Using Interactive Notebooks for Mixed ELP and Mixed Grade Classes as a Means of Differentiating

NJTESOL Spring Conference 2019

Emily Rosenblum
*Today's Agenda*

Thursday, 30 May 2019
1:00-2:15 pm

**Teacher Outcomes/ Objectives:**
- TWBAT articulate ways they can use interactive notebooks in their classrooms through listening to the presentation, asking questions, and conversing with others.

**Agenda:**
- Introduction and why
- The Foundation: Ideas for planning, organization, and set up with students
- Samples of student work/ implementation in action
- Use of supplemental materials
- Brainstorming time with others in the room
- Question and answer
Context/About Me

About Ramsey's ESL Program:
- Small, but growing
- Pull out model from different classes (K-5)
- Bilingual waiver
- Mixed grade and mixed ELP (thematic work and a lot of scaffolding) = challenge accepted by the ESL teacher

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**Please reach out! I love to collaborate, brainstorm, and share ideas! Learning together makes the world better!**
What and Why?: Interactive Notebooks 101

Who is in the audience:
- ESL push in?
- ESL pull out?
  - By grade? By ELP?
  - By both?
  - Mixed grade and ELP?
- General education?
- Bilingual?
- Other?

"It's like...we get to create a book! We have our very own book!" - A Very Excited Fifth Grade Student

Graphics thanks to: https://emojipedia.org/apple/ios-10.2/happy-person-raising-one-hand-type-t-2/
What and Why?: Interactive Notebooks 101

What and Why?

- Physical resource and student tool
- Planning and implementation of lessons → productive and receptive language skills in every lesson
- Differentiation made easier/on the spot/with student choice!
- Student ownership of work and portfolios for teachers
- Student organization
- Subtle scaffolding and support for all students
Above: A third grader is working on linguistic complexity with his teacher.

Left: Fifth grade students use guided notes (left side) to help them complete an activity from the Santillana series on the right.
Left: First, second, and third grade students complete a “think, write, pair, share” to both make and confirm predictions.

Right: Students use new vocabulary in ELP appropriate ways to help them make meaning (cloze passage v. drawing for meaning).

*Some materials from Reading A-Z
Left: Students also use the same graphic organizer with different supports for main idea and supporting details. Once it is glued into notebooks, students have a record of their thought process!

*Materials from Reading A-Z
Left: Fourth and fifth graders receive feedback in their notebooks.

Right: A relatively independent student receives support with sentence starters on a whiteboard as he does better when he can write as much as possible on his own.
Above: Fourth and fifth grade students setting up their notebooks and practice using their interactive notebooks at the beginning of the year to collaboratively complete a sort between academic and social language, thus establishing the purpose of ESL for higher ELP students.

Photos redacted for the privacy of students.
Set Up and Routines: Students

For students: ESL and Interactive Notebook “Bootcamp:”

- Purpose of the notebooks established for students (ownership and agency)
- Purpose of the class - grow language, content, etc...
- Productive and receptive language skills emphasized
- Goal setting activities (S.M.A.R.T. Goals)
- Routines and procedures (vocabulary notebooks, daily routines, materials management, cutting, pasting, and highlighting routines → vehicle to teach the routines of your class too!!)
- Teacher support to you in class and in your notebook
Set Up and Routines: Students

Below: Powerpoint slides I used with students (and given to students to glue into their notebooks) to set up for the year.

- Building an understanding of the purpose of these notebooks
- Understanding of/ review of vocabulary when referring to “left side/ odd number” and “right side/ even number” (vocabulary of using the notebooks)
- Practice in a low pressure environment

Left Side

- Listening activities
  - Class notes
  - Handouts for partner work
  - Song lyrics
- Reading Activities
  - Reading pages your teacher gives you
  - News articles
  - Anything you read doing research
  - Pictures of notes from the teacher

Right Side

- Speaking activities
  - Dialogues with partners
  - Scripts we rehearse
  - Pictures and notes we talk about
- Writing Activities
  - Prompts and the responses
  - Printouts of writing you do on the computer
  - Graphic organizers
Set Up and Routines: Students

Above: Materials used to set up interactive notebooks: I go through the motions in my own notebook with students to help students set up, under a document camera or in a small group. As the year went on, I had my example already glued in (planning tool!).
Teacher Interactive Notebook Toolkit:

- **Adaptable** to you and your students - more of a thought process to have fidelity to productive and receptive language in each lesson
- **Templates/Routines** (use resources you already have, front load the work):
  - Super teacher Worksheets
  - Reading A-Z
  - Curricular materials
  - Vocabulary routines/ Sentence starters
  - Templates you create

- **In class toolkit**: Back up materials/ space to write and scaffold on the spot
  - Whiteboard/ Sheet Protector/ Dry erase marker
  - Pen
  - Highlighter

- **Centers/ stations**: Build these routines into notebooks
Planning and Organization of Materials: Teacher Interactive Notebook Toolkit Con’t:

- Google Drive/ Folders to organize by day/ lesson

Part C. Answer the questions in complete sentences. Use the vocabulary from the word bank to help you. You may also ask a classmate or use an iPad to help you visualize any of these words or look them up in Spanish.

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<thead>
<tr>
<th>Word Bank</th>
<th>customary units</th>
<th>estimate</th>
<th>convert</th>
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<td>same</td>
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<td>between</td>
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Think about this:
- When we measure distances, do we measure in miles or kilometers?
  - In the USA, the unit of measure that we use is ___________.
  - In other countries around the world, the unit of measure that we use is ___________.
- When we measure our height, do we use feet or meters?
  - When we measure height in the USA, we use ___________.
  - When we measure our height in other countries, we use ___________.

Santillana 4, p. 67 - Practice

| Objective: SV/IV write an “on demand” informational writing pre-assessment. Opening/Essential: What difficulties do we need to work on and improve? Word Bank:
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<td>Objective: SV/IV take a listening, speaking, reading, and writing pre-assessment for vocabulary associated with continents.</td>
<td>Objective: SV/IV read Antarctica: The Worlds Windiest Continent and identify the different components of a nonfiction text. IV write a summary of Antarctica using your notes.</td>
<td>Objective: SV/IV read and define key vocabulary for the unit. IV write about a country that I would like to visit, describing the characteristics of that location.</td>
<td>Objective: IV/IV make and predictions orally and in writing about the seven continents using nouns to talk about geography. IV read and write nouns and description in order to code.</td>
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1) It is most appropriate to use _______________ to measure _______________.

M: > version U2 - Geographical Landscapes Cycle A - Lessons and M...
Differentiation

- Based on ELP and grade - Knowledge of student as an ELL and content learner
- "Soft skills:" Fine motor skills, patience, organizational skills
  - Who is doing the cutting?
  - Time to look at the words/phrases?
- We already might differentiate by:
  - Color coding, providing sentence starters, word boxes, sentence frames, etc
  - Give students autonomy and choice in supports, which they can add to their notebooks as needed
- Discreet, yet we learn we get the tools we need to succeed!
Assessment:
WIDA Rubrics, Self Monitoring, Formative Assessment

→ Tool for students (resource) and teachers (formative assessment/ progress monitoring tool)

"I can't believe I wrote like that! This is so much better."
- Fifth grade student on his progress
Supplemental Materials

As we know, supplemental materials are important!
Your Turn!! (2x)

Q&A
- I wonder...
- I want to learn more about...
- Tell me...
- I think...
- Why?
- How...?
- What...?

1) Turn and Talk
2) Share Out
3) Q&A
Thank you so much for participating in this presentation today!

Please feel free to email me with any further questions, ideas, or thoughts!

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