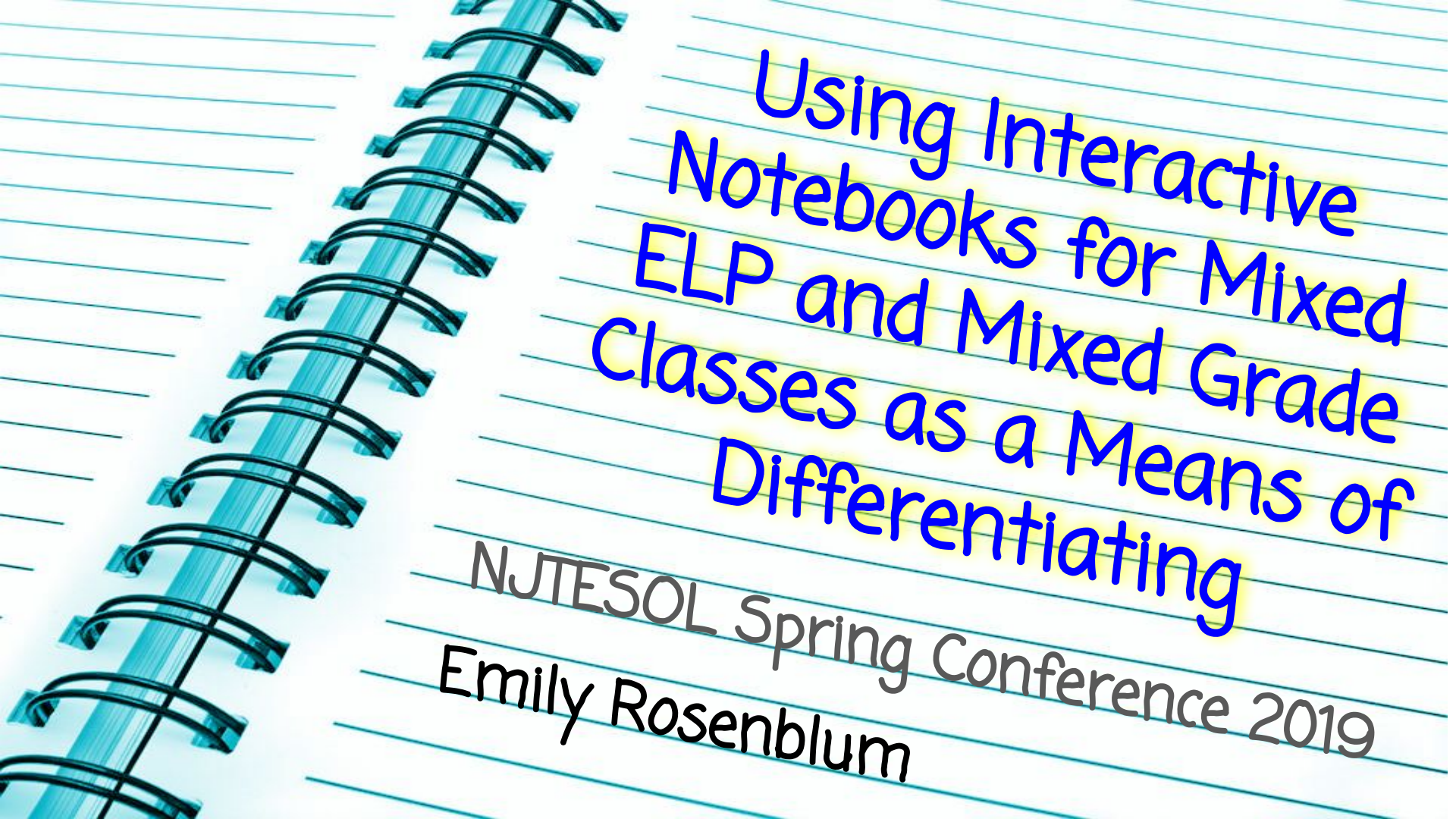
Using Interactive Notebooks for Mixed ELP and Mixed Grade Classes as a Means of Differentiating
NJTESOL Spring Conference 2019
Emily Rosenblum

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 Ramseys 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

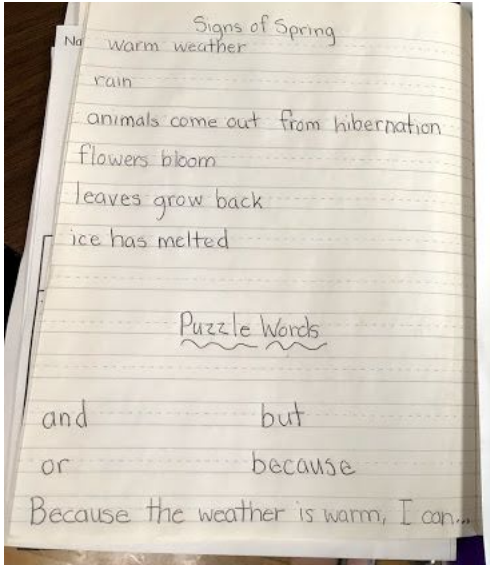
Graphics thanks to:
https://emojipedia.org/apple/ios-10.2/happy-person-raising-one-hand-type-1-2/

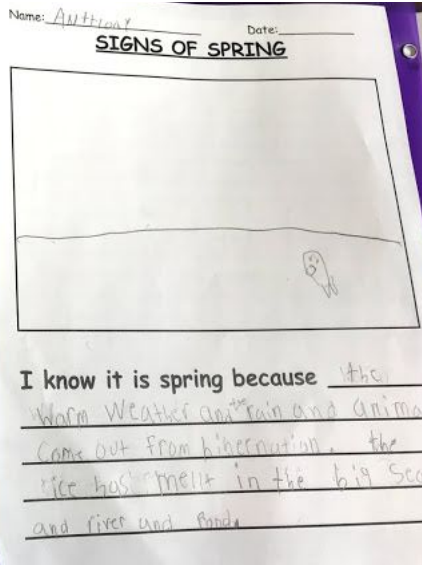
What and Why?: Interactive Notebooks 101

What and Why?

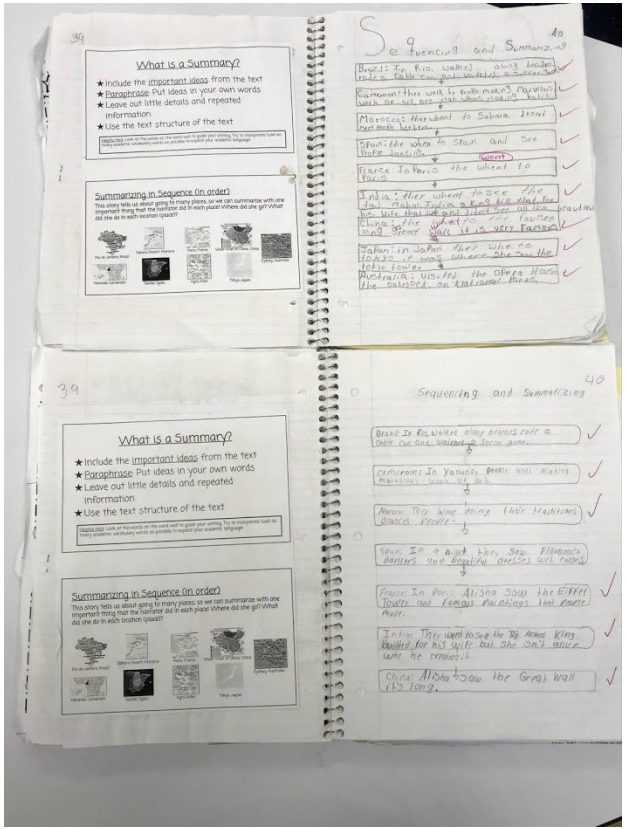
- Physical resource and student tool
- Planning and implementation of lessons → productive and receptive language skills in every lesson
- Differentiation made easier/on the spot/with student choice!
- Student ownership of work and portfolios for teachers
- Student organization
- Subtle scaffolding and support for all students

Interactive Notebook Pictures and Examples



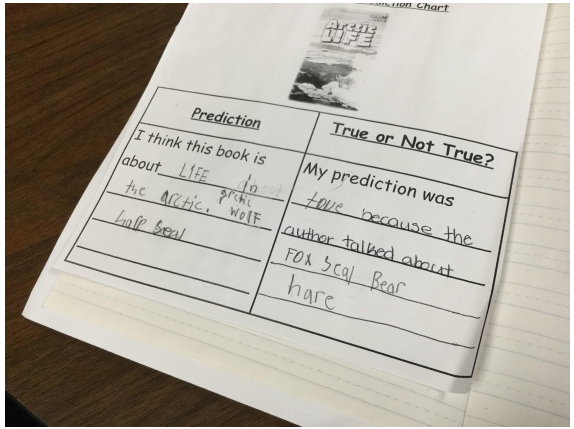


Above: A third grader is working on linguistic complexity with his teacher.



Left: Fifth grade students use guided notes (left side) to help them complete an activity from the Santillana series on the right.

Interactive Notebook Pictures and Examples Con't

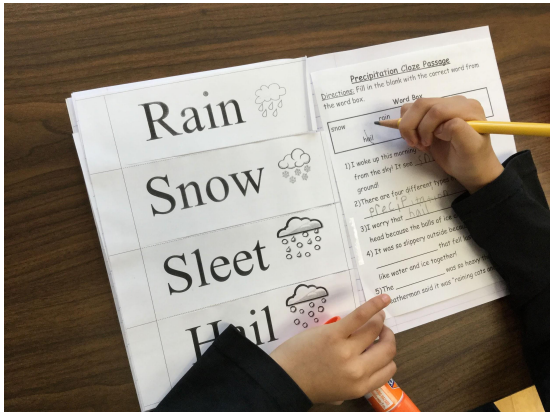


Prediction	True or Not True?
	❑ True ❑ Not true

*Some materials from Reading A-Z

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).



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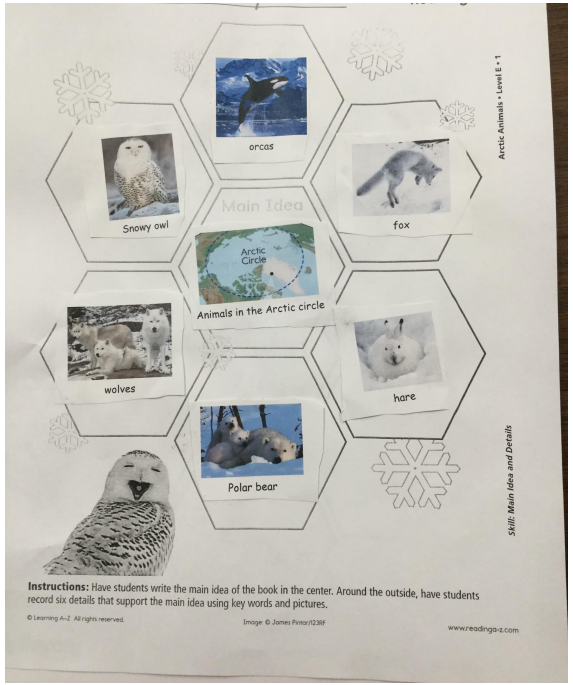
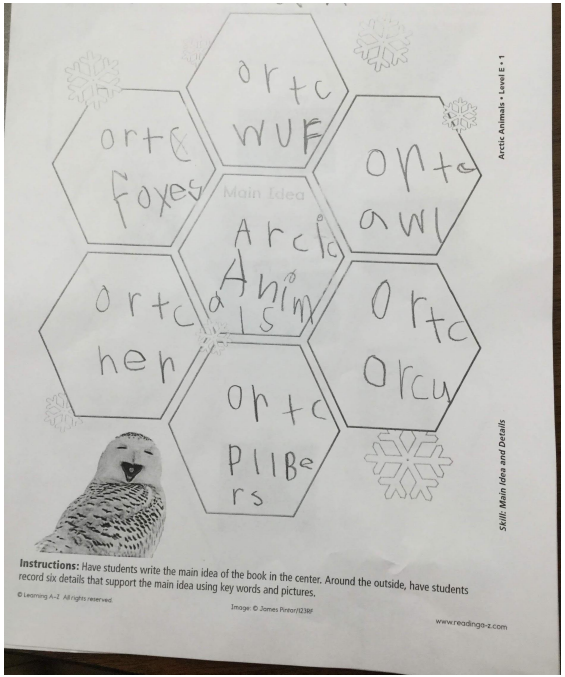
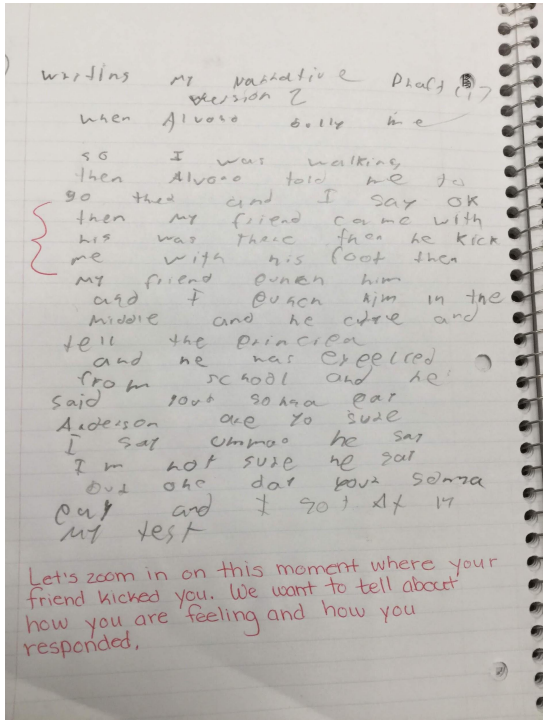




Left: Students also use the same graphic organizer with different supports for main idea and supporting details. Once it is glued into notebooks, students have a record of their thought process!

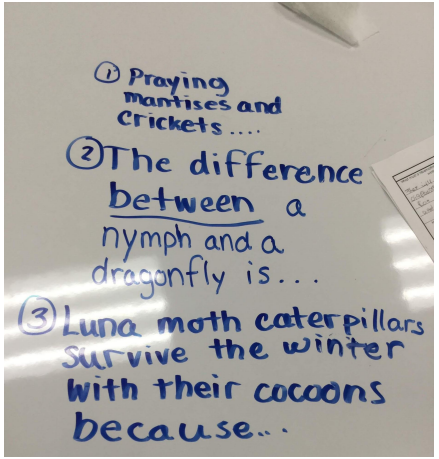
*Materials from Reading A-Z

Interactive Notebook Pictures and Examples Con't



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.



Interactive Notebook Pictures and Examples Con't

Photos redacted for the privacy of students.

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.

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

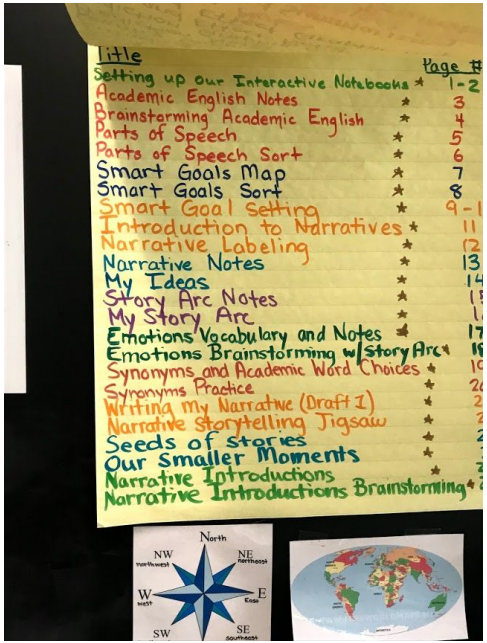
- ❏ Reading Activities
  - ❏ Reading pages your teacher gives you
  - ❏ News articles
  - ❏ Anything you read doing research
  - ❏ Pictures of notes from the teacher

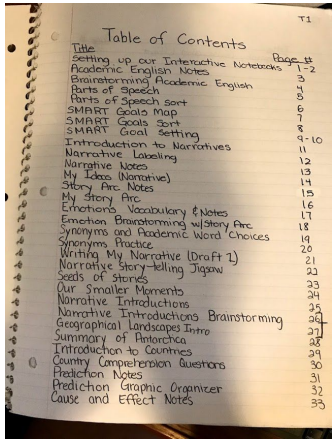
Right Side

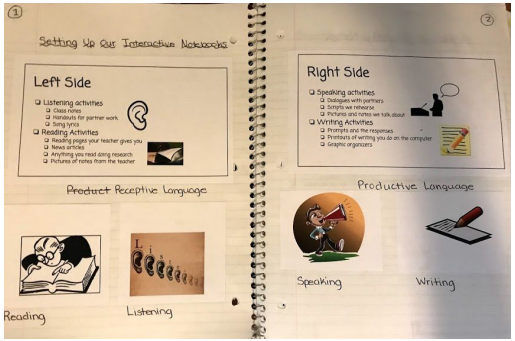
- ❏ Speaking activities
  - ❏ Dialogues with partners
  - ❏ Scripts we rehearse
  - ❏ Pictures and notes we talk about

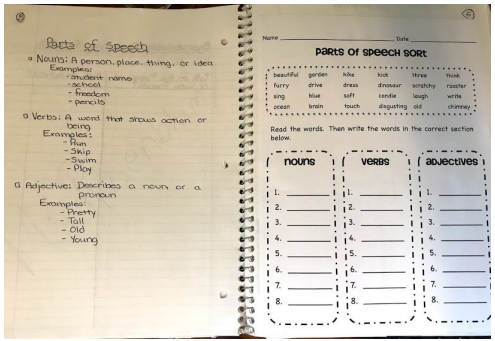
- ❏ Writing Activities
  - ❏ Prompts and the responses
  - ❏ Printouts of writing you do on the computer
  - ❏ Graphic organizers

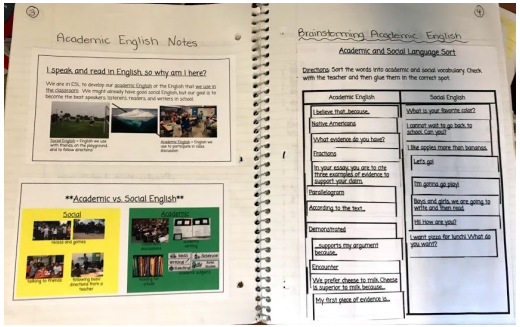
Set Up and Routines: Students











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!).

Planning and Organization of Materials: Teacher

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

Teacher Interactive Notebook Toolkit Con't:

- Google Drive/ Folders to organize by day/ lesson

4th/5th Grade				
Day 1	Day 2	Day 3	Day 4	Day 5
Objective: SW write an "on demand" informational writing pre-assessment. Opening/Essential?: What language do we need to	Objective: SW take a listening, speaking, reading, and writing pre assessment for vocabulary associated with continents. Opening/Essential? What	Objective: IW read *Antarctica: The World's Wildest Continent* and identify the different components of a nonfiction text. IW write a summary of *Antarctica* using	Objective: IW read and define key vocabulary for the unit. IW write about a country that I would like to visit, describing the characteristics of this location.	Objective: IW make and predictions orally and in writing about the seven continents using nouns to talk about geography. IW read and write nouns and

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.

Word Bank		
customary units	estimate	convert
same	measured	distance
measure	converting	metric units
between	divide	multiply

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

Word Bank (Each word can be used more than once.)		
inches	feet	miles

1) It is most appropriate to use _____ to measure _____.

M... > ... > U2 - Geographical Lan... > U2 - Geographical Landscapes Cycle A - Lessons and M...

Name	Owner	Last modified by me	File size
Day 20	me	Feb 3, 2019	–
Day 19	me	Feb 3, 2019	–
Day 18	me	Jan 11, 2019	–
Day 17	me	Jan 11, 2019	–
Day 16	me	Jan 11, 2019	–
Day 15	me	Jan 11, 2019	–
Day 14	me	Jan 11, 2019	–
Day 13	me	Dec 31, 2018	–
Day 12	me	Dec 31, 2018	–
Day 11	me	Dec 31, 2018	–

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

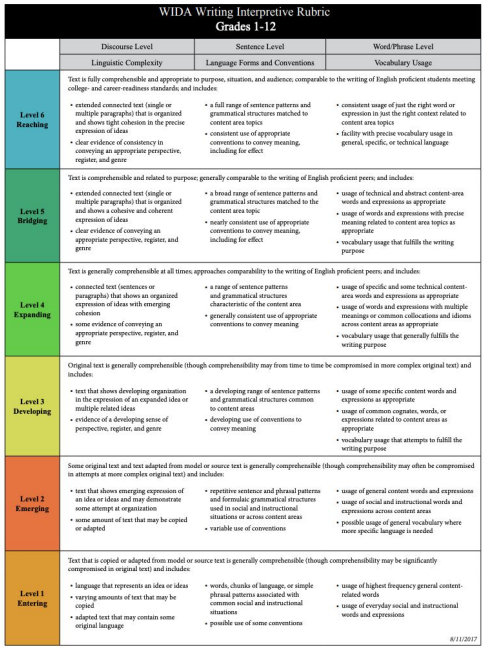
→ Tool for students (resource) and teachers (formative assessment/ progress monitoring tool)

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

ESL Writer's Checklist

In my writing, do I (and can I show it to my classmates or teacher):

- ❑ Linguistic Complexity
  - ❑ Use a variety of different sentence lengths?
  - ❑ Use sentences that look like language proficiency level
- ❑ Vocabulary Usage
  - ❑ Use as much new vocabulary from the word wall as possible?
  - ❑ Use as much vocabulary from my memory as possible?
  - ❑ Use my first language, when appropriate (e.x. in dialogue)



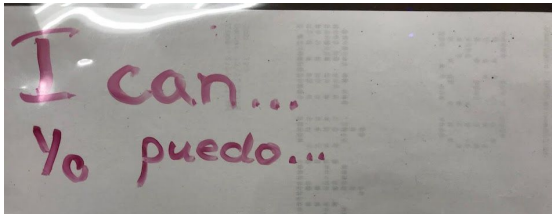
WIDA Writing Interpretive Rubric
Grades 1-12

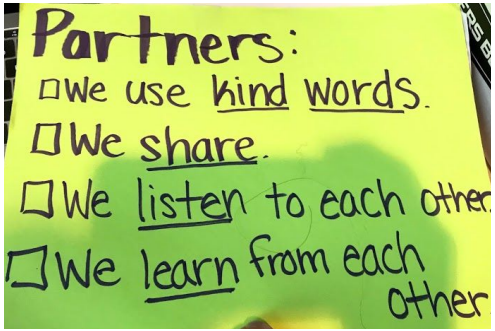
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes: • extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas • clear evidence of consistency in conveying an appropriate perspective, register, and genre	• a full range of sentence patterns and grammatical structures matched to content area topics • consistent use of appropriate conventions to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas • clear evidence of conveying an appropriate perspective, register, and genre	• a broad range of sentence patterns and grammatical structures matched to the content area topic • nearly consistent use of appropriate conventions to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: • connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion • some evidence of conveying an appropriate perspective, register, and genre	• a range of sentence patterns and grammatical structures characteristic of the content area • generally consistent use of appropriate conventions to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate • vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: • text that shows developing organization in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective, register, and genre	• a developing range of sentence patterns and grammatical structures common to content areas • developing use of conventions to convey meaning	• usage of some specific content words and expressions as appropriate • usage of common cognates, words, or expressions related to content areas as appropriate • vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: • text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization • some amount of text that may be copied or adapted	• repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas • variable use of conventions	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: • language that represents an idea or ideas • varying amounts of text that may be copied • adapted text that may contain some original language	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • possible use of some conventions	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

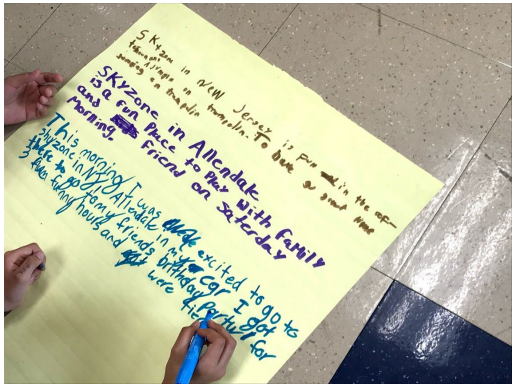
8/11/2017

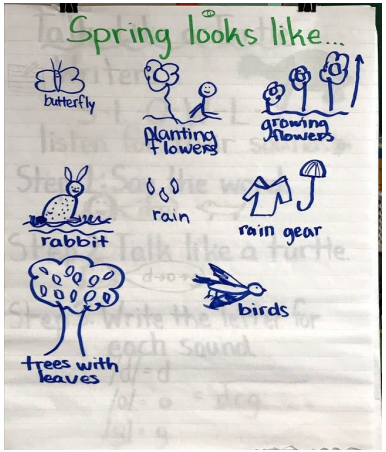
Supplemental Materials

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!

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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