



**NATIONAL
GEOGRAPHIC**
LEARNING

TEACHER TRAINING SERIES

'TIPS for Sunday Morning'

PROFESSIONAL LEARNING COMMUNITY

Share current trends in education

Share Activities and lessons for today's blended classrooms

Tips from Teachers and Leaders in the field



PROFESSIONAL DEVELOPMENT webinars

National Geographic Learning is delighted to welcome **DaVida Alston-Smith** to its team in GCC. She has over 25 years of experience as a transformational educator, leading both districts and schools in the United States and internationally.

In her role as Engagement Consultant for National Geographic Learning, she will be helping our customers to bring out the best in our materials in whichever way she can.



A composite image of space. In the bottom left, the curved horizon of Earth is visible, showing brown landmasses and white clouds. In the top center, the planet Jupiter is seen as a small sphere with its characteristic bands. On the right side, a large, detailed view of the Moon is shown, with its heavily cratered surface and a dark shadow on its left edge.

Episode 1

**'Building literacy and critical thinking skills
across all subjects with Language Frames'**

What are language frames?

Research-based method for assisting English Learners, students with disabilities, and learners who may struggle with written or verbal expression.

Scaffolded support for students



Provides a foothold into the **conversation** and a structure for responding to questions.

Fill-in-the-blank format designed to help students **ask or answer** questions verbally or in writing.



Help students **build internal templates** for expressive language (not a crutch)



Shifts the focus from language and writing - which can be challenging - to the content we want students to learn.

Increases the depth of academic conversations by allowing students to build on one another's ideas.

IMPACT FOR STUDENTS

Allows students to ask for help and be specific about what they are struggling with or what they need.

Provides a starting point and can assist with task initiation specific to writing

Decreases anxiety and ensure all students feel like a part of the learning community.



IMPACT

FOR STUDENTS

| Ultimate Goal:

Students develop skills which enable them to **analyze** and **write** about content **without** the use of the frames

Two Types of Language Frames

Sentence
Frames

Questioning
Frames

Ask questions about the water cycle

What happens when _____?
What causes _____ to _____?

How does _____?
How is/ are _____ made?
What is _____ made of?
How does _____ happen?

Academic Language Strategy: Sentence Starters

- In _____, I can really relate to _____ because _____. This makes me think of _____ because _____.
- _____ was a _____ book because _____. I especially like the way the author _____. For example, _____. I wish he/she would have _____ though because _____.
- As I was reading, I noticed that this story is taking place _____. This is significant because _____. Otherwise, _____.

TIPS:

**Classroom Examples
and Strategies**



Questioning Frames: Using Blooms Taxonomy

Used to scaffold questions for diverse groups of learners

Lower Order Critical Thinking Questions:

Knowledge

Comprehension

Application

Higher Order Critical Thinking Questions:

Analysis

Synthesis

Evaluation

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?	How _____? Describe _____. What is _____?		

2 Comprehension Organization and selection of facts and ideas	convert Describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re- tell ____ in you own words. What is the idea of _____?	What differences exists between _____? Can you write a brief outline?		

3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle
	How is ____ an example of ____? How is ____ related to ____? Why is the main idea of _____?	Do you know of another instance where ____? Could this have happened in ____?		

4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagrams differentiate dissect distinguish	examine infer specify
	What are the parts or features _____? Classify _____ according to _____. Outline/ diagram/ web/ map _____.	How does _____ compare/ contrast with _____? What evidence can you present for _____?		

5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/ infer from _____? What ideas can you add to _____? How would you create/ design a new _____?	What solutions would you suggest for _____? What might happen if you combined _____ with _____?		

6 Evaluation Developing opinions, judgements or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?	Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?		

Sample Language Frames to engage learners online

To state an opinion	To ask a question	To explain/elaborate
I believe _____ because _____.	I am confused about _____.	I'd also like to add that _____.
I agree/disagree because _____ and _____.	Can someone explain _____?	Evidence such as _____ suggests _____.
I understand your point of view that _____; however; _____.	I have questions about _____.	When _____, it is clear that _____.
Although I agree with _____, I also believe that _____.	What does it mean when _____ says _____?	Perhaps _____ can be interpreted as _____.

Grades: Upper Elementary and Middle School

Using Language Frames with informational text

Language Frames

- ? I wonder _____.
- 🗨️ I think/Know _____.
- 📖 Now I wonder _____.

Talk Together

Read the blog. Read the sample. Use **Language Frames** to ask questions. Tell a partner about them.

Example of a Summary Frame

In the (section, article, advertisement) titled _____ by _____ the author introduced the (topic, idea, concept, history, problem) of _____ and asserts that _____.

The author began by (explaining, illustrating, summarizing, describing) _____. The author continued by (explaining, illustrating, summarizing, describing) _____.

Midway through the article, the author _____ the relationships between _____.

The main point of the article was _____.

Blog

Clean & Green Company Blog
https://eltnl.com/reachhigherseries

Clean & Green Company
Committed to a green future for all

HOME ABOUT THIS BLOG PICTURES

Tuesday, June 24 | Author: [C&G CEO](#)
A New Way of Living

Today we started construction on our planned **solar** city. We are going to build 10,000 homes, as well as schools, office buildings, hospitals, and places to shop. And everything will use solar **energy**. It's an **alternate** way of living. We think this is the most exciting project we have ever worked on!

Friday, June 27 | Author: [C&G CEO](#)
Capturing the Sun

We are imagining a city filled with lights, even at night. Solar-powered street lamps will light the way for electric cars and for people walking along the street. Isn't technology grand?

Tuesday, July 1 | Author: [C&G CEO](#)
A Clean and Green Community

Even though we've encountered some **obstacles**, we know we are on the right path. We are six months behind, but in another six months, people will be living here and breathing clean air. We won't have to **rely** on burning coal. Just think of how a solar city will **decrease** pollution.

"I wonder how this will work.
I think about how solar panels heat my house.
Now I wonder how many solar panels a school will need."

◀ = a good place to stop and ask a question

Ask Questions

As you read, **ask questions**. You can find the answers to some questions in your head. Think to come up with answers. This will help you understand the text better.



Ask yourself questions about the text. Use what you know to figure out the answers.

How to Ask Questions

1. Ask a question.
2. Think about what you already know. Think about what the author tells you.
3. Think about the answer. Read on and

I wonder _____.

I know _____. The author tells me _____.

So _____. Now I wonder _____.

Talk Together

Read Ella's essay. Read the sample question. Then use **Language Frames** to tell a partner your questions.

- ? I wonder _____.
- ☁ I know _____. The author tells me _____.
- 🧩 So _____. Now I wonder _____.

Essay

My Wonderful Waterer

My friend Will just got a kitten. Will wants his kitten to have fresh, **clean** water because he wants Fluffy to stay **healthy**. Will's sister, Sadie, crawls on the floor. She might get into Fluffy's bowl or knock it over!

Today I sketched my idea for an **invention**. I **required** several things to make it. First, I collected the things. Then, I asked my mother to help.



Mom and I decided to make this Wonderful Waterer! It **provides** a **source** of water for the kitten. It should have a good effect on Fluffy's health—and keep Sadie dry, too. I hope that Will loves it. He says he already does!

Sample Question

"I wonder what will happen if Sadie spills the water."

I know that little kids get into things they shouldn't. The author tells me that Sadie crawls on the floor.

So Will is worried that Sadie will get into the water. Now I wonder what Will is going to do."

Language Frames for Science



Making a Claim

I observed _____ when _____
I compared _____ and _____
I noticed _____, when _____
The effect of _____ on _____ is _____

Providing Evidence

The evidence I use to support ____ is _____
I believe ____ (statement) because ____ (justification)
I know _____ is _____ because _____
Based on _____, I think _____
Based upon _____, my hypothesis is _____

Asking for Evidence

I observed _____ when _____
I compared _____ and _____
I noticed _____, when _____
The effect of _____ on _____ is _____

Plan and Conduct an Investigation

Like these players, you can use forces to change the motion of an object. Your object will be a cotton ball. The force will be the push of air as you blow through a straw. How the cotton ball moves is up to you!

1. Ask a question.

How can you use balanced and unbalanced forces to move a cotton ball through an obstacle course?

2. Plan and conduct an investigation.

Try blowing through the straw on the cotton ball to get a feel for how it moves. Now for the challenge—you must use balanced and unbalanced forces to move your cotton ball in at least three of the following ways:

- around a corner
- through a tube
- forward 10 centimeters and then stop
- up or down a ramp
- stay still while air is blown on it

Look at the materials available. What will you use to build your course? Draw a picture of your course and list your materials. Identify the three ways your cotton ball will move. Then build and test your course. Record your observations.

3. Analyze results and revise.

Review your observations. Check off each way the cotton ball moved. Did the cotton ball move the way you wanted it to? How can your course be improved? Change your course and test it again. Remember to record both your changes and your results.



Language Frames

1. I observed _____ when _____.

2. The evidence I used to support _____ is _____.

3. I noticed _____ when _____.



PROFESSIONAL **webinars**

DEVELOPMENT

1. **Tuesday 2nd March: 5:00 – 6:00 pm** (Gulf standard time)
4Cs Framework, Preparing Students for Today's Classroom and a Global Society
2. **Tuesday 9th March: 5:00 – 6:00 pm** (Gulf standard time)
Building Independent Learners: Gradual Release of Responsibility (GRR) Framework
3. **Tuesday 16th March: 5:00 – 6:00 pm** (Gulf standard time)
Balanced Literacy and English Language Learners
4. **Tuesday 23rd March: 5:00 – 6:00 pm** (Gulf standard time)
Inclusive Practices for Blended Classroom Models



2nd March: 4Cs Framework, Preparing Students for Today's Classroom and a Global society

Registration: https://cengage.zoom.us/webinar/register/WN_RWAb3jBLR1Seul1yGXMNcQ



Sign up today!

**Professional Development for
K12 dedicated website**

Coming soon...

Questions & comments:

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