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Mar 3rd, 10:15 AM - 11:30 AM

### Making Content Sticky: What To Do When Students Don't Get It or Can't Remember It

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# MAKING CONTENT STICKY

*What to Do When Ells  
Don't Get It or Can't Remember It*



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Presented by: Joanne M Billingsley

**BILLINGSLEY**  
★ education ★

## **Dramatically Increase Student Opportunities for Listening, Speaking, Reading & Writing Using Academic Language In ALL Content Areas**

This session will model proven & practical instructional strategies that **support ELLs** and **engage all students in vocabulary and language interactions**.

### **Participants will learn to:**

- **design** interactive lessons that utilize communication, technology, imagery and music to teach new words & content comprehensible
- **implement** card sorts, multimedia trailers, sentence puzzlers, word games, picture pages to boost ELL participation and language development
- **prepare all students** for the complex language required for success on State assessments

# Common Practices

I have not failed – I  
just have not  
discovered the  
*right strategy* for  
the task I am  
working on.





500-2,000 out of 750,000

Students have a mountain  
of new vocabulary words  
to learn each year

Students should add approximately 2,000 to 3,500 distinct words  
yearly to their reading vocabularies

*(Anderson & Nagy, 1992)*

# What Research Has To Say

- There is a *direct link* between vocabulary knowledge and academic success
- Vocabulary gaps are *significant*

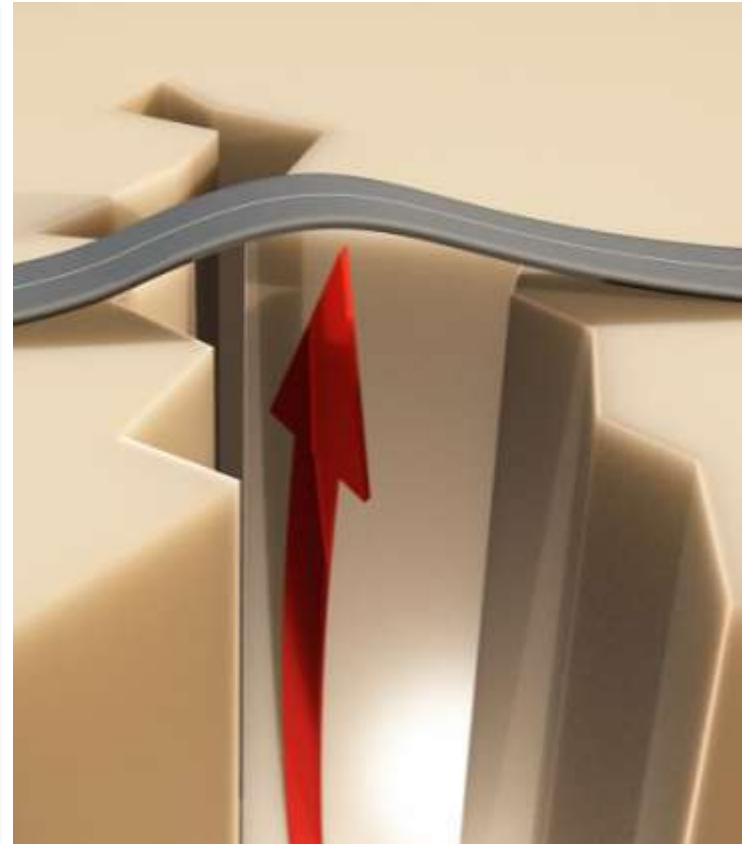


# What Research Has To Say

**Stark gaps** in vocabulary across racial, ethnic groups, as well as income levels.

- **31 point gap** for 4<sup>th</sup> graders
- **28 point gap** for same group of 8<sup>th</sup> graders  
(on a 0-500 scale)

*NAEP (National Assessment of Educational Progress)  
2012*



# Multidimensional and Intentional

Students require explicit, informed, consistent vocabulary instruction. Exposure to new words alone, is NOT sufficient.



5-16% chance of understanding a new word based on context clues.



# Strategies Proven To:

- Accelerate Acquisition of Academic Vocabulary
- Establish a Language-Rich, Interactive Classroom Environment

# Learning New Words - The Royal Point

Children Enter  
Language  
Hands First!



# Tagging Content to Gestures

- Weathering
- Sediment
- Erosion
- Deposition



# Making Words REAL!

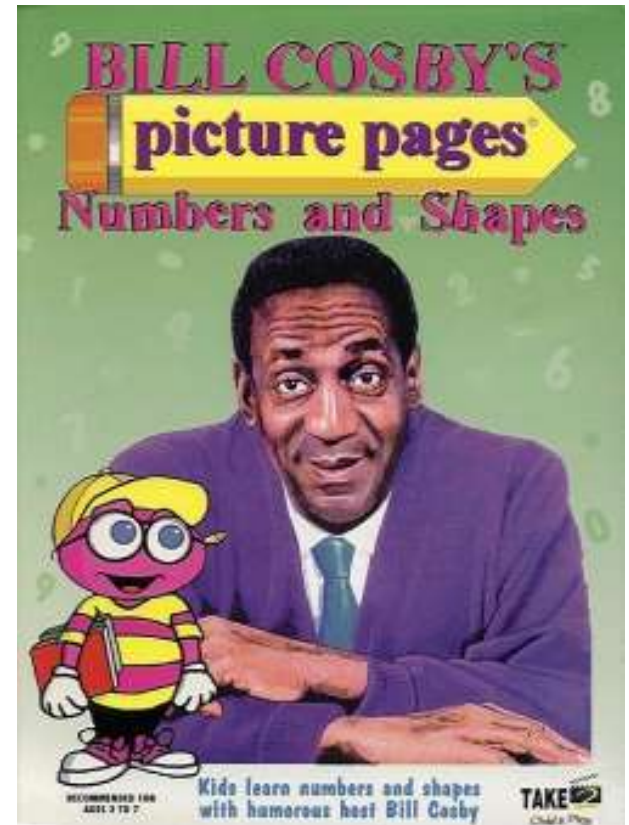
- **Multimedia Methods:**

Go beyond the text to incorporate a visual stimulus.

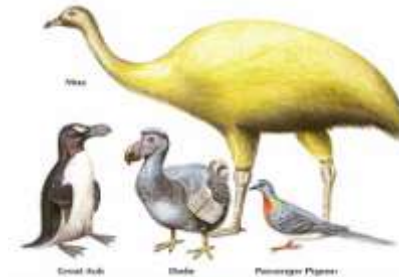
- **Association Methods:**

Encourage learners to draw connections between familiar and unfamiliar words and images.

## Picture Page



# Picture Page – Deeping Understanding, Increasing Retention



1. eyespots
2. mates
3. extinction
4. compete
5. reproduce
6. offspring
7. talons
8. agility
9. predator
10. camouflage
11. patterns
12. mimicry

# Tagging-Words-To-Objects



# Vocabulary in a Bag Investigation

## Step 1:

Carefully remove and examine the objects in the bag.

## Step 2:

List all objects by name on the chart (student handout)

## Step 3:

Remove the vocabulary strips from the plastic bag and read each word out loud.

## Step 4:

Discuss with your station partners how each object might match a particular vocabulary word.

## Step 5:

Complete the chart, explaining the relationship between the objects and the vocabulary words.

**Use the sentence stem:**

\_\_\_\_\_ *might represent the word* \_\_\_\_\_ *because...*



# Numbered Heads-Academic Language

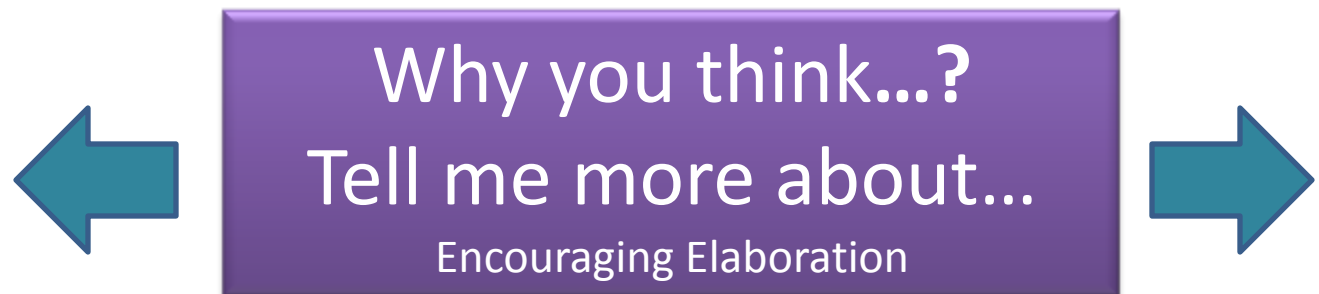


One reason teachers are reluctant to call on ELL students is ...



# Numbered Heads- Academic Language

1. Pose the **question**
2. Post the **stem**
3. Students **gather/share information** (can include a written response)
4. Teacher models a **response**
5. Randomly **select a number**
6. **Assess**



Stretching a responses...encouraging elaboration

# Scaffolded Questions

1. What picture comes to mind when you think about **“animal adaptations”**.

When I think about animal adaptations I picture...

2. What is one example of an animal **adaptation** that would **increase** the **likelihood** of **survival**?

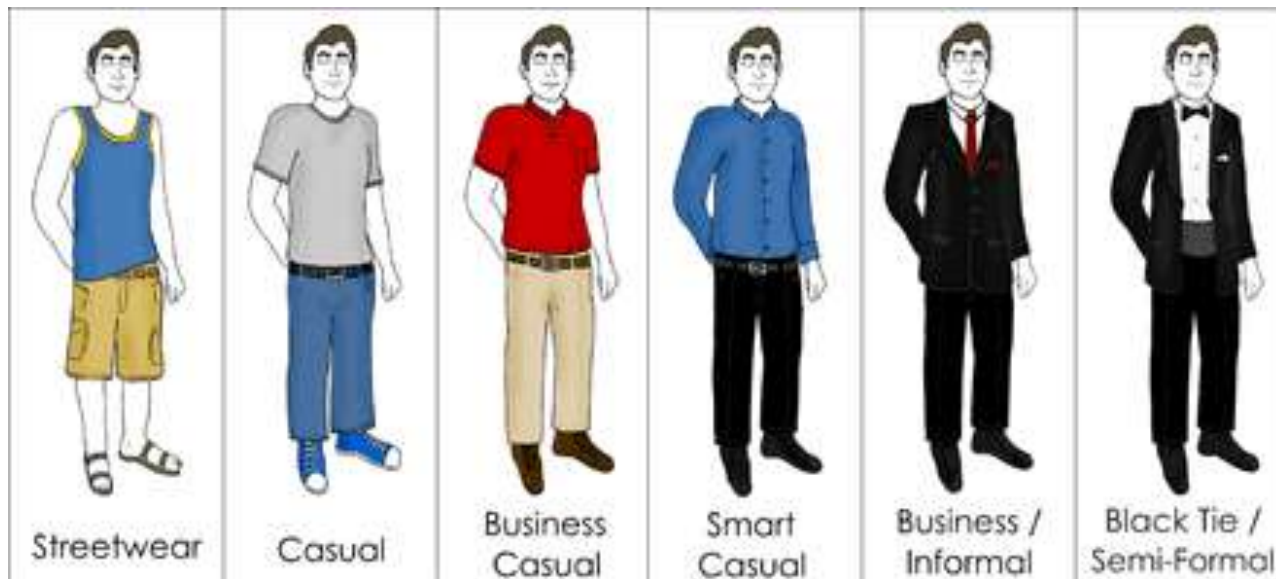
One example of an animal adaptation is... It increases the likelihood of survival by...

3. Do humans have any **unique** adaptations to improve our **survival rate**?

One unique adaptation humans have is...which improves our survive rate by...

# Language Appropriate for the Situation

Just as you have formal and informal clothes, you also have formal and informal language.



# Social Interactions Facilitate Cognitive Function

*“Human brains evolved to link to other brains and depend on **connection** and **communication** to stay alive. **Stimulation**, **challenge** and **being needed** by others tell the brain to be alert, learn new things, and grow. Lack of stimulation, repetitive routines, and isolation tell the brain to direct the body’s energy elsewhere.”*

**Louis Cozolino**

Language allows us to communication & connect with one another.



# What to Look For...

1. Small **learning communities**, where students support each other
2. Structured process guarantees **100% participation**
3. a dramatic increase in **student-to-student opportunities for listening, speaking, reading, and writing**

# What to Look For...

**4. color illustrations**  
to support  
understanding and  
retention of new  
words

**5. structured  
opportunities to  
relate to new words  
and discuss prior  
knowledge/life  
experiences**

# What to Look For...

- 6. **sentence stems** to support speaking and writing in complete sentences
- 7. taking **academic risks** while giving and listening to different points-of-view
- 8. immediate **feedback** followed by an opportunity for **self-correction**
- 9. word games and **extension activities**

# Two Types of Vocabulary

## Receptive (passive) vocabulary

*Words that are generally understood when heard or read*

- *note-cards*
- *graphic organizers*
- *word journal*

## Productive (active) vocabulary

*Words that we use when we speak or write; can be used within an appropriate context*

- *6 Steps to – Making Words REAL*



# The Gift of Academic language

High-quality instructional strategies can dramatically accelerate vocabulary development.





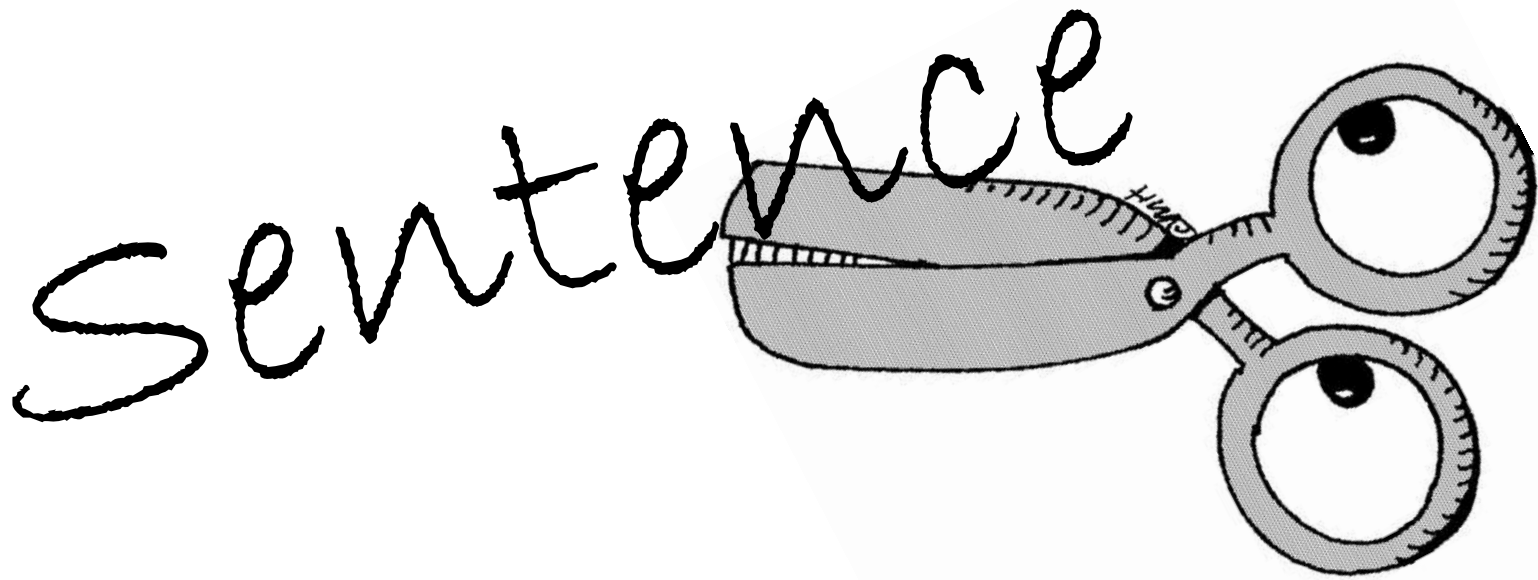
## 6 Steps to *Making Words Real!*

- ✓ Sort it
- ✓ Say it
- ✓ Describe it
- ✓ Read it
- ✓ Check it
- ✓ Expand it

# Sentence Stems for Students

1. If I drew a picture to represent the word \_\_\_\_\_, it would look like...
2. \_\_\_\_\_ is similar to \_\_\_\_\_ because ...
3. The word \_\_\_\_\_ reminds me of ... because...
4. The word \_\_\_\_\_ means... not ...
5. If I were explaining the word \_\_\_\_\_ to a friend, I would say...

# Sentence Puzzlers



**Leading student to text-book talk**

# Sentence Puzzlers

1. coiled strands of
2. visible in the
3. consists of long
4. the **chromosomes**,
5. during cell division.
6. **DNA**, that form
7. **nucleus** of a **cell**
8. genetic material
9. An organism's

An organism's genetic material consists of long coiled strands of **DNA** that form the **chromosomes**, visible in the **nucleus** of a **cell** during cell division.

# Closing Thoughts



- Gesturing
- Picture pages
- Tagging words to objects
- numbered-heads
- Vocabulary Magic™ – 6 steps
- sentence puzzlers
- models

# Website & Contact Information

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