Organizer" (with a grid icon).

**ACTIVE LEARNING STRATEGY!!**  
**LEARN THE CONCEPTS THROUGH A **NARRATIVE****  
**AND ORGANIZE LEARNING IN A**  
****GRAPHIC ORGANIZER!****



<https://www.mcrel.org/using-brainpop-as-an-advance-organizer/>

# NARRATIVE ADVANCE ORGANIZER - VIDEO WALK

- SIMILAR TO A PICTURE WALK
- PURPOSE IS TO GET STUDENTS ACTIVELY ENGAGED AND THINKING
  1. INFORM STUDENTS THAT THEY WILL WATCH A **MUTED** VIDEO
  2. THEIR TASK IS TO MAKE AN EDUCATED GUESS
    - A) WHAT IS THE POINT OF THE VIDEO?
    - B) WHAT CAN BE LEARNED FROM THE VIDEO?
  3. STUDENTS WILL SHARE THEIR GUESSES AND DEFEND THEIR RESPONSES.
  4. **THEN** THEY WILL COMPLETE THE NARRATIVE ADVANCED ORGANIZER AS THEY VIEW THE VIDEO WITH SOUND.



## ACTIVATING PRIOR KNOWLEDGE – EXAMPLE OF A NARRATIVE ADVANCE ORGANIZER

The video frame shows a title card for 'STATES OF MATTER' with three illustrations: a red and white striped ice cream bar labeled 'SOLID', a white pitcher filled with red liquid labeled 'LIQUID', and a blue flame rising from a white pot labeled 'GAS'. Below the illustrations are the words 'SOLID', 'LIQUID', and 'GAS' in bold letters. The video player interface at the bottom includes a play button, volume controls, and a progress bar showing 2:00 / 3:12.

States of matter for kids - What are the states of matter? Solid, liquid and gas

### ACTIVE LEARNING STRATEGY!!

\_\_\_\_\_ is the substance of which all things are made.

**LIQUID STATE**

1. Takes on the \_\_\_\_\_ of its container.  
2. Its volume always stays the \_\_\_\_\_.  
3. Particles are separated and can move freely.

**SOLID STATE**

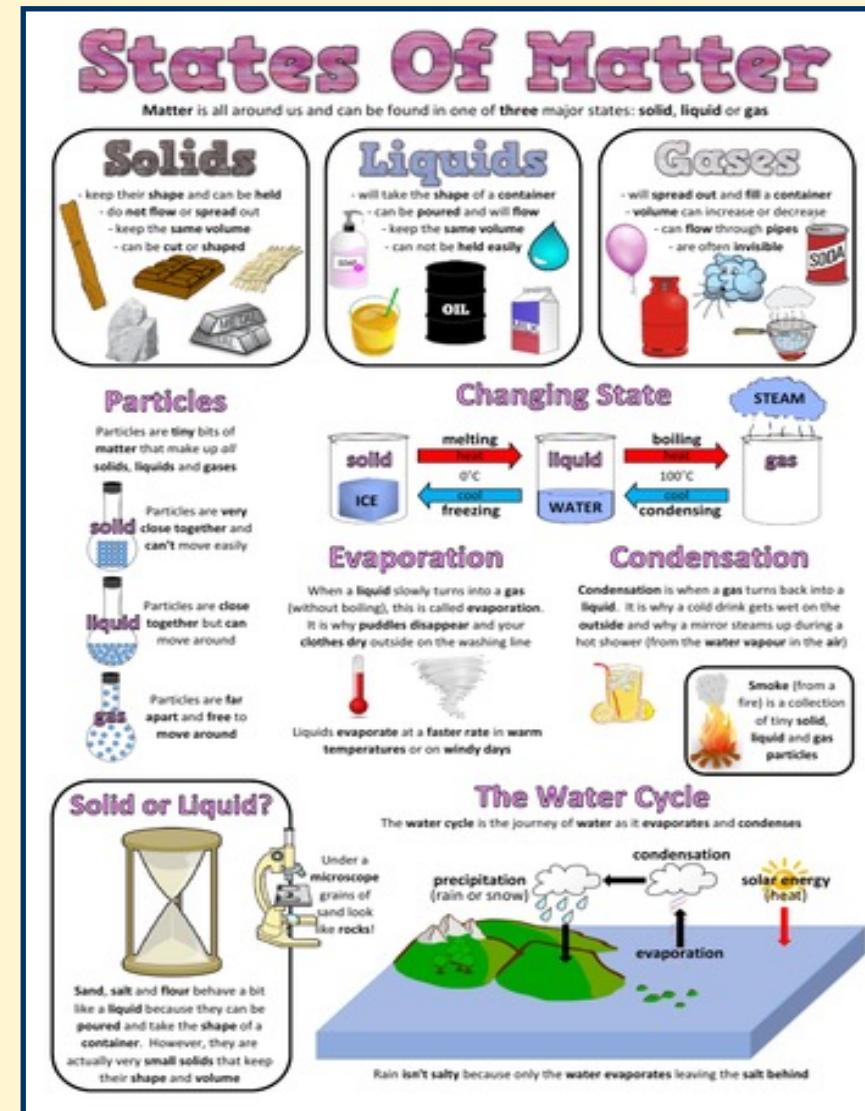
1. Has a \_\_\_\_\_ shape.  
2. Has a fixed \_\_\_\_\_.  
3. Particles are held together in an \_\_\_\_\_ structure.

**GASEOUS STATE**

1. Can \_\_\_\_\_ its volume and shape.  
2. Takes up the space of its \_\_\_\_\_.  
3. Particles are \_\_\_\_\_ and move more freely.

well separated	volume	shape
fixed	container	same
organized	matter	change

# ACTIVATING PRIOR KNOWLEDGE - NARRATIVE ADVANCE ORGANIZER



# ACTIVATING PRIOR KNOWLEDGE - SKIMMING ADVANCE ORGANIZER

WHEN STUDENTS PURPOSEFULLY SKIM  
THE TEXT BEFORE ENGAGING IN A TOPIC

- THEY ARE ENGAGING WITH THE LANGUAGE AND THE CONCEPTS
- THEY RECOGNIZE THEIR PRIOR KNOWLEDGE
- THEY BEGIN TO FAMILIARIZE THEMSELVES WITH NEW CONCEPTS AND ACADEMIC VOCABULARY.
- COLLABORATION DURING SKIMMING ALLOWS STUDENTS TO EXPLORE AND THINK AND SHARE THEIR INSIGHTS.



## Skimming and scanning the news

We read in different ways. You don't always need to read every word. Sometimes you leave bits out.

You can **skim** to find out what it is all about.  
Headings and pictures can help you do this.

Or you can **scan** to look for important information.  
Look for key words or numbers to help you do this.

### Cat up a tree? Chimp in a chimney?

Fire crews in the capital had to help 620 animals last year. The fire brigade says if an animal is stuck call the RSPCA first.

**Unusual rescues**  
Unusual rescues include a chimp in a chimney, a parrot trapped in its cage, an iguana stuck on a roof and a hamster trapped in a disabled lift. Fire crews have also captured a snake at a retirement home and rescued a kitten with its head stuck in a bongo drum.

**More important work**  
The commissioner says, "Our crews are highly trained emergency service personnel. When we are out rescuing animals, we can't attend real emergencies."

**Wasting tax payers' money**  
"Animal rescues cost money and in these tough financial times many people question why their taxes are being spent on animal rescues. After all, when was the last time you saw a cat's skeleton up a tree?"



## ACTIVATING PRIOR KNOWLEDGE - FREE DISCUSSION

1. STATE THE NEW TOPIC: ORDER OF OPERATIONS
2. GROUP STUDENTS
3. PROVIDE THEM WITH 5 MINUTES TO DISCUSS  
WHAT THEY THINK THEY KNOW ABOUT THE TOPIC
4. LISTEN CAREFULLY
5. ADJUST PLANNED INSTRUCTION



LET THAT SIT A MOMENT.

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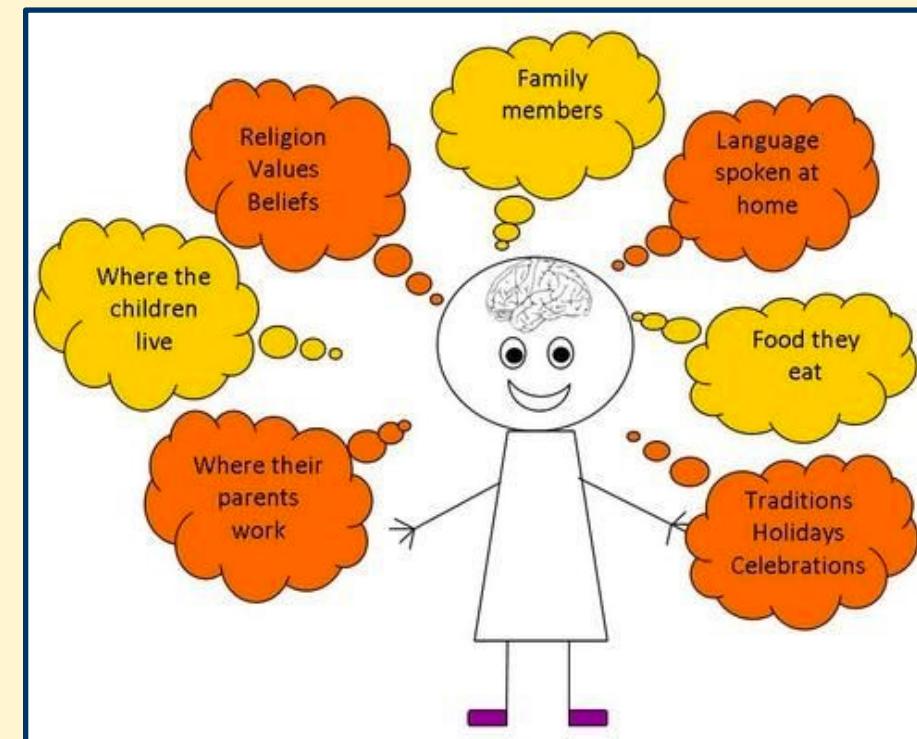


IN YOUR NOTES, REFLECT ON  
HOW YOU CAN USE OR  
EXTEND YOUR USE OF  
ADVANCE ORGANIZERS  
AND/OR FREE DISCUSSIONS.

## LEVERAGE FUNDS OF KNOWLEDGE

- FUNDS OF KNOWLEDGE “REFER TO THE HISTORICALLY ACCUMULATED AND CULTURALLY DEVELOPED BODIES OF KNOWLEDGE AND SKILLS ESSENTIAL FOR HOUSEHOLD OR INDIVIDUAL FUNCTIONING AND WELL-BEING.”

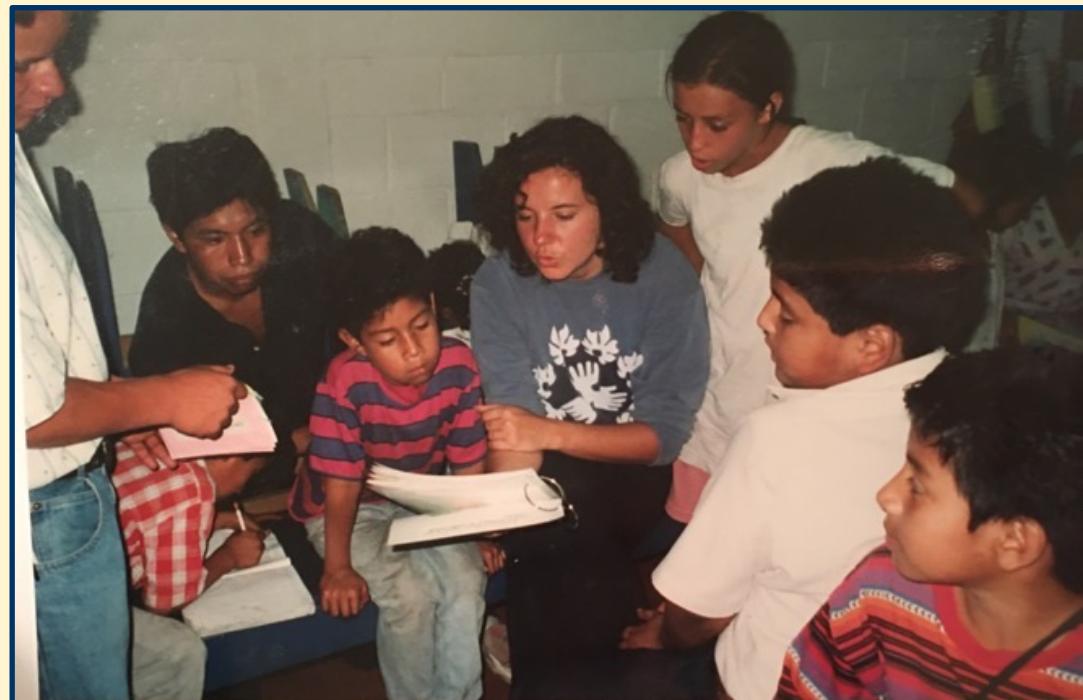
LUIS MOLL, CATHY AMANTI, DEBORAH NEFF, AND NORMA GONZALEZ  
THEORIZING PRACTICES IN HOUSEHOLDS, COMMUNITIES, AND CLASSROOMS (2001)



## LEVERAGE FUNDS OF KNOWLEDGE

- STRENGTH-BASED PERSPECTIVE!
- KNOWLEDGE ASSETS THROUGH AUTHENTIC PERSONAL EXPERIENCES

THE USE OF THE WORD FUND CONNECTS TO THE IDEA OF BACKGROUND KNOWLEDGE AS A FOUNDATION FOR LEARNING. THE WORD FUND WAS DEVELOPED FROM THE FRENCH FOND OR "A BOTTOM, FLOOR, GROUND" TO MEAN "A BOTTOM, FOUNDATION, GROUNDWORK"



## HOW TO LEVERAGE FUNDS OF KNOWLEDGE

- PARTICIPATE IN REGULAR CONVERSATIONS WITH STUDENTS ABOUT WHAT THEY DO AT HOME, THEIR RESPONSIBILITIES, AND THEIR CONTRIBUTIONS TO THE FAMILY.
- OFFER OPPORTUNITIES TO HAVE THE STUDENT BRING IN FAMILY ARTIFACTS TO CONNECT TO LEARNING IN THE CLASSROOM.
- HAVE STUDENTS INTERVIEW FAMILY MEMBERS AS PART OF A SPECIFIC STUDY IN BIOGRAPHY OR A GENERAL WRITING ASSIGNMENT.
- SHARE RESEARCH ON COUNTRIES OF ORIGIN.
- CONNECT CURRICULUM TO STUDENT BACKGROUNDS

(Not just on International Day!)



# HOW TO LEVERAGE FUNDS OF KNOWLEDGE

## Connecting Content to Parents' Backgrounds

Concept	Grade Level	Question and Task
<b>Human Migration</b>	Sixth Grade	What are some reasons for your family's migration to the United States? Describe it to your child and write it down so we can read it in our class.
<b>U.S. Revolutionary War</b>	Seventh Grade	How would you describe a war that happened in the country you or your grandparents came from? Describe it to your child and write it down so we can read it in our class.
<b>Natural Disasters</b>	Ninth Grade	How would you describe a natural disaster that happened in the country you or your grandparents came from? Describe it to your child and write it down so we can read it in class.
<b>Racism</b>	Tenth Grade	Racism is a worldwide problem. How would you improve relations between people? Share your ideas with your child and write them down.
<b>Environment</b>	Eleventh Grade	We hear about environmental problems all over the world. What are the environmental problems of your home country (e.g., landslides, erosion)? Describe them to your child so that he or she can share with the class.

Funds of Knowledge	Home/Community Practices	Classroom Application	Funds of knowledge are concerned with making learning 'real'		
			Funds of Knowledge	Home/Community Practices	Classroom Application
Economics	When Ruby's parents lived in El Salvador the currency was different. They had saved their old money in a small box.	We could use this in math, money in math is very common but using different currencies would bring in their funds of knowledge, especially if we have other cultures in our classroom that we may not know about.	Religion	Ruby's family is Catholic. Throughout the home there were a lot of paintings and portraits of Jesus Christ. They also had gold jewelry with angels and other figures on them. In Ruby's room she had showed me a Rosario she and her mother had wrote down together from the Bible.	For social studies, we could compare Christianity with other prominent religions around the world and research different religions and places of worship in our city. For math, we could compare numbers of practicing members of the different religions around the world.
Geography	There were a lot of maps around their home. I saw a large world map of South and North America. I also saw small maps on key chains of El Salvador. Ruby's mother also brought out a towel that resembled the Salvadorian flag.	This could be used in social studies. We could look at cities in Washington and take it a step farther and move from each continent and have table groups look closer at cities in specific continents or regions.	Language	The home is Spanish dominant but her mother does speak a bit of English and her brothers and sisters speak English fluently. In one photo of her mother and sister it has a heading which says "Mi Familia". Most of the home posters/ writing/ pictures are in Spanish. She did explain to me that the accent or dialect in el Salvador is different than your usual Mexican accent.	For language arts, we could compare different dialects of Spanish and read texts from different regions of Latin America to see how those dialects are represented. I could invite Ruby's mom to talk about El Salvador and her experiences with Spanish in the U.S.
Politics	Ruby's family has Direct TV so they got to watch news that came right out of El Salvador. Her mother and father even recorded the news so they would not miss it when it came on.	We could use this in social studies, young students most likely will not be very interested in the news but they could have an assignment that has them work with their parents to choose a topic or find a story in the news together that is relevant to today's dates.	Cooking	Ruby's mother was cooking while I visited. She was in the process of making platanos con frijoles y cremo. I had never tried this before so I knew it was one of their family's favorite recipes.	I could work on procedural vocabulary by having students work with their parents to write their favorite recipes. This would also apply to math by pointing out quantity words in addition to measurements.
Agriculture	In the back yard Ruby shows me where her father would be planting tomatoes this summer.	We could use this idea to create a classroom garden or talk about plant growth in science.			
Technology	Ruby's home was full of technology. They had a TV in almost every room and they had lots of computers throughout the home as well.	We could use technology during math with online math games. We could also have the students begin typing their own stories on the computers. I do think we should start off with a typing lesson beforehand.  Or we could even find sorting games to introduce the different kinds of technology.			

Taiwan students and cooking!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Funds of Knowledge

Home Language	E.g., Arabic; Spanish; Navajo; Italian
Family Values and Traditions	E.g., holiday celebrations; religious beliefs; work ethic
Caregiving	E.g., swaddling baby; giving baby pacifier; co-sleeping
Friends and Family	E.g., visiting grandma; barbecues; sports outings
Family Outings	E.g., shopping; beach; library; picnic
Household Chores	E.g., sweeping; dusting; doing dishes
Educational Activities	E.g., going to the museum; taking a walk in the neighborhood
Favorite TV Shows	E.g., watching Dora; Sesame Street; Sid the Science Kid
Family Occupations	E.g., fishing; office; construction; policeman
Scientific Knowledge	E.g., recycling; exercising; health
	Additional Funds of Knowledge

González, N., Moll, L., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahwah, NJ: Erlbaum.



LET THAT SIT A MOMENT.

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IN YOUR NOTES, REFLECT ON  
HOW YOU CAN ASSESS YOUR  
STUDENTS' FUNDS OF  
KNOWLEDGE.

## BUILDING BACKGROUND

---

WHAT IF THE TOPIC TO BE LEARNED CANNOT BE LINKED TO PRIOR KNOWLEDGE OR TO FUNDS OF KNOWLEDGE?

YOU CAN'T LINK TO PRIOR EXPERIENCES OR FUNDS OF KNOWLEDGE THAT DON'T EXIST!

**TODAY, WE ARE GOING TO TALK ABOUT PICKLEBALL!**



## BENEFITS OF BUILDING BACKGROUND

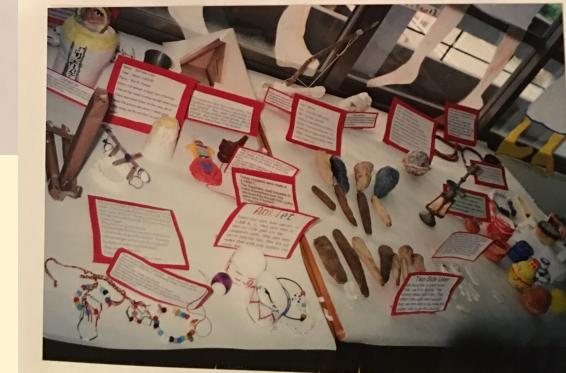
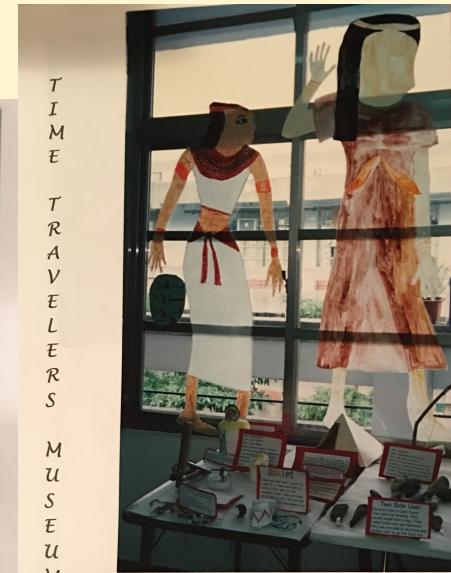
- STUDENTS CAN BUILD UPON THEIR PRIOR KNOWLEDGE ON THE TOPIC
- STUDENTS CAN INCREASE THEIR UNDERSTANDING OF THE TOPIC
- GAPS IN KNOWLEDGE ARE ADDRESSED
- COMPREHENSION IS INCREASED

OPERATIVE WORD:  
“BUILDING” BACKGROUND



# HOW TO AUTHENTICALLY BUILD BACKGROUND

- SHOW A VIDEO CLIP
  - (DON'T FORGET THE NARRATIVE ADVANCE ORGANIZER!)
- VIRTUAL FIELD TRIPS
- PRIMARY DOCUMENTS
- REALIA
- PHOTOS, ILLUSTRATIONS
- KHAN ACADEMY
- ACTUAL FIELD TRIPS!
- SIMULATIONS/PROJECTS
- SPEAKER/PRESENTER
- EXPERIENCES!!!



# BUILDING BACKGROUND - TEXTBOOK SCAVENGER HUNT

1. CHOOSE FIVE WORDS OR TERMS THE GROUP THINKS WILL BE IMPORTANT TO THIS UNIT. (NOTE: DON'T USE THE VOCABULARY WORDS THAT ARE HIGHLIGHTED AT THE BEGINNING OF THE CHAPTER.)
2. CHOOSE ONE PICTURE IN THIS CHAPTER AND TELL WHY YOUR GROUP THINKS THIS PICTURE IS IMPORTANT.
3. CHOOSE ONE GRAPH OR MAP AND PROVIDE A DIFFERENT CAPTION FOR IT.
4. GIVE A SUMMARY OF THE CYCLE ON PAGE X.
5. WRITE THE ITEMS NEEDED FOR THE LAB ON PAGE X. THINK OF TWO MORE ITEMS THAT WOULD BE USEFUL FOR THIS EXPERIMENT.
6. FIND THE ANSWER TO ONE "REVIEW" MATH PROBLEM IN THIS CHAPTER.
7. RECORD SOMETHING IN THIS CHAPTER THAT YOUR GROUP HAS STUDIED IN PREVIOUS YEARS AND DISCUSS WHAT NEW INFORMATION IS PRESENTED.
8. LIST THREE THINGS TO LOOK UP ONLINE THAT WOULD HELP YOUR GROUP BETTER UNDERSTAND THIS CHAPTER.
9. DISCUSS WHICH VISUAL IN THIS CHAPTER IS MOST INTERESTING TO YOUR GROUP. EXPLAIN WHY.
10. DISCUSS WHICH CONCEPT IN THIS CHAPTER YOUR GROUP THINKS MAY BE MOST DIFFICULT TO UNDERSTAND.



LET THAT SIT A MOMENT.

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IN YOUR NOTES, REFLECT ON  
THE DIVERSITY OF WAYS IN  
WHICH YOU BUILD  
BACKGROUND.

## IN THEIR OWN WORDS

- Please use easier words.
- Explain important words with smaller words.
- Please speak slowly and clearly.
- Please write more clearly on the board.
- Don't give difficult words in test questions.
- Repeat what other students say when they say question or give an answer.
- Let us explain things in our own language to people who don't understand something.
- Give me more time to do my work.
- Please tell about tests earlier.
- Please write answers on the board.
- Give us more time to write down things from the board.
- Don't give us paper without explain what to do.
- Don't always write homework on board when light flashes (end of class signal)
- Explain the homework please.
- It is good that some of my teachers allow us to work together.
- When we have a chance to answer a question, make the other students quiet, because it takes a time to transfer thoughts in words.
- Come to ESL students during quiet working to ask how they understood.
- Try to wait if just 2 or 3 people raise their hands for the others.
- I don't like it when my teacher don't tell me how to do work which I never done before.
- Can I speak Japanese in lesson?
- Stand near me when I must answer question.
- Punish the students who make fun of our poor English.
- Don't pick me in lesson because I can't answer.
- Please do respect my questions even if they seem easy.
- Even I answered wrong, don't laugh.
- I don't like it when my teacher pick naughty boy sit beside me.
- I don't like it when my teacher act to me like stupid just because I am ESL student.

# Leverage Academic Vocabulary

**Tiered Vocabulary**

**TIER 1 WORDS:** Basic words that are commonly used in spoken language.

EXAMPLES: run, see, book, school

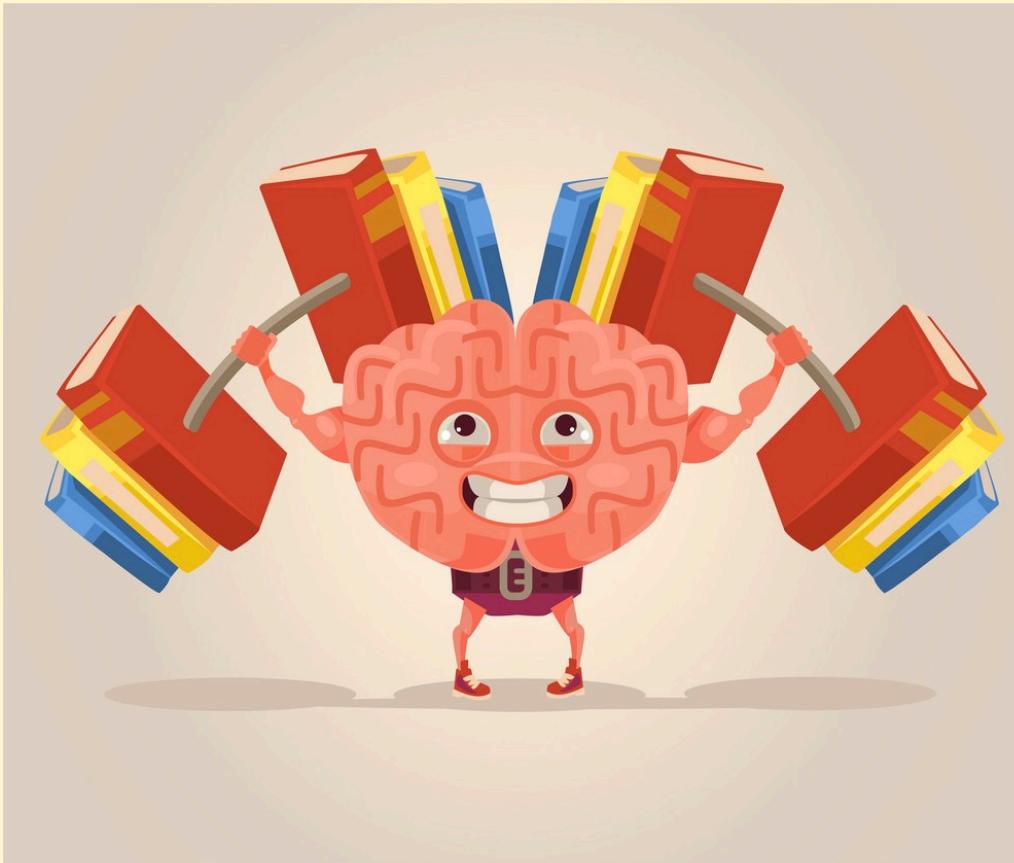
**TIER 2 WORDS:** High-frequency words used by language users across content areas. Because they are not used in spoken language as frequently, Tier 2 words can present challenges to some students when they are used in text.

EXAMPLES: cite, formulate, evaluate

**TIER 3 WORDS:** Words that aren't used frequently, except in specific content areas. These words are necessary for understanding the content presented in academic areas.

EXAMPLES: respiration, pi, amendment, protagonist

LL Cool J by Darren Anne



# Leverage Academic Vocabulary - Key Concepts

## Key Concepts

### Math

Multiplication	Measurement
Estimation	Time
Temperature	Shape
Fraction	Division
Sorting	Addition
Graphing	Infinite/finite

### Language Arts

Plot	Irony
Genre Study	Imagery
Tragedy	Allusion
Comedy	Tone
Metaphor	Paradox
Symbol	Voice

### Science

Evolution	Ecosystem
Life	Disease
Energy	Health
Gravity	Atom structure
Cell Division	Matter
Genetic Code	Light

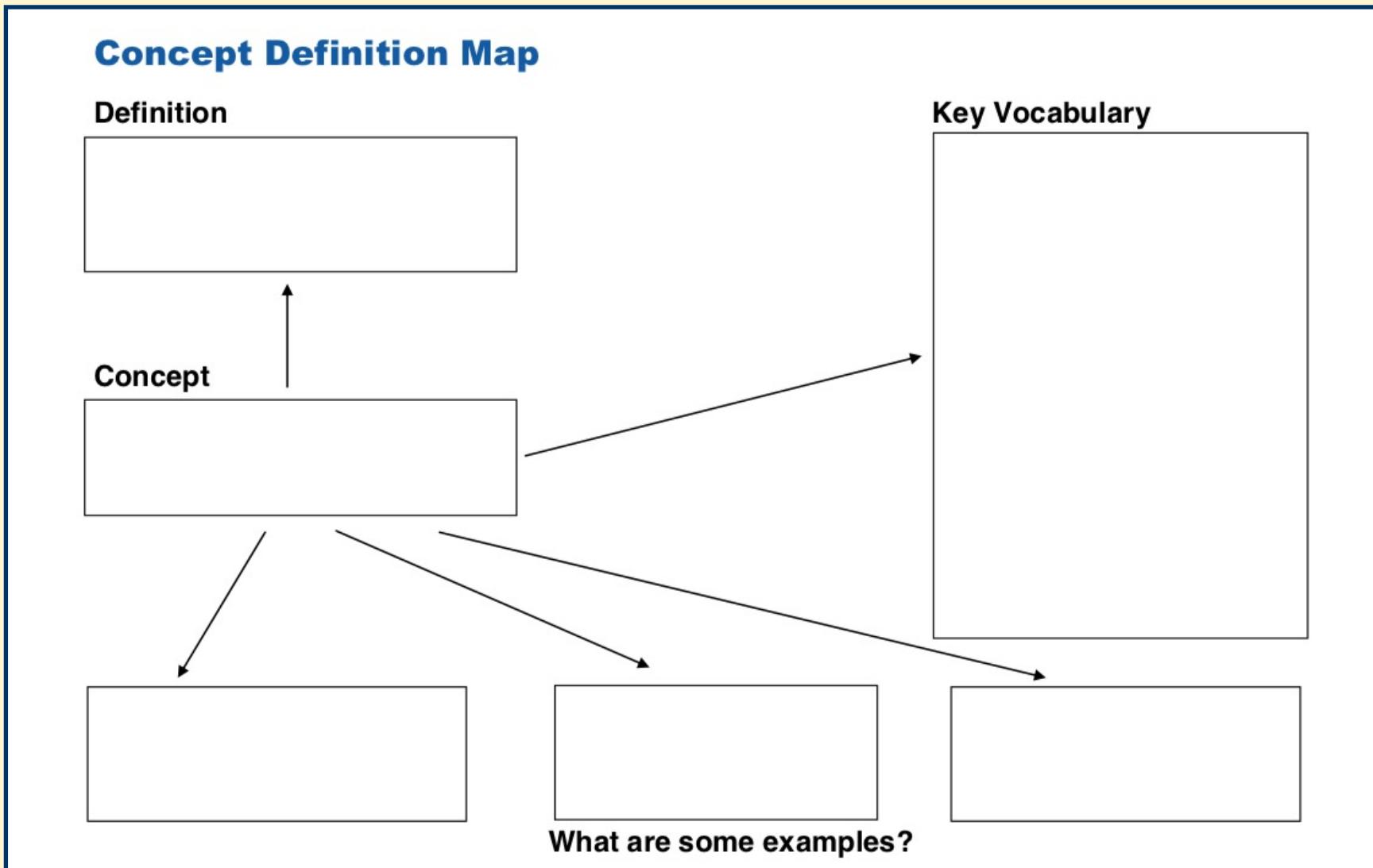
A **concept** is an important idea that contributes to the major themes that characterize a subject area.

### Social Studies

Culture	Revolution
Social Norms	Nationalism
Politics	Class
Democracy	Hegemony
Freedom	Equality
Leadership	

**Key vocabulary** words are lexical items that contribute to our understanding of a concept.

# Leverage Academic Vocabulary - Key Concepts Defined



# Leverage Academic Vocabulary - Key Concepts Defined

## Concept Definition Map

### Definition

The chance that a particular outcome will occur as measured by the ratio of possible outcomes.

### Concept

### Probability

A coin toss

Drawing an ace from a deck of cards.

### Key Vocabulary

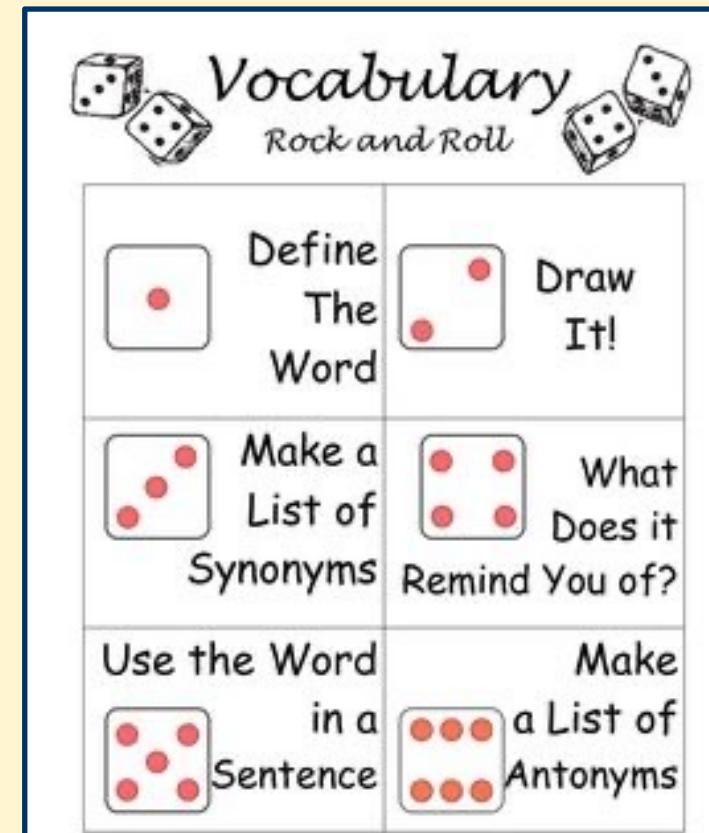
- ▼ data
- ▼ percent
- ▼ likelihood
- ▼ favorable outcome
- ▼ possible outcome
- ▼ chance
- ▼ ratio

Spinning a spinner in a board game.

What are some examples?

## LEVERAGE ACADEMIC VOCABULARY - TEACH ACADEMIC VOCABULARY

- INTENTIONALLY
- CONTEXTUALLY
- ARTICULATELY
- GRAMMATICALLY
- EXPLICITLY

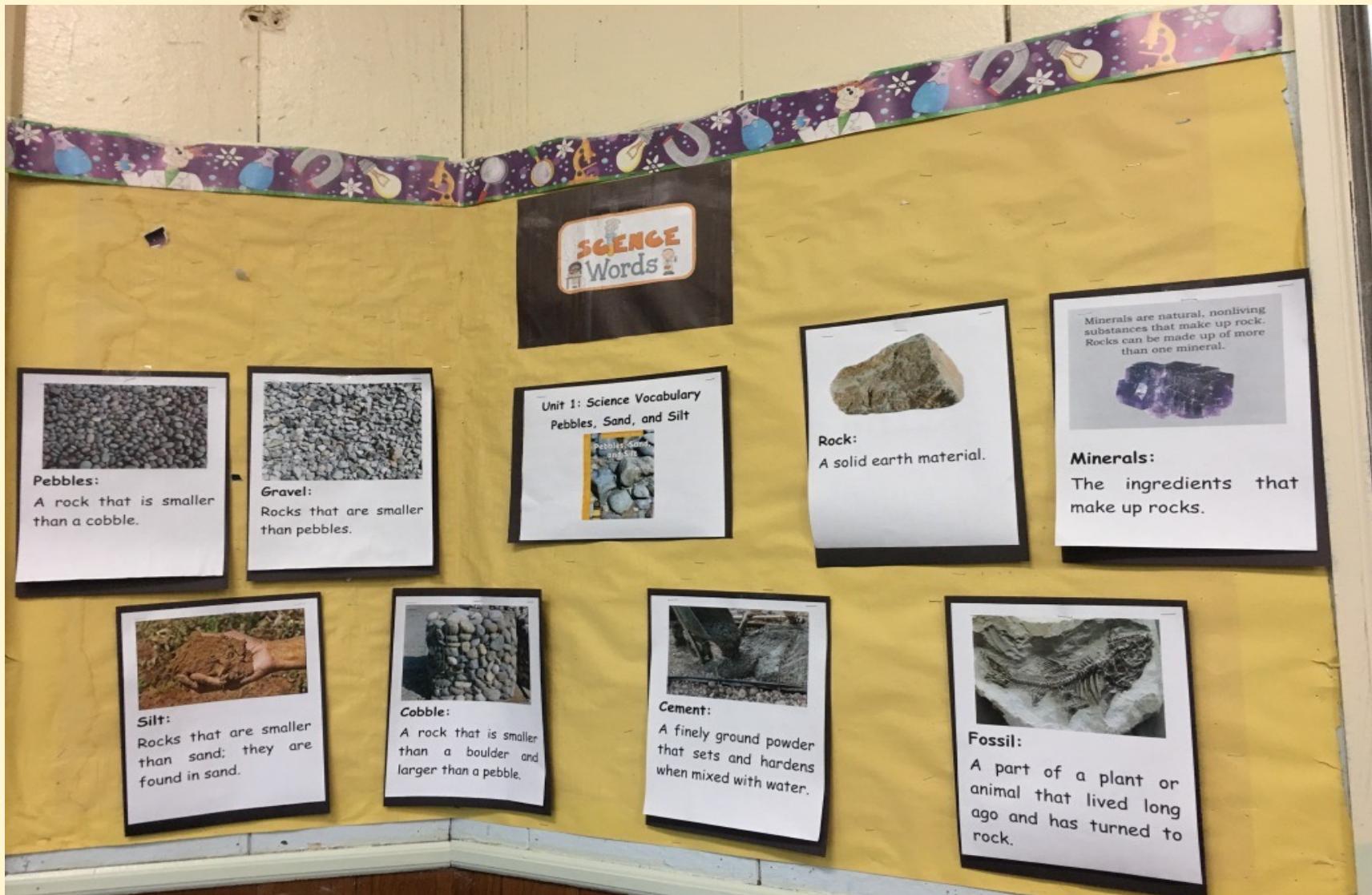


## LEVERAGE ACADEMIC VOCABULARY - TEACH ACADEMIC VOCABULARY

- PRONOUNCE THE WORD CLEARLY AND HAVE STUDENTS REPEAT IT CHORALLY AND THEN TO A PARTNER.
- ADD ACTIONS (TOTAL PHYSICAL RESPONSE)
- NOTE HOMOPHONES (SUM AND SOME) AND SUBJECT-SPECIFIC WORDS (TABLE)
- GRAMMAR MATTERS – (THE SQUARE, TO SQUARE, A SQUARE TILE)
- STUDENT-FRIENDLY DEFINITION RECORDED IN PERSONAL GLOSSARY OR GRAPHIC ORGANIZER
- OPPORTUNITY TO USE WORD IN CONTEXT
- PROVIDE PRACTICE REVIEW TIME
- USE WORD ACROSS ALL FOUR DOMAINS (READING, WRITING, LISTENING, SPEAKING)



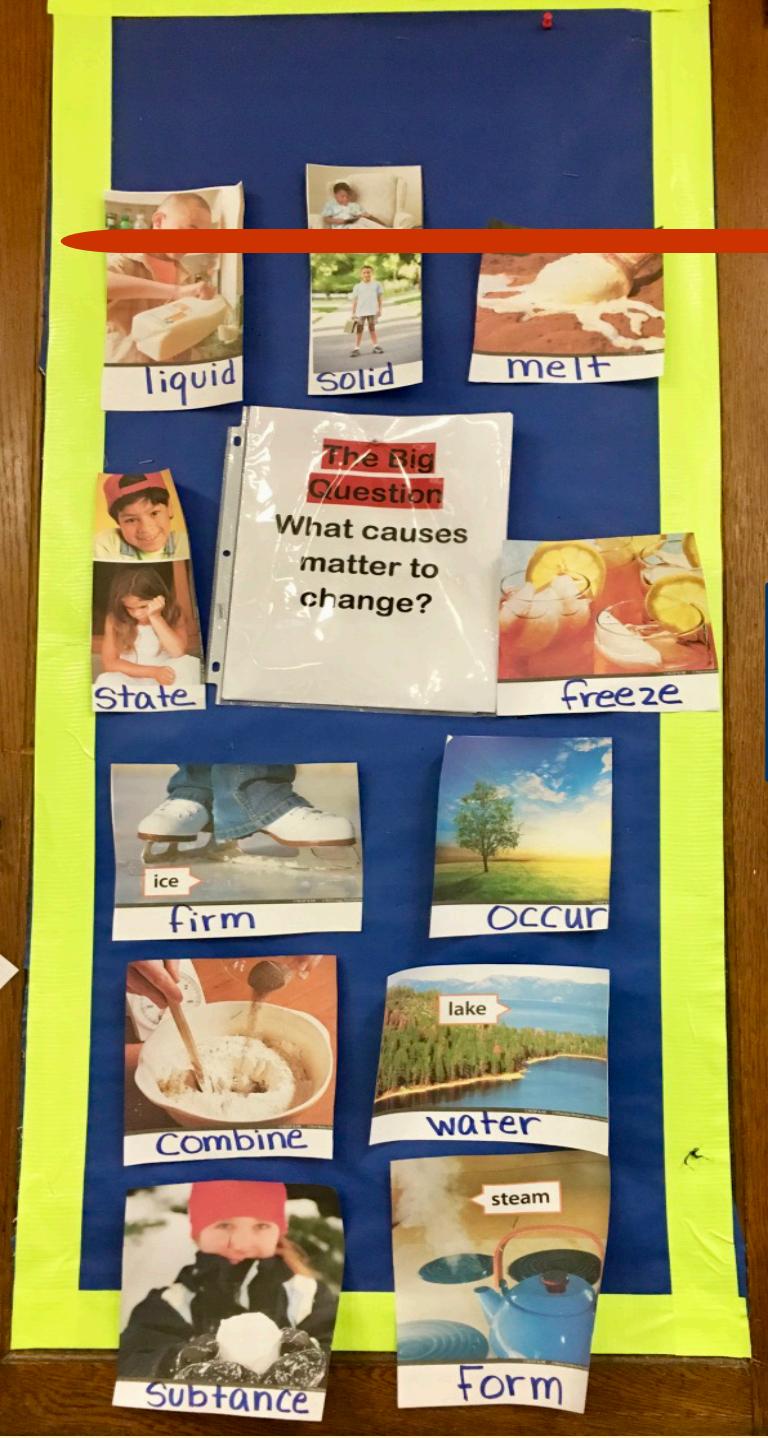
# LEVERAGE ACADEMIC VOCABULARY - SMART WORD WALLS



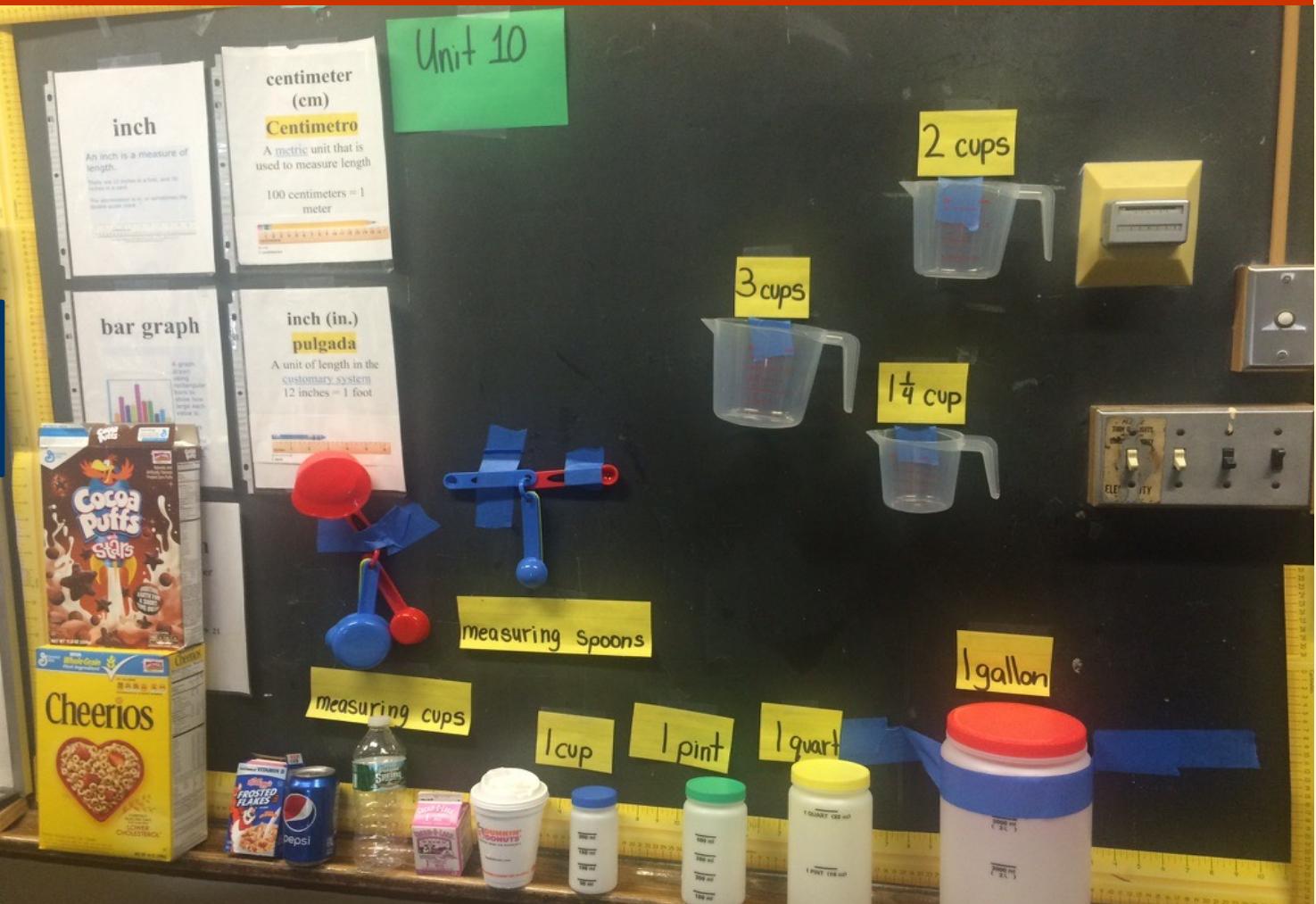
**SPECIFIC**  
**MEANING-FULL**  
**AUTHENTIC**  
**RELEVANT**  
**TARGETED**

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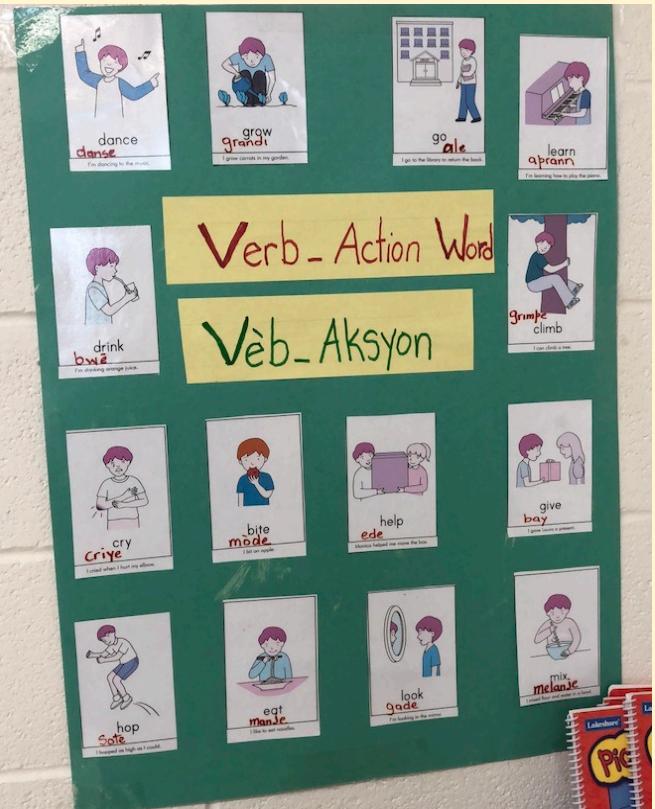
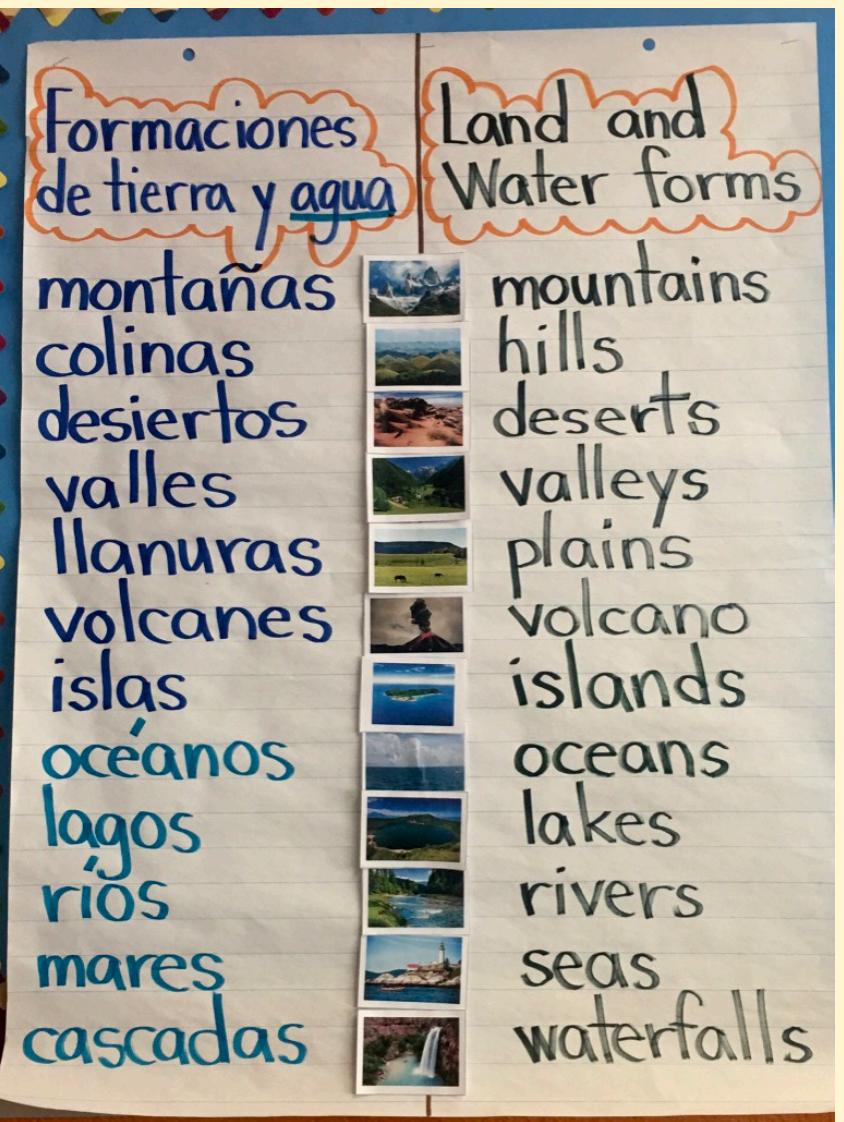
# SMART WORD WALLS



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# SMART WORD WALLS



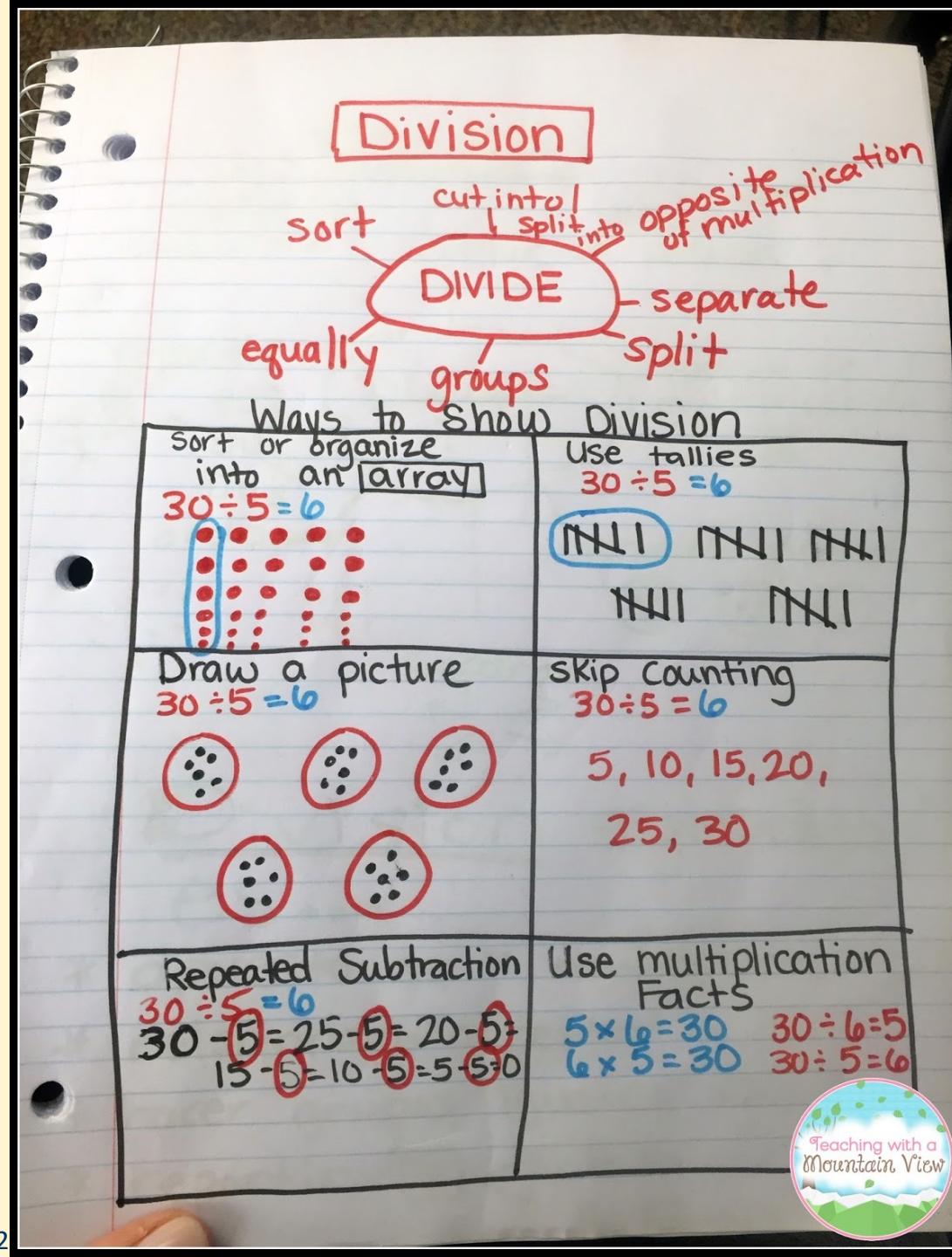
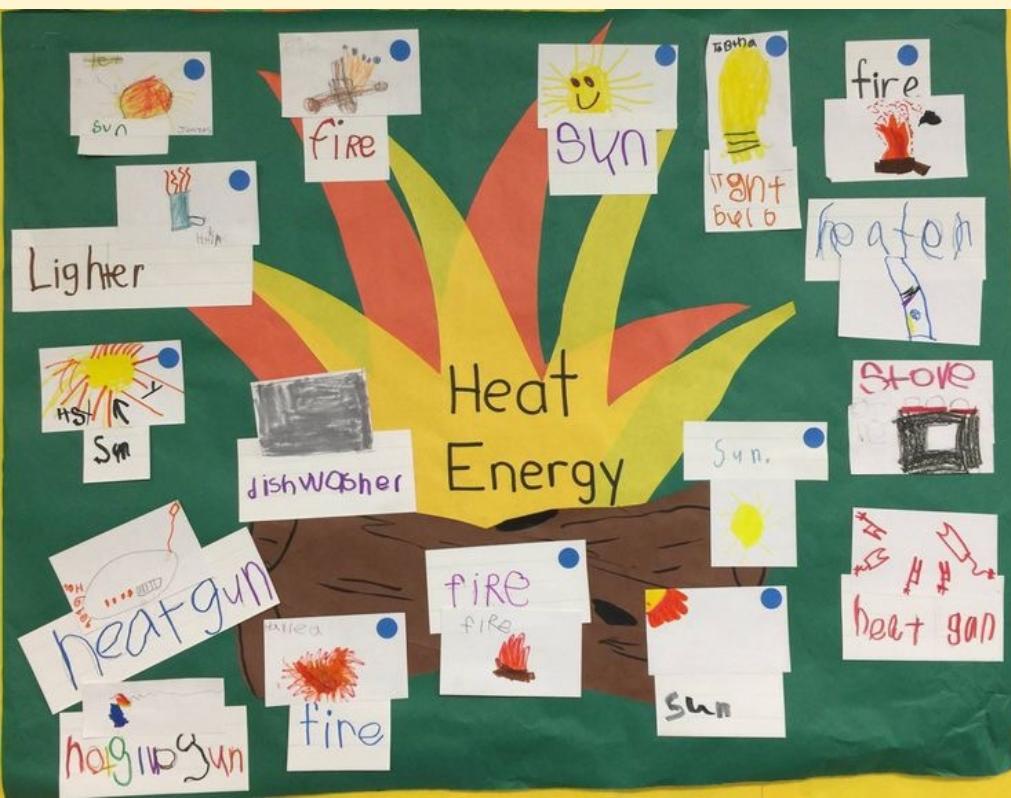
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# SMART Word Walls

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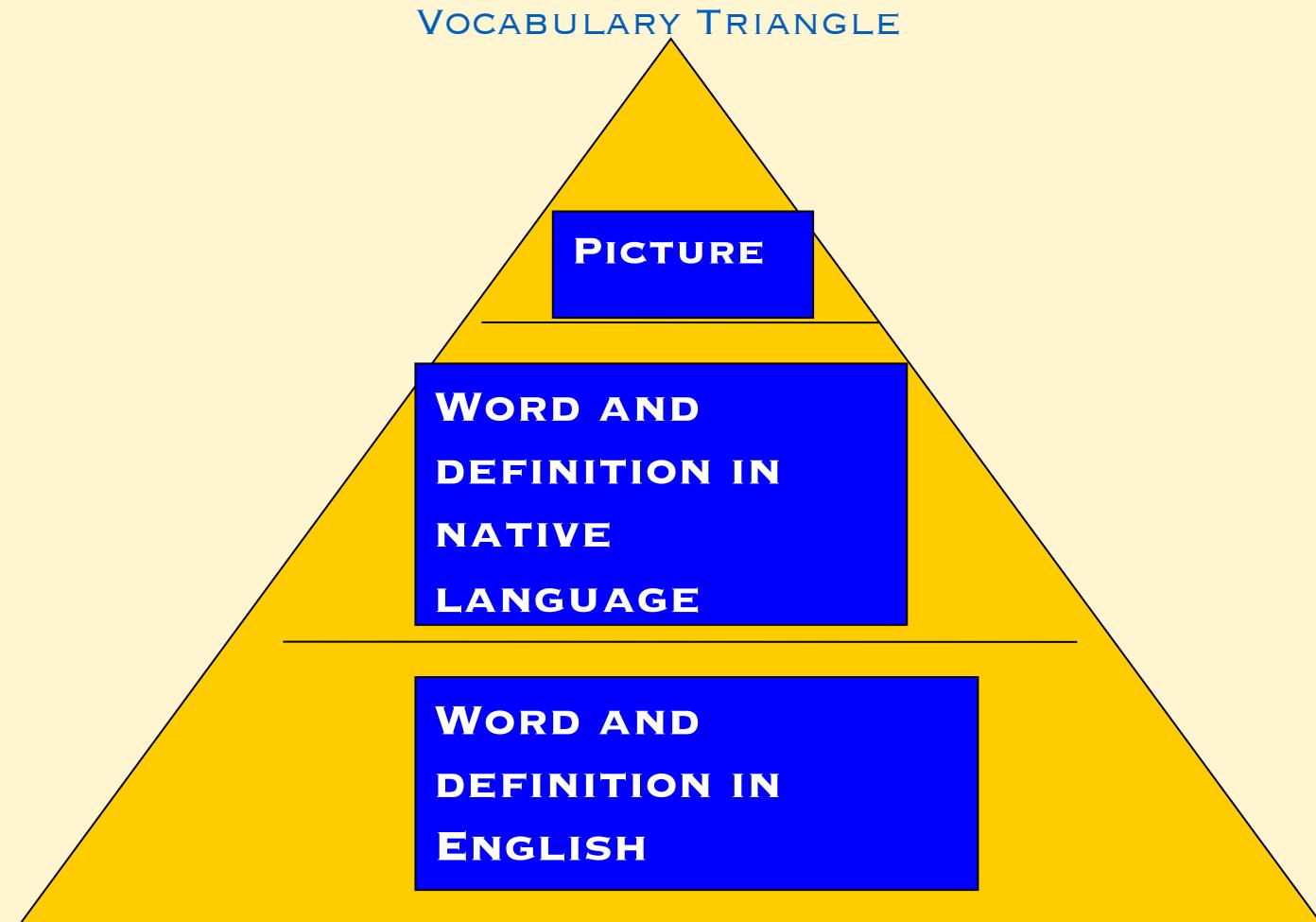
# LEVERAGE ACADEMIC VOCABULARY- VOCABULARY TRIANGLES

**Student Glossary<sup>21</sup>** 

**Directions:** Read each word's definition and sentence. Then complete the sentence by filling in the blanks.

<b>investigate</b>	<p>If you <u>investigate</u> something, you find out as much as possible about it.</p> <p>This police officer is <u>investigating</u> a crime, which is why he is looking at the fingerprints on this mug.</p> <p><b>Your sentence:</b> If I had to write a report, I would <u>investigate</u> _____.</p>	
<b>normal</b>	<p><u>Normal</u> means usual or regular.</p> <p>This thermometer is showing a <u>normal</u> temperature of a healthy person, which equals 98.6 degrees Fahrenheit.</p> <p><b>Your sentence:</b> My <u>normal</u> bedtime is at _____ o'clock.</p>	
<b>interact</b>	<p><u>Interact</u> means to act on one another.</p> <p>If these two liquids are mixed together, they will <u>interact</u> with each other.</p> <p><b>Your sentence:</b> Chocolate powder will <u>interact</u> with hot milk and together they will make _____.</p>	

<sup>21</sup> This was developed by the Center for Research on the Educational Achievement and Teaching of English learners (CREATE) as part of Project QuEST (Quality English and Science Teaching). The project is supported by the U.S. Department of Education, Institute for Education Sciences (IES). However, the content does not necessarily represent the positions or policies of these agencies, and you should not assume endorsement by the Federal Government.



## LEVERAGE ACADEMIC VOCABULARY- LEARN WORD ROOTS

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# Top Twenty Word Roots

1. The top twenty English word roots represent **80%** of the most used academic words.
2. Learning the top twenty roots can improve student reading skills.

# LEVERAGE ACADEMIC VOCABULARY - FRAYER MODEL

## Avoid

To stay away  
from something



## Examples

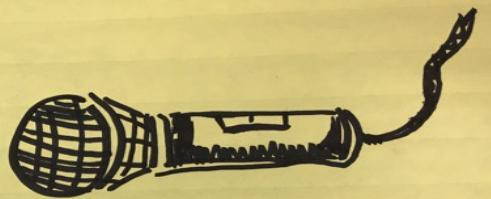
Bullies  
Drugs  
Spoiled milk  
Stinky garbage  
Scary animals

I try to  
avoid  
**dangerous  
situations.**

# LEVERAGE ACADEMIC VOCABULARY - FRAYER MODEL EXAMPLES

## Narrator

-a person who tells a story



## Examples

- Morgan Freeman
- Documentaries
- Comedians

Plays

The play has a narrator who introduces all of the characters.

## Irony

the opposite of what is expected

## Examples

- Firestation on fire
- Police station gets robbed
- Grandma rides a motorcycle
- The song 'Ironic' is not ironic



We found it ironic when the English teacher used the wrong ~~examples~~ example for Irony.

# LEVERAGE ACADEMIC VOCABULARY - FRAYER MODEL EXAMPLES

## PATTERN

repeating lines, shapes,  
colors, objects, etc.



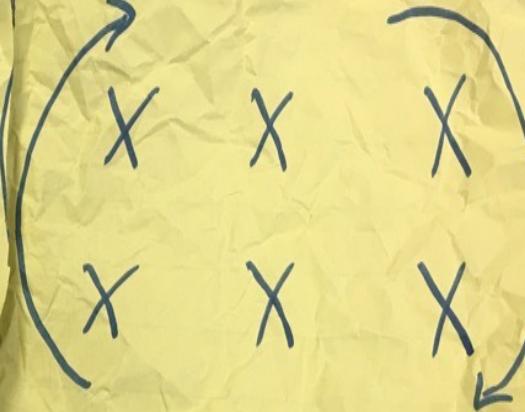
### examples:

Plaid, stripes  
checkerboard,  
animal prints ie:  
leopard

The zebra has a  
black and white  
striped **pattern**.

## Rotate

All players move  
clockwise



## Clock

moon around Earth  
Earth around Sun

Teams rotate  
like the hands  
of a clock

# LEVERAGE ACADEMIC VOCABULARY - FRAYER MODEL EXAMPLES

Analyze  
to examine, inspect, or observe  
very closely.



Examples  
- passage  
- poem  
- short story  
- essay

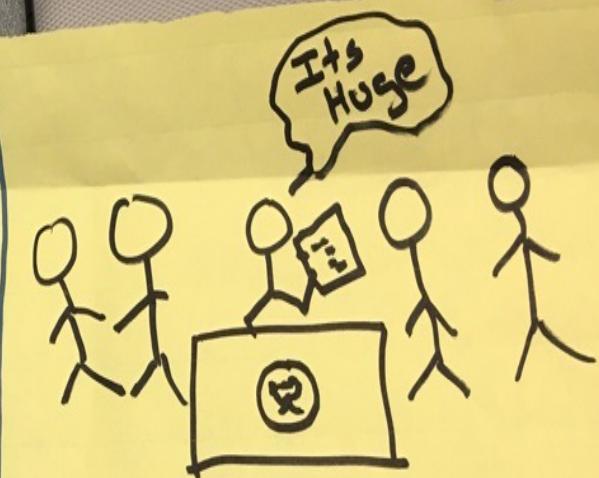
After reading the short story, we will analyze the story elements.

## Executive Order

A rule or order issued by the president to an executive branch of the government and having the force of law.

### Examples

- integration of armed forces
- Emancipation Proclamation
- Mexican/US Wall
- Ban on 7 countries



The president can use Executive Orders to circumvent congress.

# WHY WE SHOULD UP THE BAR ON BACKGROUND KNOWLEDGE

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WHEN WE STRATEGICALLY ACTIVATE, LEVERAGE, BUILD, AND ELEVATE STUDENTS' BACKGROUND KNOWLEDGE:

- STUDENTS SEE THE CRITICAL CONNECTIONS BETWEEN PREVIOUS AND CURRENT LEARNING.
- WE HONOR STUDENTS' PAST CULTURAL EXPERIENCES
- WE ESTABLISH A SET OF CONCEPTUAL "HOOKS" ON WHICH STUDENTS CAN "HANG" NEW LEARNING.
- WE RECEIVE FORMATIVE-ASSESSMENT DATA WE CAN USE THROUGHOUT THE LEARNING EXPERIENCE.
- STUDENTS OWN THEIR ACADEMIC LANGUAGE



**Anyone can look cool,  
but awesome takes practice**

