Speak to Write K-12

Activities that promote speaking, writing and fluency

The webinar will begin shortly.

Ballard & Tighe

1

Speak to Write K-12

Activities that promote speaking, writing and fluency

Ballard & Tighe

- Introductions
- Purpose
- Philosophy
- Activities
- Q & A

Demetra Cornwell
Elementary Specialist

Brenda Rosas
Secondary Specialist

Integrated Skills

speak	write
speak / listen	write
write	speak / listen
read / listen	speak → write

word

↓

phrase

↓

sentence

↓

paragraph

↓

story, essay, research paper
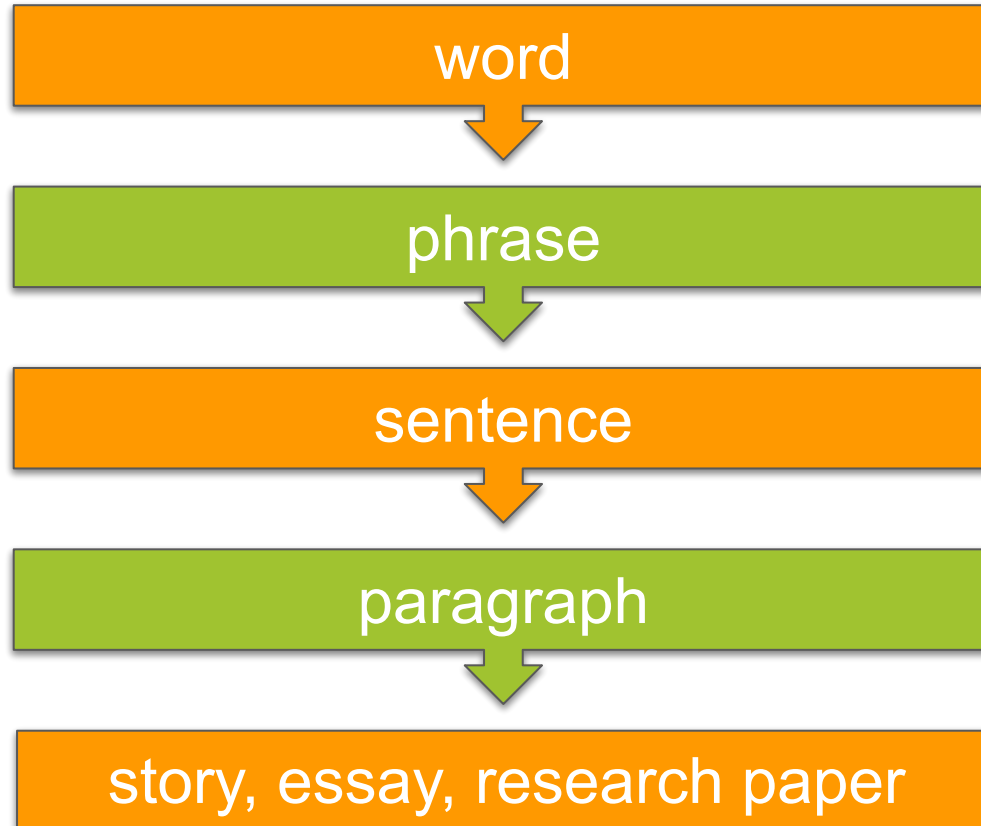
- Schema Building

- Vocabulary

- Grammatical forms and functions

- Informational/ Fictional Text

- Analysis

- Writing process

- Schema building

- Vocabulary

- Grammatical forms and functions

- Informational/fictional text

- Analysis

- Writing process

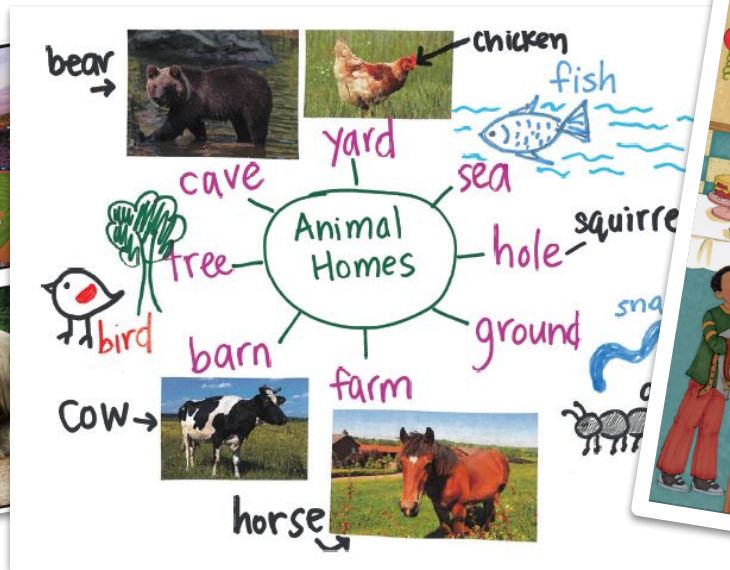- Tie everything in the lesson to that one image
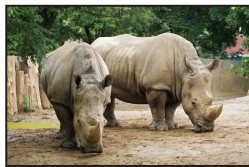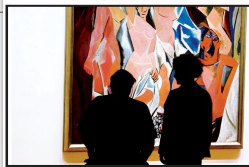- Keep coming back to the image throughout the lesson

photo

anchor chart

theme picture

35

32

Speak to
Write

4 legs
pets
different sizes
and colors

dog

cat

Animals

duck

fish

in the sea
different types

2 legs
Swims in water

snake
no legs
long
thin

Day | **Night**

sun ☀️ | moon ☾

clouds ☁️ | stars ⭐

rainbow | clouds ☁️

birds

moon ☾

chicken

fish

cave | yard | sea

tree | Animal Homes | hole — squirrel

snake

barn | farm | ground

horse | ant

Speak to Write

Speak to Write
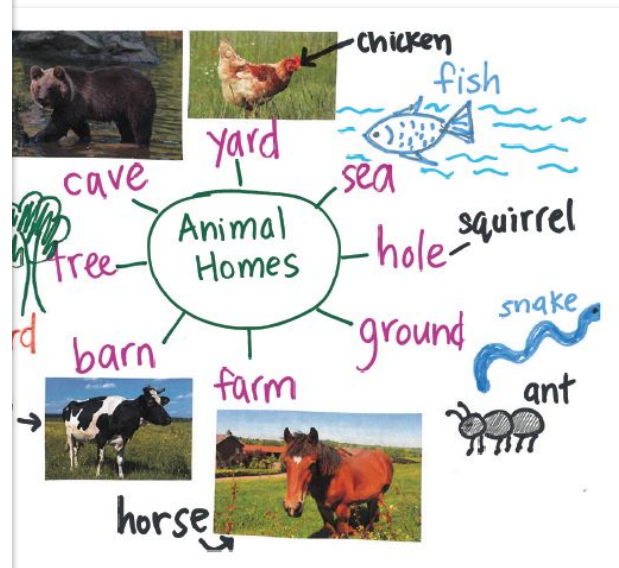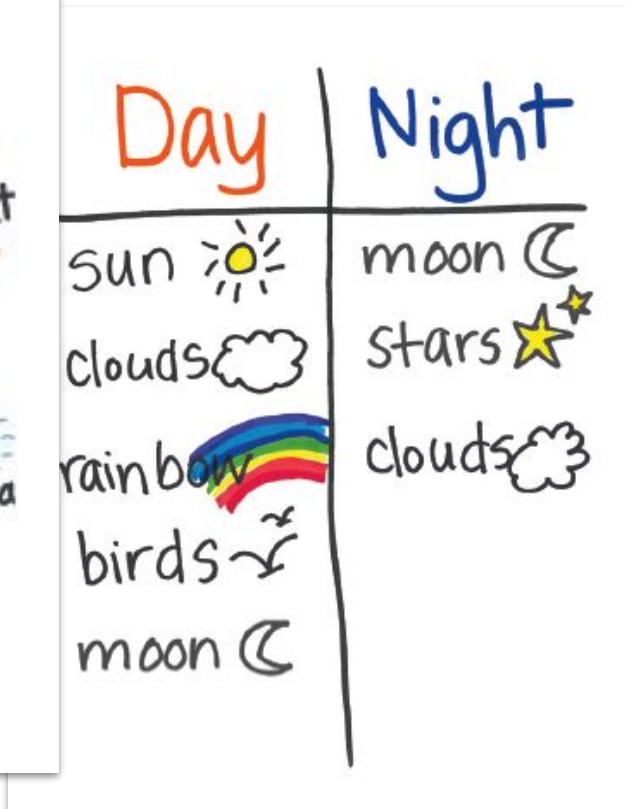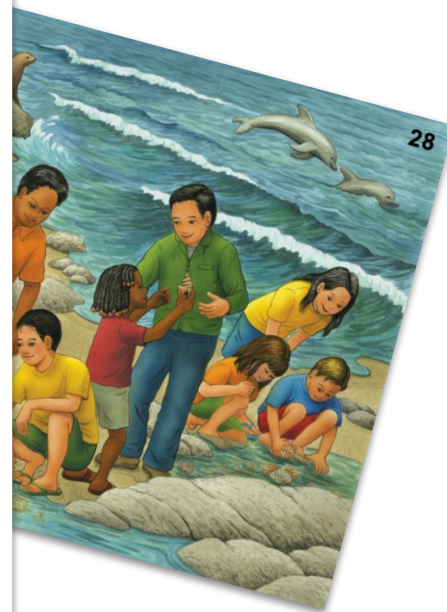
What you need:

1. Picture prompt
2. Target vocabulary word list (all parts of speech) depending on language level
3. Picture & Word cards
4. Sentence frames

Nouns: fundraiser, bake sale, clothing, raincoat, shoes, slippers, canned food, price, departments

Verbs: donate, collect, sell, purchase, help, volunteer, arrange, set up

Adjectives: busy, crowded, chaotic, noisy, helpful, organized

Speak to Write

ACTIVITIES/STRATEGIES

- Call to Action

- Bingo

- Conversation questions

- Categorizing

- Scattergories

- Picture This

- Rapid Recall

Call to Action

Teacher	Student
Point to the ____. Show me the ____. Where is the ____?	(points)
How many ___ are there?	five
This is a ____. These are ____.	raincoat. shoes.
Where is the ___?	on the table

Skills: identifying nouns, singular plural nouns, prepositional phrases, counting,
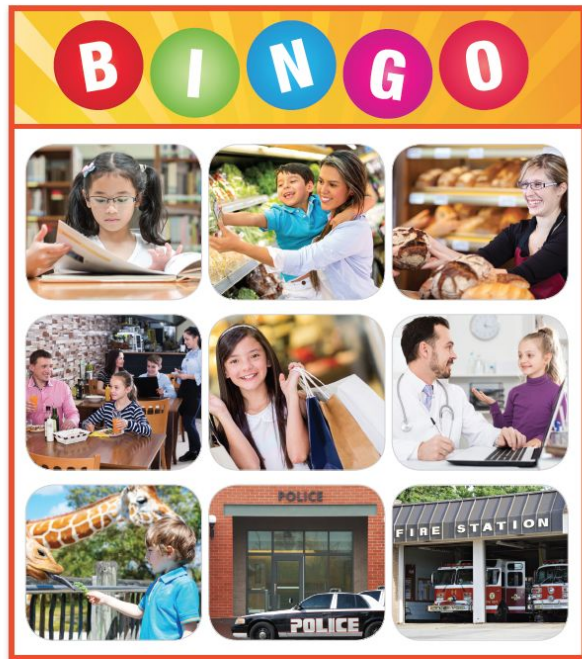
Bingo

Teacher says the vocabulary words (or uses it in a sentence) and students put a chip on the picture that matches. The objective is to to match a row (diagonally, horizontally or vertically).

Suggestions for differentiation:

1. Show words instead of pictures on the Bingo card.
2. Say a descriptive sentence instead of the word. E.g., I wear this when it rains. (raincoat)

Bingo Card 1

Chapter 9

Conversation Questions

Teacher creates a few questions about the picture. Higher level students can create their own questions. Examples:

1. What would you buy at this fundraiser?
2. What would you sell at the fundraiser?
3. Why do you think they are doing this?

Skills: giving an opinion, expressing ideas

Categorizing

Give students a T-Chart to sort vocabulary words into meaningful categories.

Suggestions for differentiation:

1. Use a Venn diagram and have students identify items that can fit both categories. E.g., Things you can use inside and outside the house.
2. Have students provide reasons and justification for how they classified items.

Skills: brainstorming, listing, classifying, comparing and contrasting

Clothing	Food
robe raincoat shoes slippers	cake cookies corn

Scattergories

The teacher will assign a category or topic to students. In teams, the students will create one list per team, using the image as a prompt. Students can list items in the image and think outside the box to come up with unique items.

Then the teacher will bring the class together and ask each team one at a time for to name an item from their list. If another team has an item that is called out, no points are awarded. If a team has a unique answer, then that team is awarded a point.

List all the baked goods you can think of. You get points if you list something that other teams did not.

cake
donuts
brownies
cupcakes
bread
sandwiches

Skills: brainstorming, listing, describing, classifying, comparing and contrasting, debating

Picture This

Teacher creates a digital slide deck of images, one image per slide, of each target vocabulary which students have to identify out loud or on paper.

Suggestions for differentiation:

1. Have students create the digital slide deck on their devices and quiz their partner or the entire class.
2. Include abstract nouns in picture format such as endurance, patience, ...
3. Provide sentence frames or models of what you want students to say about the vocabulary.
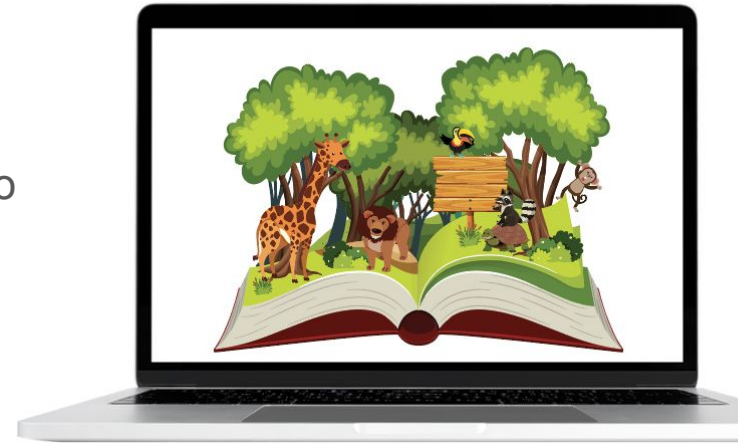
Skills: identifying, inferring, brainstorming

Rapid Recall

Use this activity as a quick recap after a lesson or another activity. Call out "Rapid Recall" and say what you want students to recall. This can be done in a group or individually. For example, point to one student at a time in quick succession.

Suggestions:

1. Say "rapid recall" right after the Picture This round.
2. Say "rapid recall" after teaching your target vocabulary.
3. Say "rapid recall" after you have taught some content.

Skills: recall information, restating, identifying, listing, categorizing

Speak to Write

U2 Ch4

U2 Ch4
cat

U1 Ch1

U1 Ch1
sister

U3 Ch5

U3 Ch5
peas

U5 Ch1

U5 Ch1
train

U7 Ch4
ea turtle

U7 Ch4

U8 Ch2
spring

U8 Ch2

Speak to Write

Teacher creates a stack of cards with 2 images representing each word; place cards face down in random order. Have a student open two cards at a time to make a match.

Suggestions for differentiation:

1. Instead of only pictures, use a picture and a word for each target vocabulary.
2. Provide sentence frames or models of what you want students to say about the vocabulary when they make a match.

CONCENTRATION

Speak to Write

Inside circle: Provides the prompt with a picture by asking a question related to the target words or topic. Each student has a different picture.

Outside circle: responds to the prompt

Then each student on the outside circle moves one space to the right and has a new partner with a new picture. After one complete round, switch roles so that the outside circle is now providing the prompts.

Suggestions for differentiation:
1. For lower levels provide sentence frames or models of what you want students to say.

INSIDE OUTSIDE

inside circle

outside circle

23
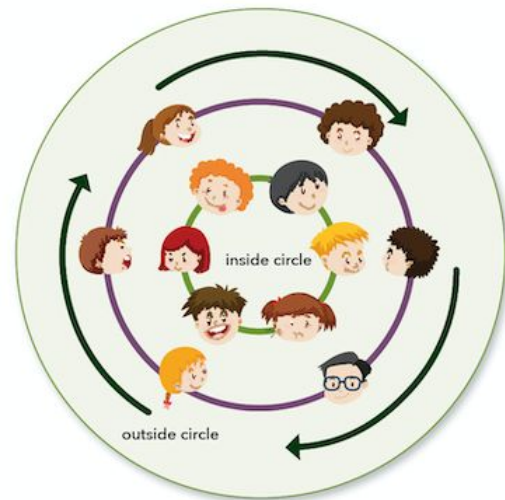
- Pick a Card

- Race for Sentences

- Sentence in a Round

- Hot Seat

- Interviewing

1. Create stacks of cards with different proficiency levels or levels of difficulty. On each card, write one target word.
2. Place each stack by level in front of students and in round 1, have students pick one card and make a sentence.
3. Then in round 2, have students pick two cards and make a sentence. Points awarded per target word.

Suggestions for differentiation:
1. Include nouns, verbs, adjectives, adverbs and so forth in each stack of cards. (use the image)
2. More proficient students can pick more than 2 cards.
3. Multi-level students in the same groups, scoring points for their teams.

1. Group students in pairs and give each pair a piece of paper (same level).
2. Using the target word list and picture as a springboard, pairs work together to write one sentence at a time about the picture.
3. They then go to the teacher to have their sentence reviewed and scored. Points are awarded for each correctly used vocabulary word.
4. Following that, they "race" back to their seats to write another sentence.
5. Set a timer to see which pair scores the most points in the given amount of time.

Suggestions:
1. Teachers can quickly give grammar feedback when reading each sentence.
2. Teachers can give feedback to the class on frequent vocabulary and grammar errors.

1. Break the class into teams. Have 5 students stand in a line at the front of the classroom. The teacher will assign the group a target word. The first person says a word to start a sentence. The second person adds another word to the sentence, and so forth.
2. The objective is for the group to successfully create a meaningful sentence using a target word to receive a point.
3. The next group will then go up and try to make a sentence with the word the teacher gives.
4. If the group makes a mistake, it is the next group's turn.

Suggestions for differentiation:
1. Give extra points if students use more than one target word.
2. For a group that gets one sentence correct, you could allow that group 2-3 more rounds to see how long a group can stay at the front before they make a mistake.
3. Ask the students to have a minimum of 5, 7 or 10 words in one sentence to challenge them further.
4. For younger students, pre-create sentences and assign each word of that sentence to a student. Students move to unscramble the sentence and then read their word in a round.

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1. Using the image as a prompt, have students write a set of questions about it.
2. Assign one student to sit in the "hot seat."
3. Set the timer and have the other students ask questions in a "rapid fire" succession.
4. The aim is for the student in the hot seat to answer as many questions as possible.
5. Next, another student will take the "hot seat."

For example, using this picture:
1. How many shoes are there?
2. What is the mother carrying?
3. What is the boy looking for?

1. Using the image as a prompt, have students write a set of questions about it.
2. In pairs, have students ask each other questions about the picture and take notes about what their partner said.
3. Then have each student write sentences about what their partner said and then share out.

Suggestions for differentiation:
1. Students can role play- choose a character and answer as if they were a certain character in the image.
2. Students can ask and write predictive or creative writing questions as well.

Speak to Write

The _____ is more expensive than the _____.

What were you doing at ____ ____?

I was _____ at _____ _____.

I think this book will be about _____.

One detail about the character is _____.

The main idea of the story is _____.

Set 2/LC19
I think this book will be about _____.

Set 2/LC20
I predicted _____.
My prediction was/was not correct because _____.

Set 2/LC21
Who _____?

Set 2/LC22
First, _____.

Set 2/LC23
Next, _____.

Set 2/LC24
One detail about the character is _____.

Set 2/LC25
The main idea of the story is _____.

Speak to Write

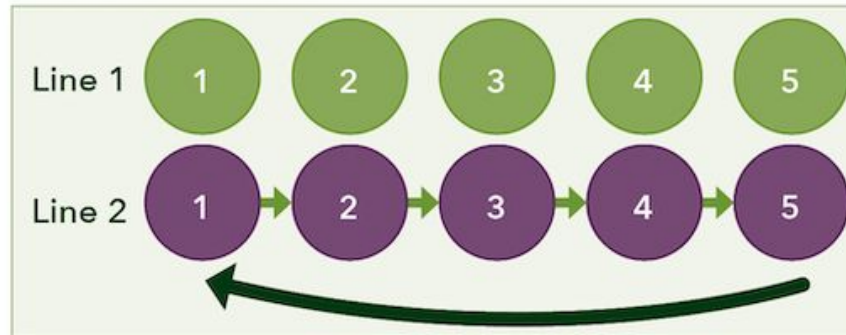- Writing Prompts (Genres)

- Graphic Organizers

- Transition Words

- Higher order thinking skills

- During the Writing Process

- Sequencing

- Outlining

- Class Story Writing

- Writing on the Walls

1. Put 4 large pieces of poster paper on the wall and write a different story stem related to the picture on each paper.
2. Divide students into 4 groups.
3. Each group starts at one of the papers and writes one sentence responding to the stem, working toward a story.
4. Each group then moves to the next paper and adds another sentence to continue the story written by the previous group.
5. Keep going for several rounds.

Suggestions for differentiation:
1. Practice target vocabulary by having students use a word list or a specific grammar form.
2. For multi-level: same level partners.
3. Use sentence frames.

Our school had a garage sale last week .

The students planned a fundraiser to ...

Speak to Write

word

↓

phrase
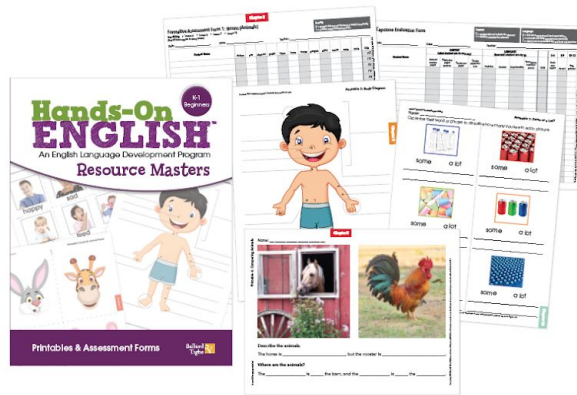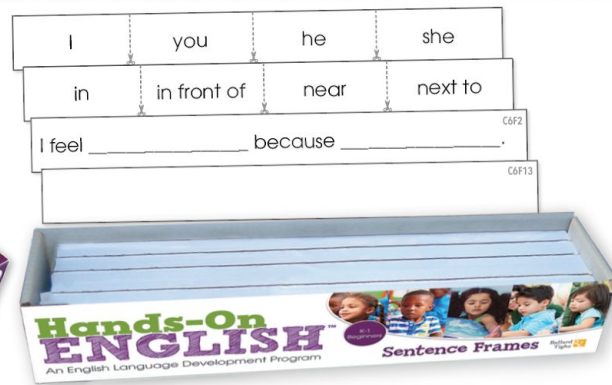
↓

sentence

↓

paragraph

↓

Story, essay, research paper

- ➢ Schema Building
- ➢ Vocabulary
- ➢ Grammatical forms and functions
- ➢ Informational/ Fictional Text
- ➢ Analysis
- ➢ Writing process
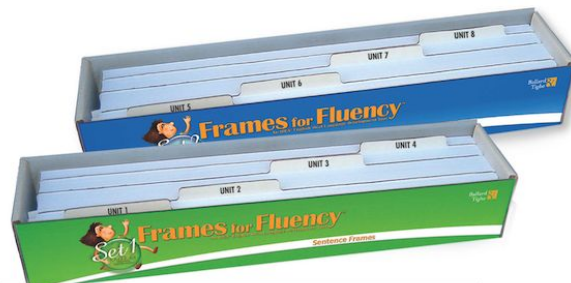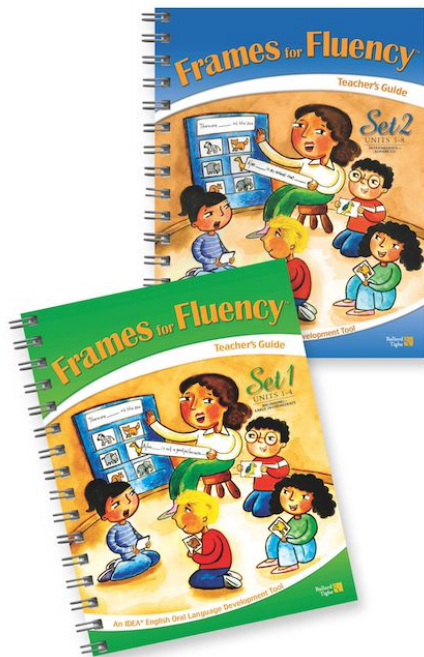
I feel _____ because _____ .

Set 2/LC19

What is the _____ doing?

Set 2/LC19

snail · coyote · ostrich · dinosaur

ladybug · leopard · lizard · raccoon

mosquito · porcupine · grasshopper · caterpillar

soldier

astronaut

(pocket chart & stand not included)

Speak to
Write

New Digital
Student
Edition

Students

monitor learning. **practice** online. **interact with** content.

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning

Speak to Write

Pre-K to 12 English and Spanish Proficiency Tests

Ideal for:
- Pre-K & Headstart programs
- Dual language programs
- Identification, placement & program decisions
- Annual & progress monitoring
- Redesignation

Diagnostic Profile of a Student's Test Performance

Diagnostic Dimension*	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
		Vocabulary		
			Grammar	
		Comprehension		
			Language Functions (including academic language)	
			Listening	
		Speaking		
		BICS (social language)		

IPT Oral English Diagnostic Report:
- Provides a language skills profile.
- Evaluates student's strengths and weaknesses in relation to the overall proficiency level.
- For example, this profile indicates that the student has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which he/she is on the way to reaching the next proficiency level. However, his/her control of grammar, language functions, and listening shows some weaknesses.

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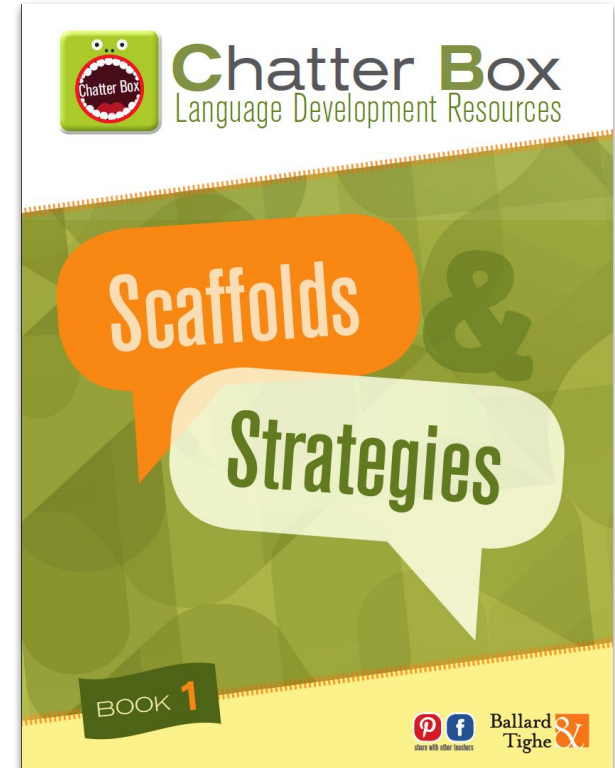
Speak to
Write

Check your e-mail for:

- Free Scaffolds & Strategies e-book
- Recording of this webinar

Next Webinar
February 25th 2020

Integrated Skills

~~Grammar in Isolation~~

Chatter Box
Language Development Resources

Scaffolds & Strategies

BOOK 1

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Questions?