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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

Presented by: Joanne M Billingsley
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 boast ELL participation and language development
• **prepare all students** for the complex language required for success on State assessments
I have not failed – I just have not discovered the right strategy for the task I am working on.
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
Stark gaps in vocabulary across racial, ethnic groups, as well as income levels.

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

NAEP (National Assessment of Educational Progress) 2012
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
• **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.
Tagging-Words-To-Objects

Vocabulary in a Bag
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...

I Value Your Input...Your Opinions Matter
The expectation is...everyone will participate
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**

**Numbered Heads- Academic Language**

- **Why you think...?**
- **Tell me more about...**
  - Encouraging Elaboration

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

Sentence

Leading student to text-book talk
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
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