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Stand Up, Sit Down

Stand up if you agree, sit down if you disagree

**I attended the last workshop on 5/13
about multi-competence and storybooks
with Dr. Agnes Tang.**

Stand Up, Sit Down

Stand up if you agree, sit down if you disagree

**I have a pretty good idea of what most
my students like and dislike.**

Stand Up, Sit Down

Most my students can recognize and write some letters on their own.

Stand Up, Sit Down

**Most my students can recall the whole
alphabet and letter sounds on their
own.**

Stand Up, Sit Down

**Most my students can write their
own names.**

Stand Up, Sit Down

**I have read a storybook at school
this year.**

Stand Up, Sit Down

I have read a storybook this week.

Stand Up, Sit Down

**I hope to read another storybook by
the end of the year.**

Agenda

- Review reading strategies and benefits of storytelling
- Define and discuss multi-literacy
- Model how to connect storybooks, activities, and the English curriculum
- Troubleshoot challenges of implementing read-alouds
- Share storybook ideas and resources





Why is reading important?

Take three cards
Write one idea per card
Do not write your name

Why is reading important?

1. In your group, lay out all your cards so everyone can see.
2. Read all the cards out loud.
 - If there are duplicates, just leave one and take the rest out.
3. Decide on 3 to 5 meaningful categories for your group's collection of cards.
4. Sort your cards into these categories.

A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth
	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.

B Interactive Communication	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.

C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.
	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.
	C3 Cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.

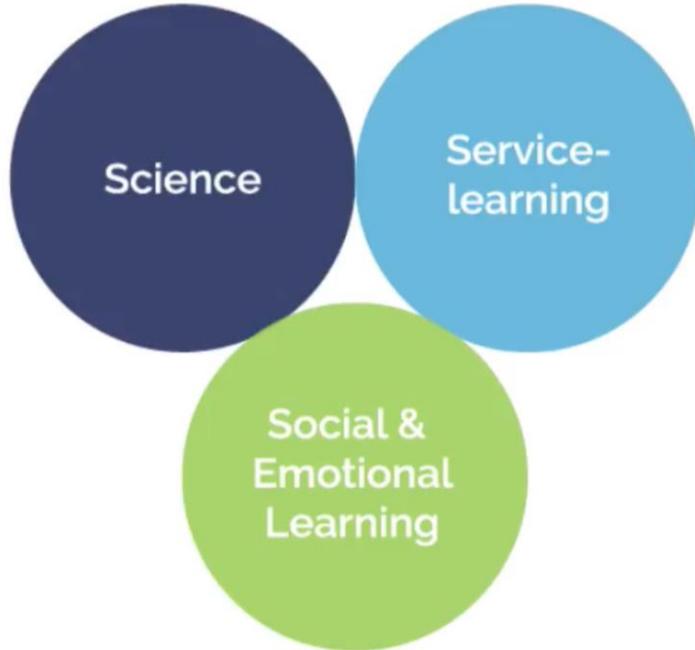
What is Multi-Literacy?

- We must prepare children for the literacy challenges of our globalized, networked, culturally diverse world.
- Increasingly, knowledge comes in many forms (e.g., print, images, audio, video, etc.)
- How can children share their knowledge in multimodal ways?
- How can we harness local diversity and global connectedness to teach cultural and linguistic diversity?

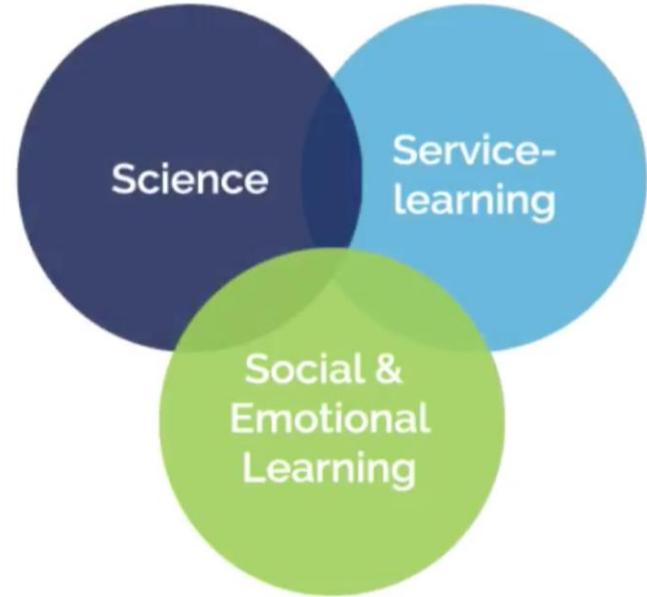


*Preparing elementary school teachers
to integrate collaborative skills and
science content into a service-
learning project*

Typical Teaching & Learning



Connect Science Teaching & Learning



STEP 3

3.6 ENERGY & RESOURCE RAFT

Lesson Summary

Students will be able to use precise language and scientific vocabulary related to energy to inform others about energy use and conservation. They will complete a RAFT task to demonstrate their understanding of the concepts, using facts and details to support their claims. We use a task often used in Differentiated Instruction called a RAFT, an acronym that corresponds to the choices that students make about their Role, Audience, Format, Topic in doing the assignment.

Approx. total time: two 45-minute blocks (this lesson can be completed during ELA/writing time)

This lesson is part of a Connect Science unit. For information about other Connect Science lessons and professional development opportunities, visit connectscience.org



Standards

NGSS Disciplinary Core Ideas

ESS3.A: Natural Resources

Energy and fuels that humans use are derived from natural sources. Some resources are renewable over time, and others are not.

PS3.B: Conservation of Energy and Energy Transfer

Energy is present whenever there are moving objects, sound, light, or heat. Energy can also be

ROLE	AUDIENCE	FORMAT	TOPIC
Cartoonist 	Everyday citizens	Cartoon	Plan out a message you would like to share about renewable and nonrenewable resources. Make a cartoon with characters that share your message.
Student 	Principal or Business Owner	Letter	Think about one thing a school or a business could do that would help save money on their monthly electricity bill. Write a letter to a principal or business owner telling him or her what needs to be done, and how it will reduce electricity use in the building. Also, tell him/her why it's important to use less electricity.
Energy conservation specialist 	Everyday citizens	Radio ad or poster	Think about different ways that people use electricity in their daily lives. Choose one activity that uses a lot of electricity to focus on. Write an ad (for a radio or on a poster) that tells people about something they can do to reduce their use of electricity. Make sure to explain WHY they should use less electricity. Help them understand how using less electricity helps the environment and saves money.
Writer 	Television or internet audience	Commercial	You have been asked by an energy company to convince others about why their energy source is best for your community. Choose an energy source that you'd like to "sell," and write a television commercial that invites others about your energy

Turn and Talk

What challenges are there in implementing a curriculum like this?

Challenges

- **I'm worried about the level of my students.**
- My students are shy about speaking.
- This will take too much time.

What will challenge my students the most in this text?

What supports can I provide?

What to say instead of I Don't Know

THE REASON

I didn't hear the question.

I don't understand the question.

I can't answer quickly enough.

I don't like talking in front of people.

I'm stuck on part of it.

A term in the question is confusing.

I have a language barrier.

I'm not sure if my answer is right.

I really don't know.

I'm afraid to be wrong.

HOW TO PHRASE IT

Can you repeat the question, please?

I'm not sure what you're asking; can you rephrase the question, please?

Can I have more time to think about it?

May I share with a small group?

I know XYZ, what has me stuck is...

What does the word _____ mean?

May I hear the question in my native language?

I'm only 60% sure... (quantify your answer)

Can I consult with someone, please?

Right now I'm thinking...

Based on the little bit I know currently...

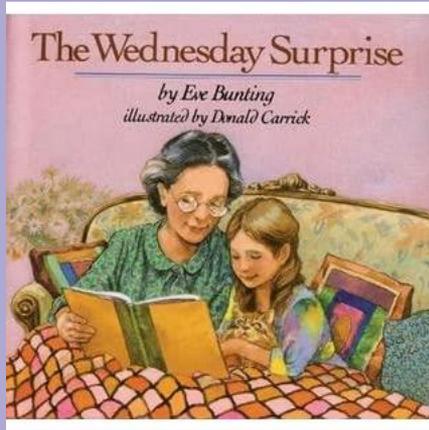
I might change my mind later, but here's where I am now...

I'm still thinking this through...

Reading Comprehension

Success depends on three criteria:

1. The commitment instructors make to arm themselves with a set of strategies
2. How well instructors can model their own strategic thinking while reading



Think-A-Louds

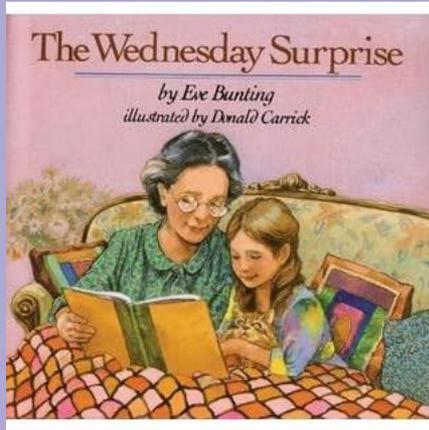
As you watch the video...

Write down three takeaways, quotes, or questions. (One idea per card)

Please write clearly!



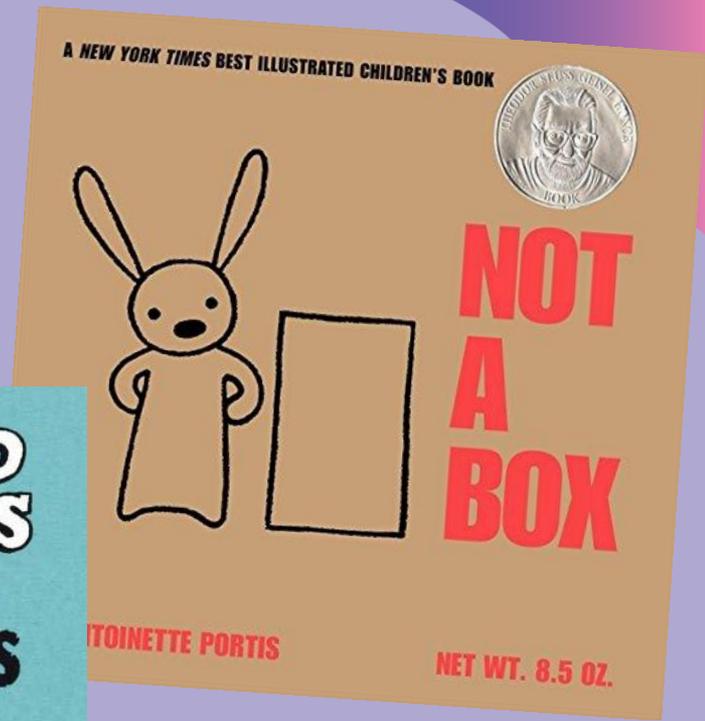
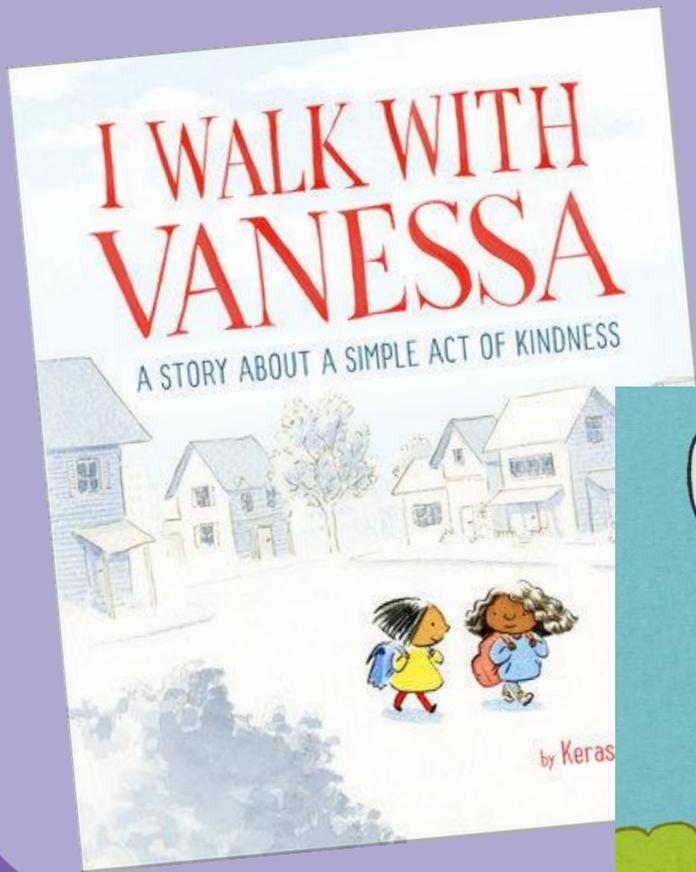
Teaching Channel



Think-A-Louds

1. Find a partner.
2. Give them one of your cards and explain one idea you wrote.
3. Each person should give a card and receive a card.
4. When time's up, switch partners.





Reading Comprehension

Success depends on three criteria:

1. The commitment instructors make to arm themselves with a set of strategies
2. How well instructors can model their own strategic thinking while reading (a.k.a. think-a-louds)
3. How well instructors can convince their students that such strategies are useful in improving reading comprehension

(Chibrorowski, 1999)

Reading Comprehension Strategies

- Predicting with prior knowledge
- Visualizing characters and events
- Inferencing
- Questioning and Clarifying
- Connecting with other perspectives
- Summarizing
- Synthesizing and identifying author's purpose
- Evaluating story elements
 - Text to self
 - Text to text
 - Text to world

Be an Active Reader



PREDICT

Use clues to think about what will happen.

- *I think/predict _____ because _____.*

QUESTION

What questions come up about the text, character, plot, detail, or action?

- *Who, what, when, where, how, or why did the character...*

CLARIFY

Clear up any confusion or reaffirm what is already known.

- *I think the passage means...*

INFER

Use clues from the text and what is known to figure out what the text means.

- *Because _____ I think that...*

SUMMARIZE

Explain what the text is mainly about.

- *In my words, this is about...*

COMPARE

Identify similarities seen in the text between characters or situations.

- *I see how _____ is similar to _____ because _____.*

CONNECT

Make connections in the text by explaining how one can relate, or how the text relates to something else.

- *I can relate to this because...*
- *This reminds me of...*
- *This is similar to ...because...*

VISUALIZE

Pause to imagine what the setting or action must be like.

- *When I was reading, I pictured...*

EVALUATE

Form an idea or judgement about the text.

- *This is good/bad because...*
- *I would have done _____ differently because...*
- *I liked/didn't like the way the writer...*

SYNTHESIZE

Put the pieces together to see them in a new way.

- *All these details lead me to believe...*
- *Based on _____, the author wants me to think...*

Reading Comprehension Strategies

- Predicting with prior knowledge
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Challenges

- I'm worried about the level of my students.
- **My students are shy about speaking.**
- This will take too much time.

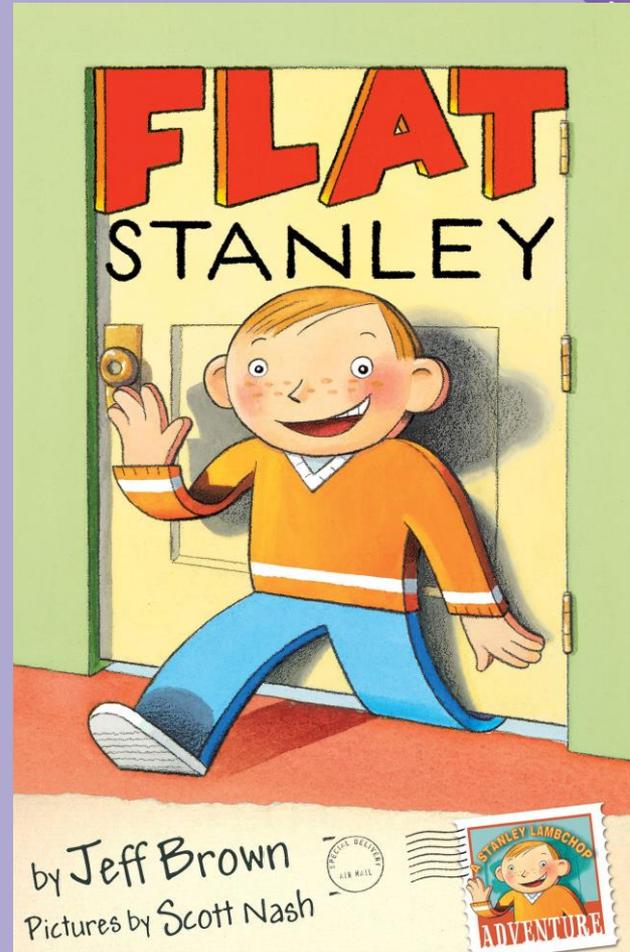
**How will this text help my students
build knowledge about the world?**

Positive, Safe Learning Environments

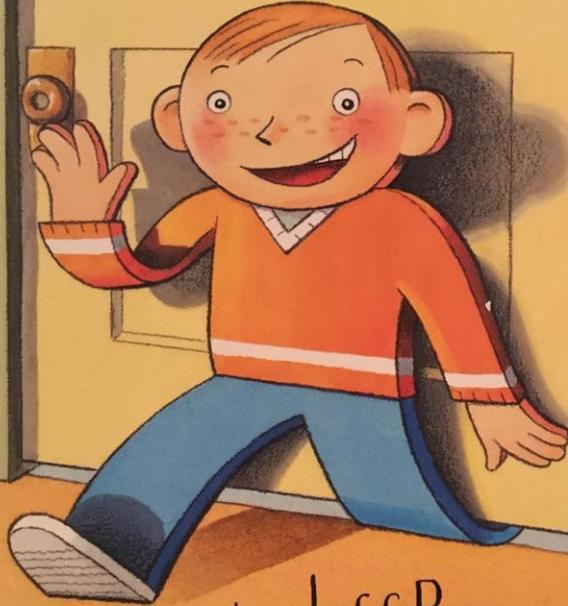
Lowering the affective filter can be done by:

1. Tap into their prior knowledge
2. Allow time for classmates to get to know each other (e.g., voting, turn and talk, movement, etc.)
3. Make connections to their daily lives

(Arnold, 2000)



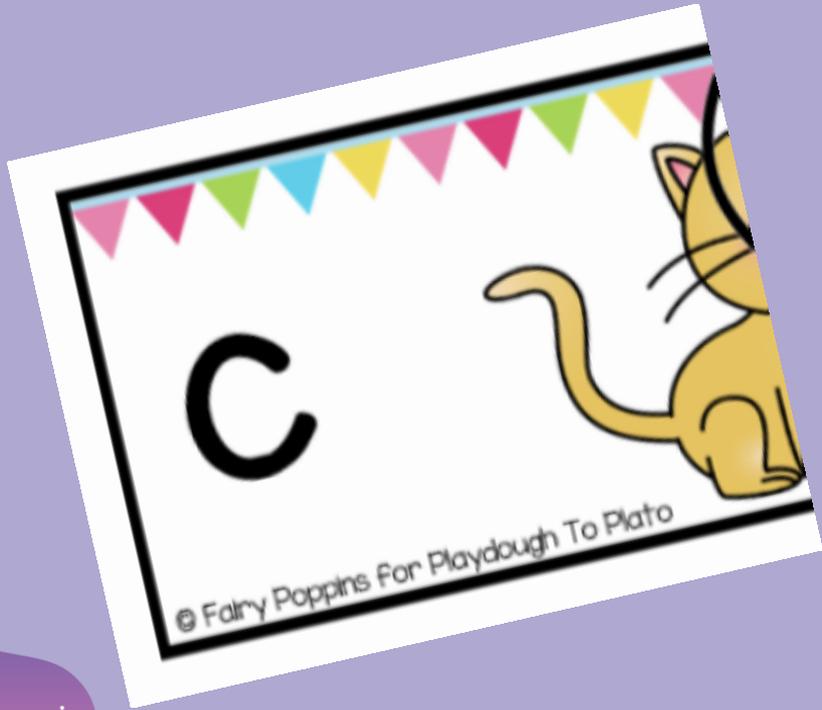
STANLEY

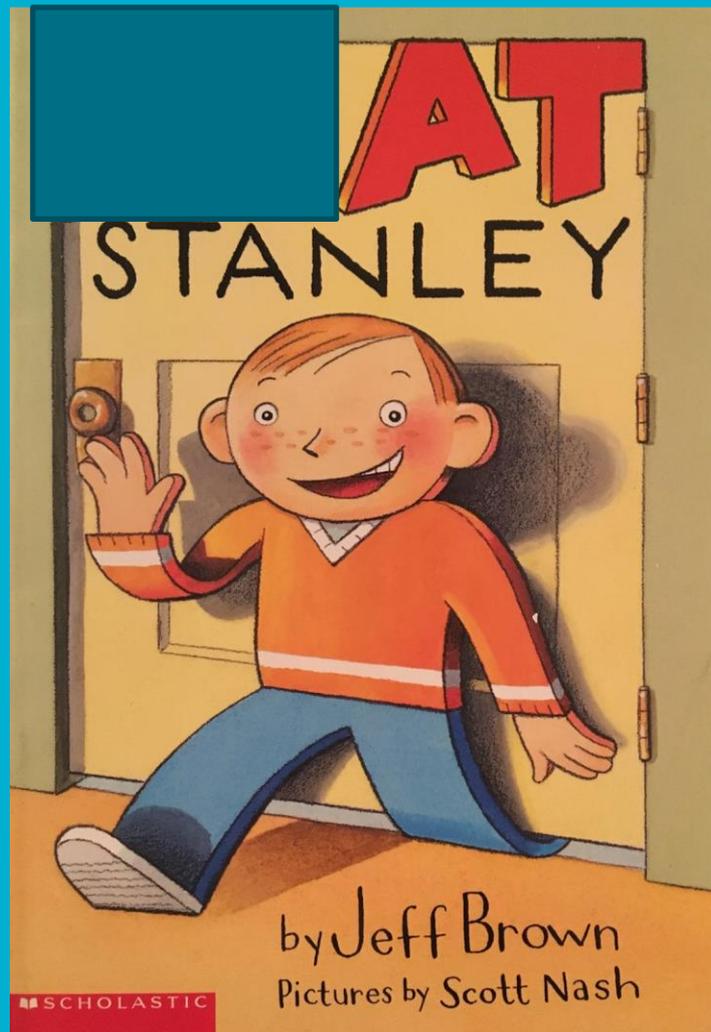


by Jeff Brown
Pictures by Scott Nash

SCHOLASTIC

Find your match

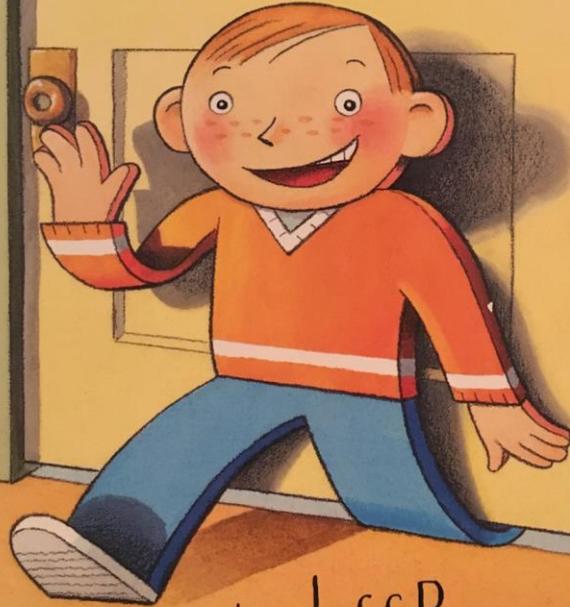




SCHOLASTIC

by Jeff Brown
Pictures by Scott Nash

FLAT STANLEY



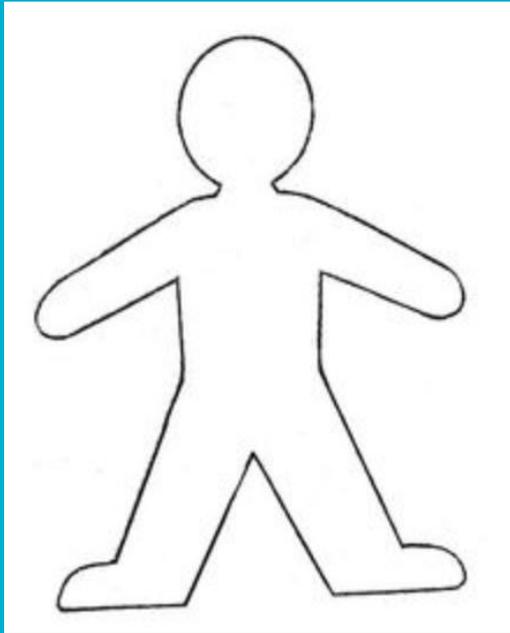
by Jeff Brown
Pictures by Scott Nash

SCHOLASTIC



My name is
Stanley.





GREETINGS

from

Melissa & Doug

TO:







See what
makes us
different



Ribaldo



Oleg



Kei



Romeo



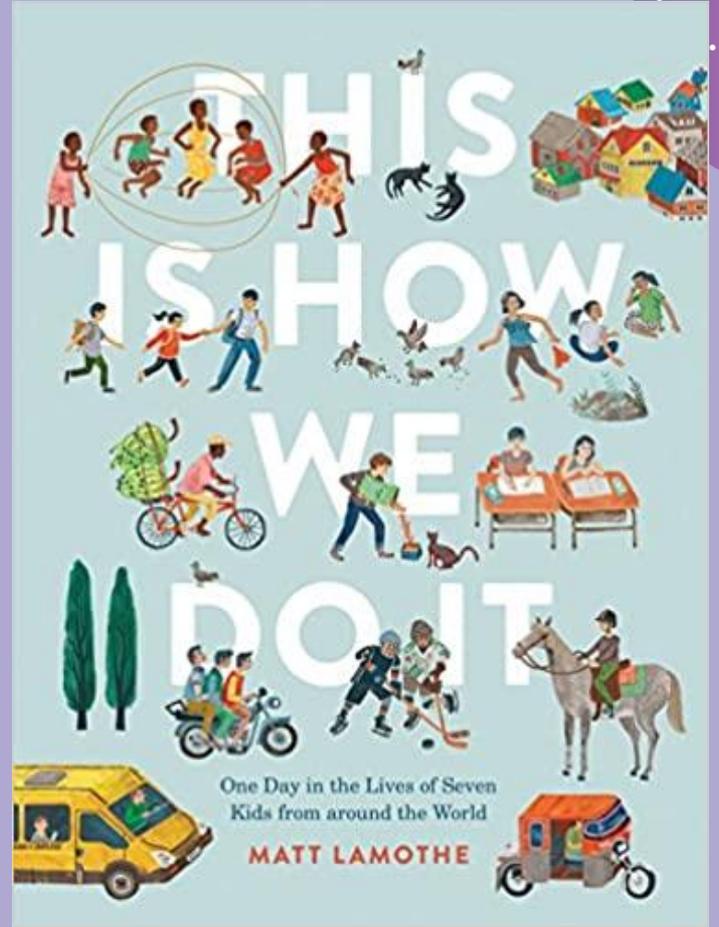
Daphine



Kian



Ananya



Where is _____ from?

X Sorry, I don't know.

✓ He's / She's from

_____.



Where is _____ from?
✗ Sorry, I don't know.
✓ He's / She's from _____.



Where is _____ from?
✗ Sorry, I don't know.
✓ He's / She's from _____.



1. Where is Matt from? He's from the U.S.A.
2. Where is Ribaldo from? He's from _____.
3. Where is Romeo from? He's from _____.
4. Where is Daphine from? She's from _____.
5. Where is Oleg from? She's from _____.
6. Where is Kian from? He's from _____.
7. Where is Ananya from? She's from _____.
8. Where is Kei from? She's from _____.

<https://www.youtube.com/watch?v=4Lm0o3XGKIY>



1. Where is Matt from? He's from the U.S.A.
2. Where is Ribaldo from? He's from Peru.
3. Where is Romeo from? He's from Italy.
4. Where is Daphine from? She's from Uganda.
5. Where is Oleg from? She's from Russia.
6. Where is Kian from? He's from Iran.
7. Where is Ananya from? She's from India.
8. Where is Kei from? She's from Japan.

<https://www.youtube.com/watch?v=4Lm0o3XGKIY>



How do you
spell your name?

Do you have a nickname?



How do you
help out?

How old are you?

When is your birthday?

Draw your
portrait.



What's your
favorite food?

What about your least favorite?

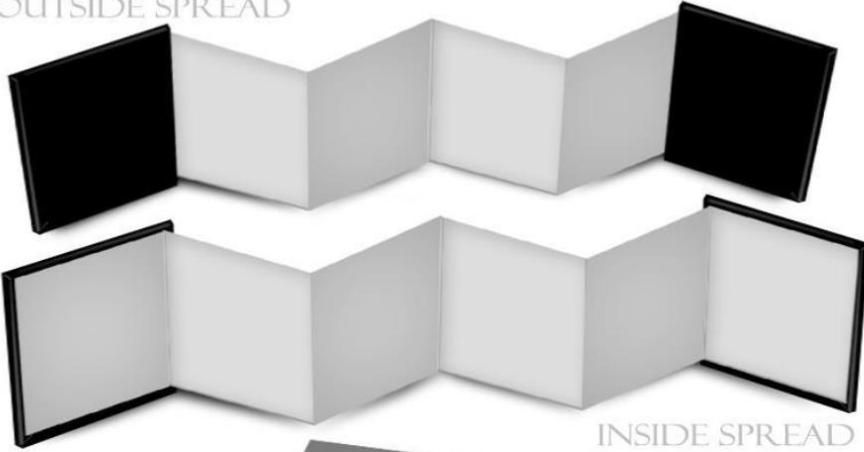
What are some of
your hobbies?

What's your favorite
subject in school?

Who do you
live with?

Do you have any pets?

OUTSIDE SPREAD



INSIDE SPREAD



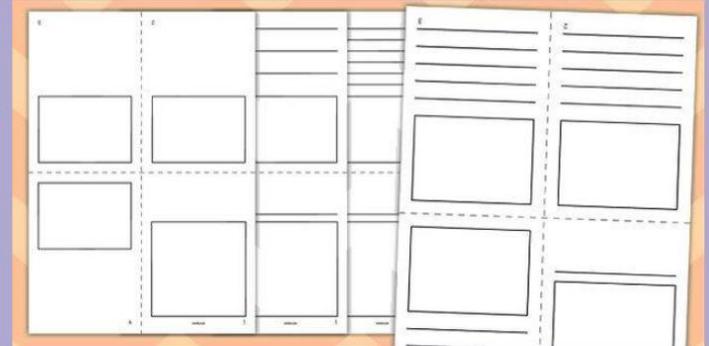
BACK COVER

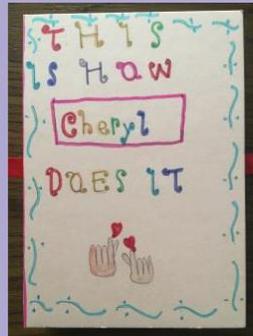
FRONT COVER

FOLD-A-BOOK Instructions

1. A flat sheet of paper with vertical fold lines and numbers 1 through 5. A pair of scissors is shown cutting along a dashed line.
2. The paper is folded along the lines, with numbers 2, 3, and 4 visible.
3. The paper is folded further, with numbers 4 and 5 visible.
4. The paper is folded into a book shape, with numbers 6 and 7 visible.
5. The final folded book shape, with numbers 6 and 8 visible.

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Questionnaires for Stella's friends-1

我想採訪Tiffany老師

* Required

1.What's your name? *

Your answer

2.How old are you? *

Your answer

3.What time do you get up? *

Time

__ : __ AM ▾

4.Do you like apple? *

Challenges

- I'm worried about the level of my students.
- My students are shy about speaking.
- **This will take too much time.**

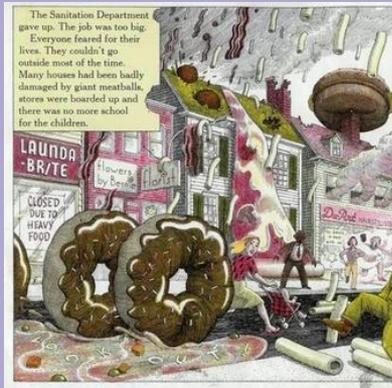
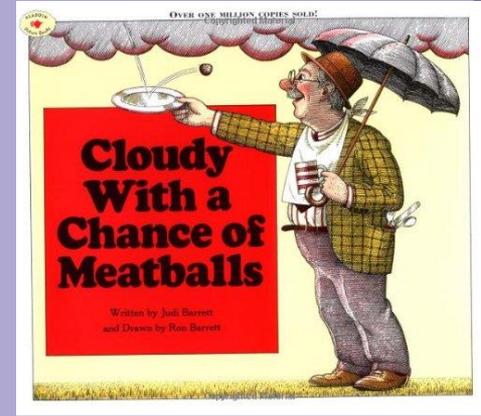
How can I structure the text to fit my students and my schedule?

Time Management

- Read and re-read a little at a time
- Build a read-aloud and class routines
- Simplify the language if needed
- Scaffold and reuse graphic organizers, charts, and visuals

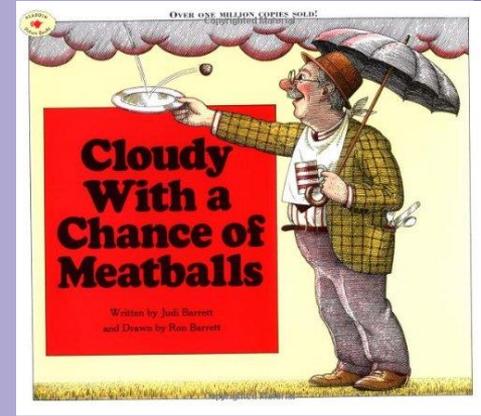
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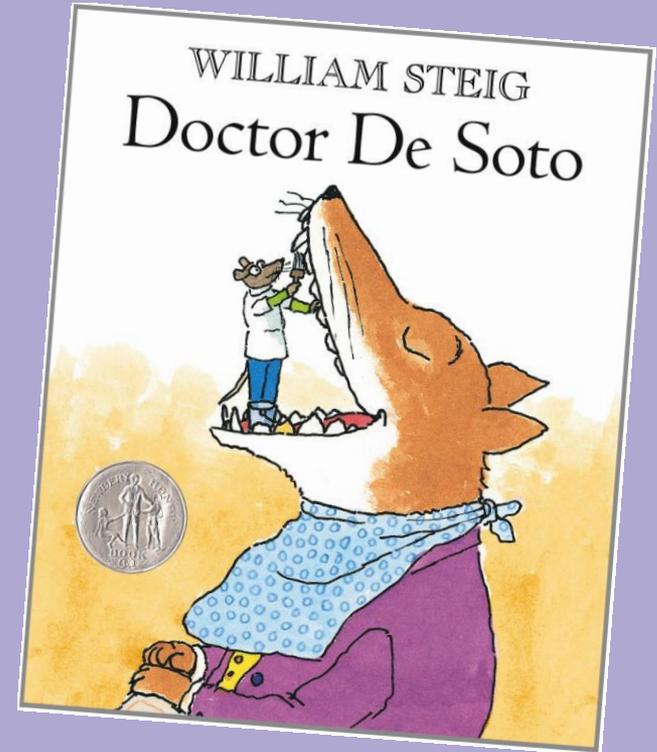
Time Management

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Time Management

- Read and re-read a little at a time
- Build a read-aloud routine
- Simplify the language if needed
- Scaffold and reuse graphic organizers, charts, and visuals
- Break one story up over multiple classes



Doctor De Soto



WILLIAM STEIG

A Sunburst Book
Farrar, Straus and Giroux

When I grow up, I want to be...



Job name:



This job is important because:



I think people would want this
job because _____

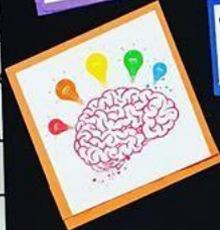
School subjects that help people
do this job are (circle all that
apply):

Math Reading Writing
Science Social Studies
Art Music Phys. Ed.
Computers

Job name

This job is important

WHAT STUCK WITH YOU?



A collection of colorful sticky notes (yellow, pink, blue, green) pinned to a black background. The notes contain handwritten text, including phrases like "I wonder if...", "I wonder how...", and "I wonder why...".

ld want this

at help people
ircle all that

ing Writing
cial Studies

Phys. Ed.

aters



Sharing Ideas & Resources



**I am still curious to learn
more about...**

RESOURCES



Resources

Getepic.com (free account for educators using a .edu email account) - lots of picture books for reading and listening

International children's digital library <http://en.childrenslibrary.org/>

ETAs - you can access www.readinga-z.com

Username: FSEETA / Password: FSEETA

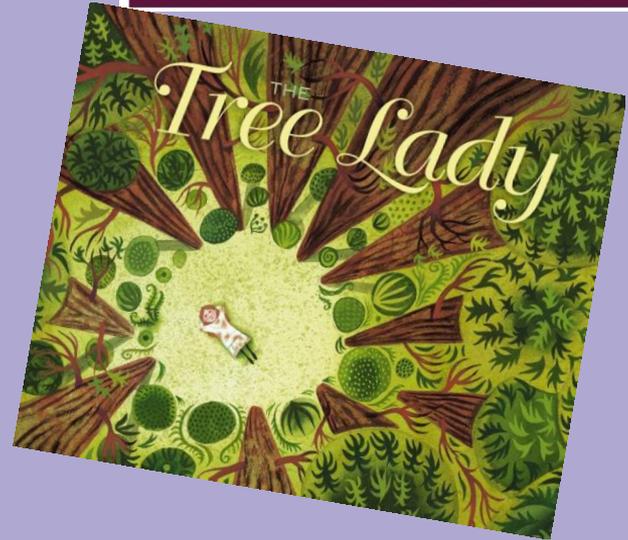
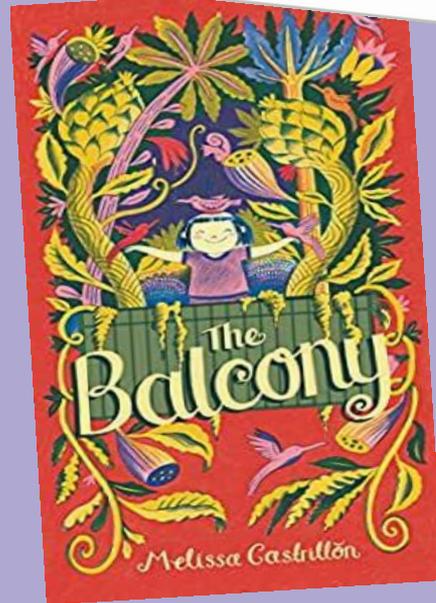
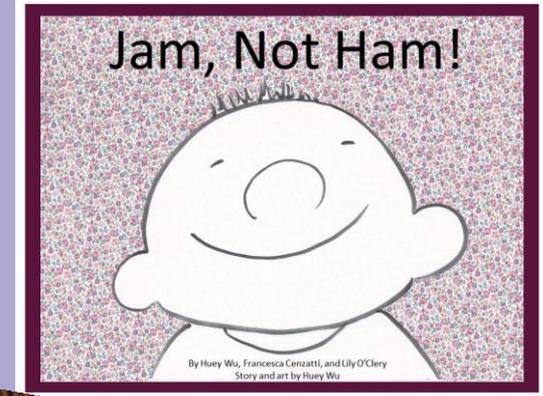
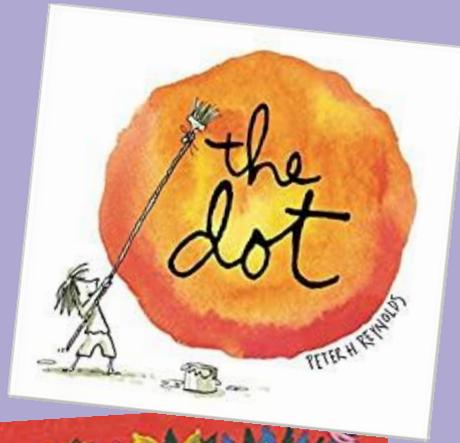
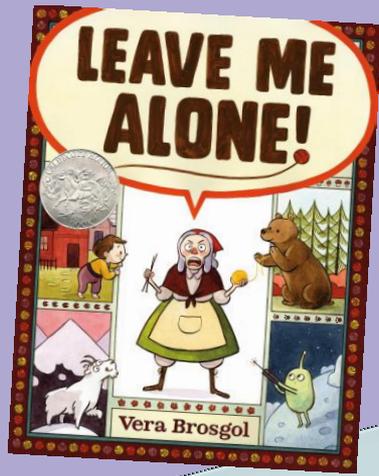
[Reading Rockets](#)

[ETA Storybooks](#)

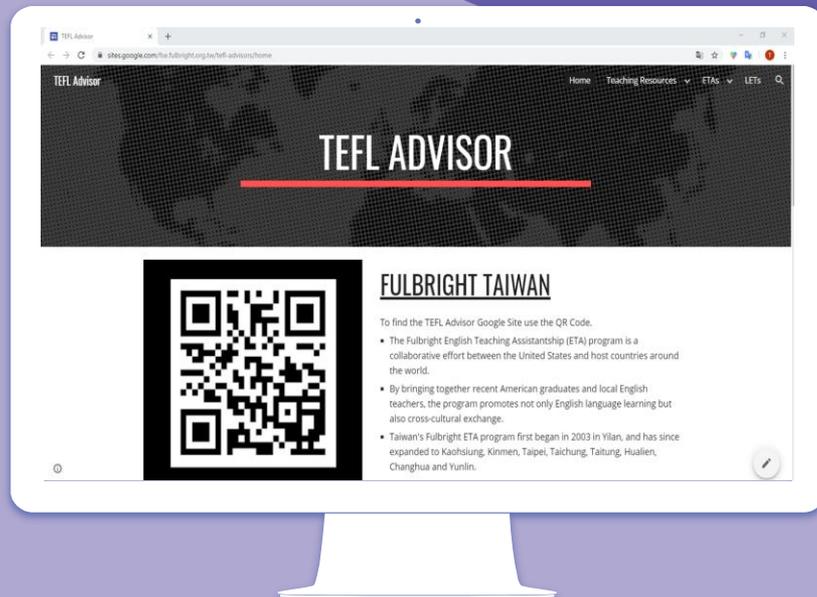
[Storytime Online](#)

[Graphic Organizers](#)

[Using Comics and Graphic Novels](#)

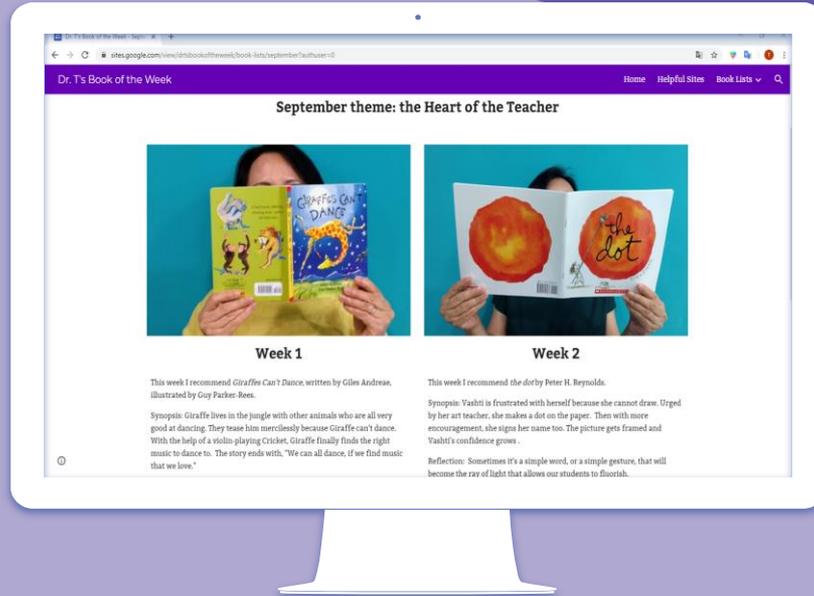


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Teaching With Picture Books



sites.google.com/view/drtsbookoftheweek



THANKS

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