

NAME: \_\_\_\_\_

**READING GRAPHIC ORGANIZER FOR TEXT READINGS for**

**Course: \_\_\_SPED 252\_\_\_**

**For Pages** \_\_\_\_\_ **49** \_\_\_\_\_ **from the text/reading:** \_\_\_Ch 3\_\_\_

**For Pages** \_\_\_\_\_ **95** \_\_\_\_\_ **from the text/reading:** \_\_\_Ch4\_\_\_

Note 5 key points from the reading, as well as insights and methods of application into the table below. Do this digitally so the boxes increase in size as you type.

<b>KEY POINTS</b> <i>(List a minimum of <b>five key points</b> and any “A-HA” learning’s)</i>	<b>PAGE</b>	<b>INSIGHTS</b> <i>(Make connections with author’s concepts and your prior knowledge and potential “use” of this information; <b>what implications are there for classroom teachers, support teachers, students, parents, school)</b></i>	<b>APPLICATION</b> <i>(Explain how you intend <b>to use the key concepts, insights in your professional practice and how it will improve student learning)</b></i>
Group work may have positive affective consequences: learners who are not confident in English often feel more comfortable working with peers than performing in a whole-class situation.	p.50	Well-designed/well-run group work offers many affordances for language learning and has important advantages for second language development. Learners have more chances to interact with other speakers, and therefore the amount of language they use is also increased.	Talk to students about their past experiences with group work and allow them to establish some ground rules for successful collaboration. This discussion can be successfully done anonymously through the use of note cards.
It’s important to make the outcome of the task explicit to students when you are setting it up so that they understand the purpose of what they are doing.	p. 58	Learners should be clear about what the outcome should be. Teachers need to provide clear and explicit instructions. A well-designed task can go wrong and students may have difficulties understanding the task. Don’t underestimate the time it takes to give clear instructions. It is important to sum up what students have done and learned. The nature of scaffolding makes the difference between a student’s	scaffolding instructions : pointing, modeling, demonstrating, visual, summarizing to make sure the instructions are clear, easy to understand.

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		success or failure, rather than the cognitive challenge of the task.	
<p>The interpersonal dimension of language describes how language is used to develop and maintain relationships, so it is an important part of successful group work where the aim is to work collaboratively.</p> <p>The interpersonal function of language concerns itself with how a message or idea is given to others rather than on the content of the message itself.</p>	<p>p.63 p.74</p>	<p>Asking questions, listening, and being compassionate towards others are all skills that need to be learned and practiced. To promote the learning of these skills, teachers must create an inclusive atmosphere that welcomes all students to interact with one another. Developing student's ability to use the interpersonal function of language appropriately is important for successful collaborative work.</p>	<p>Teachers can ensure that students still have opportunities to connect with their peers by setting aside social time in the classroom. Group students by interest rather than academic skill level.</p>
<p>“ the activity by itself is not enough. It is the sense that is made of it that matters. “</p>	<p>p.87</p>	<p>Children were given opportunities to develop some understandings before they were expected to understand. During the process, they learn/experience it by doing before being introduced to new academic language.</p>	<ul style="list-style-type: none"> <li>● Hands on activities in different learning centers.</li> <li>● Giving enough time for students to process the information, discuss with peers and digest what they learn and talk.</li> </ul>
<p>When learners initiate what they wish to talk about, language learning is facilitated because they enter the discourse on their own terms, rather than responding to a specific request for information from the teacher.</p>	<p>p.89</p>	<p>Different from the IRE pattern, which is based on a teacher-generated display questions to evaluate student's understanding/learning, this approach is more like open-ended questions/answers and answers/conservations are based on students' knowledge and experience. This approach helps students to produce longer stretches of discourse than often occurs in the classroom interaction.</p>	<p>Language, in other words, is how we think. It's how we process information and remember. It's our operating system. The more hands on activities we provide for our students, the more opportunities we provide for them to be in the thinking process and meaningful conservation. Speech talk is the representation of thinking. The classroom should be filled with talk,</p>

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			given that we want them filled with thinking.
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**PART 2 (IN CLASS ASSIGNMENT)**

Time will be provided in class for you to interview one colleague regarding one of their interesting key points. Then, you'll write a thoughtful response of 4-6 sentences as to its application and any insights they shared that inspired you or made you think about something in a new way. (The box will expand as you type.)

Please note: The colleague you interview will be chosen at random from a name drawing.

Children will achieve more and work better in a group setting. When children work collaboratively on a group task they often work at higher cognitive and language levels that they would work individually. The group conversation and interaction make the talk more meaningful and it also encourages children to be in their thinking process. When children start conversation on their own, they process what they want to talk based on what they know and stretch the language. The relationship is important and it affects how the language is delivered.