I think... doesn’t belong because...

Building Academic Language and Interaction Strategies

Jennifer Bell and Meg Sundseth
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Language-Oriented Instruction

Aída Walqui
Danielson
Fisher & Frey
Hattie
Jeff Zwiers
Kenji Hakuta
Marzano

SIOP - BAL - GLAD
PLC - RTI - CFA
DLI - CRT - PBS
AVID | CCSS
Academic Literacy Skills
Sheltered Instruction
Trauma-informed
Growth Mindset
Objectives:

Content

● I will explore a critical thinking activity called, “Which One doesn’t belong?”
● I will plan a “Which One doesn’t belong?” activity for my students using the provided template.

Language

● I will express my opinion with partners.
● I will use questions and sentence starters to keep the conversation going.
Experience “Which One Doesn’t Belong?”

Debrief Experience (Introduce Template):
- Academic Language Plan
- Pairing Plan
- Extensions

Examples from Multiple Subjects

Planning Time
Which one doesn’t belong?

Private think time:
I think ___ doesn’t belong because ___, but/while the ___.

Even though ___, the ____.

For example, ____ , therefore ___.
Which one doesn’t belong?

Lowest card: I think ___ doesn’t belong because ___ but/while the ___.

Highest card: I think ___ doesn’t belong because ___ but/while the ___.

Questions to Elaborate and Clarify:

What do you mean by?

Tell me more about ...
Which one doesn’t belong?

I think __ doesn’t belong because __, but the others ___.

Word Bank

- Place Value
- Decimal
- Ten, Hundred, Thousand
Which One Doesn’t Belong? Template

What do you notice?
Which One Doesn’t Belong? Template

Content and Language Objectives
Expected Explanations
Sentence Starters (Word Bank?)
Questions to Extend the Conversation/Sentence Starters
Pairing Plan
Samples

Which one doesn’t belong?

<table>
<thead>
<tr>
<th>religion</th>
<th>speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>gender</td>
</tr>
</tbody>
</table>

Math Examples: [http://www.wodb.ca/](http://www.wodb.ca/)
## SIOP Components/Features

<table>
<thead>
<tr>
<th>Features</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation: 1, 2, 3, 4, 6</td>
<td>C.O. &amp; L.O., activity, appropriate</td>
</tr>
<tr>
<td>Building Background: 9</td>
<td>Connects to previous knowledge</td>
</tr>
<tr>
<td>Comprehensible Input: 11, 12</td>
<td>Visuals, hands-on activity</td>
</tr>
<tr>
<td>Strategies: 13, 14, 15</td>
<td>Problem solving, higher-order thinking</td>
</tr>
<tr>
<td>Interaction: 16, 17, 18</td>
<td>Think, Pair, Share; matching suits</td>
</tr>
<tr>
<td>Practice/Application: 20, 21, 22</td>
<td>Hand-outs, applying knowledge, RWSL</td>
</tr>
<tr>
<td>Review/Assessment: 27, 28</td>
<td>Vocabulary, key concepts, feedback?</td>
</tr>
</tbody>
</table>
Work Time

Choose a content area or topic

Complete the template

Blank Template: https://goo.gl/q9p88H

Resource for Math Examples: http://www.wodb.ca/

More Examples: https://goo.gl/mYNQ7W
Sharing

Introduce your plans to a group as if they are your students. What are more expected explanations?
Join us for the TODOS 2020 Conference
Activating Agency for Students Access, Engagement, and Advancement in Mathematics
June 25 - 27
Scottsdale, AZ

https://www.todos-math.org/
@TODOSmath
#TODOS2020
Exit Ticket

● On a Post-It write one thing that stuck with you today.

● If you have questions or want additional support write your name and email on the Post-It.

More Resources:
@WODBmath
#WODB
Share your ideas on twitter:
Tag @jkjohnsonbell and @msunset34
#WODB #nwmc2019