

104年度國際短期教育訓練經驗分享

# Teacher-Student Interactions in an Effective Language Classroom

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Dec. 8, 2015

*What?*

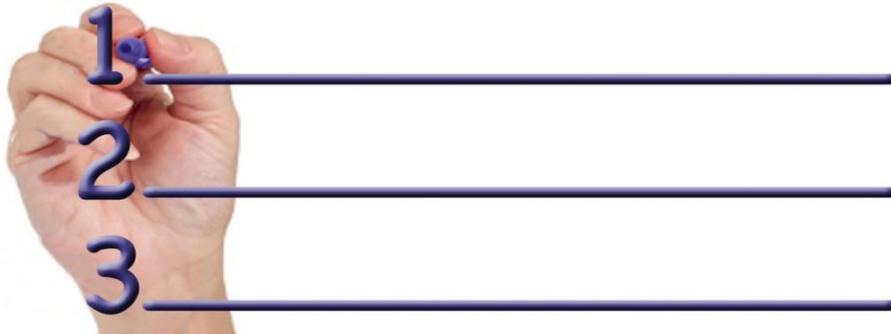
interactions

effective

*How?*

Classroom Assessment and Scoring System (CLASS)

## Setting Goals



# 1. Positive Climate

## Classroom Constitution

We the students of Mrs. Asmussen's class in order to form a perfect class will

1. Respect Others
2. Try our best
3. Control our bodies
4. Take care of our supplies and classroom

zaid  
 Cece  
 Tristan  
 Lorenzo  
 Benjamin  
 Angela  
 Dominic  
 Caiden  
 Katie  
 Greta  
 Hannah  
 Jaden  
 Brenda  
 Jessica  
 Joshua  
 Isabel  
 Erin  
 Cali

Today I want a ...



Good morning Group 303!  
 Today is Tuesday. We have a short week because we had a long weekend. Draw a picture or write 2 words below about something you did over the long weekend.



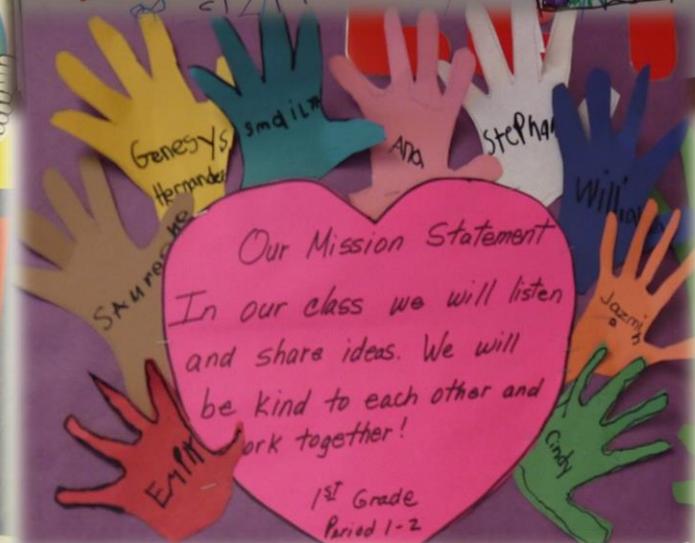
visited brother

stphom

COLUMBIA TEAM

BAFFETS

DISCIPLINE



Our Mission Statement  
 In our class we will listen and share ideas. We will be kind to each other and work together!

1st Grade  
 Period 1-2

Genesys

Smilin

Stephan

William

Jazmy

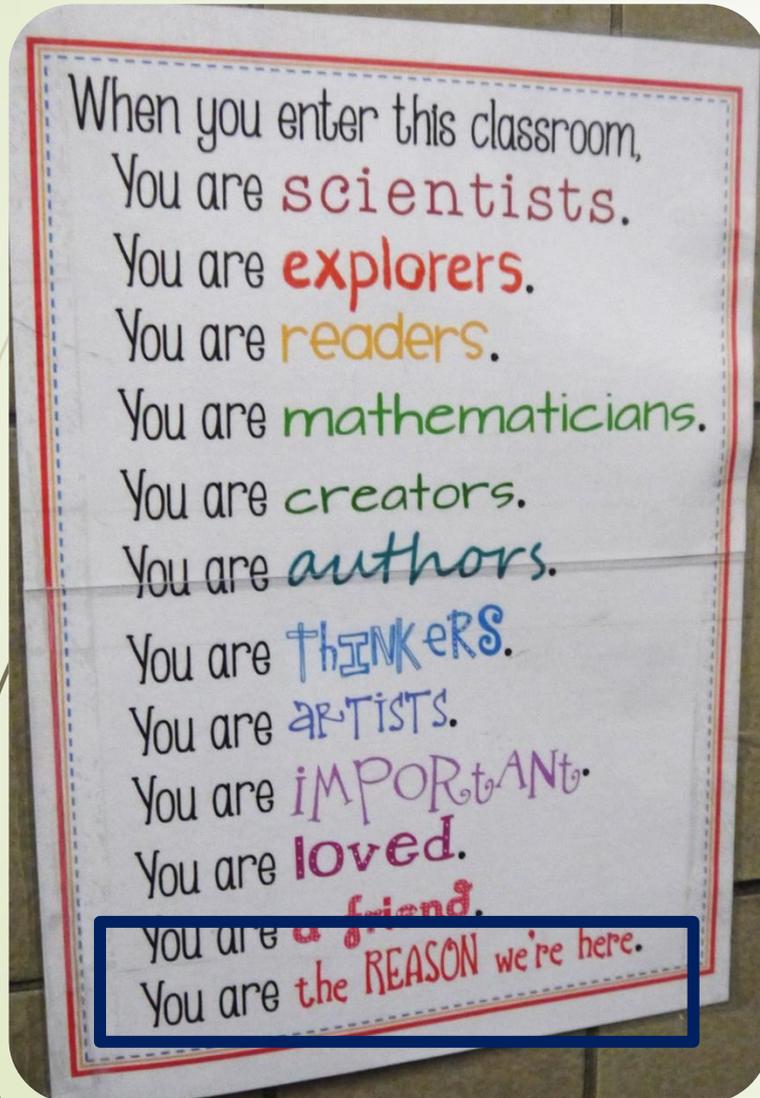
Cindy

Erin

Saurabh

Hernandez

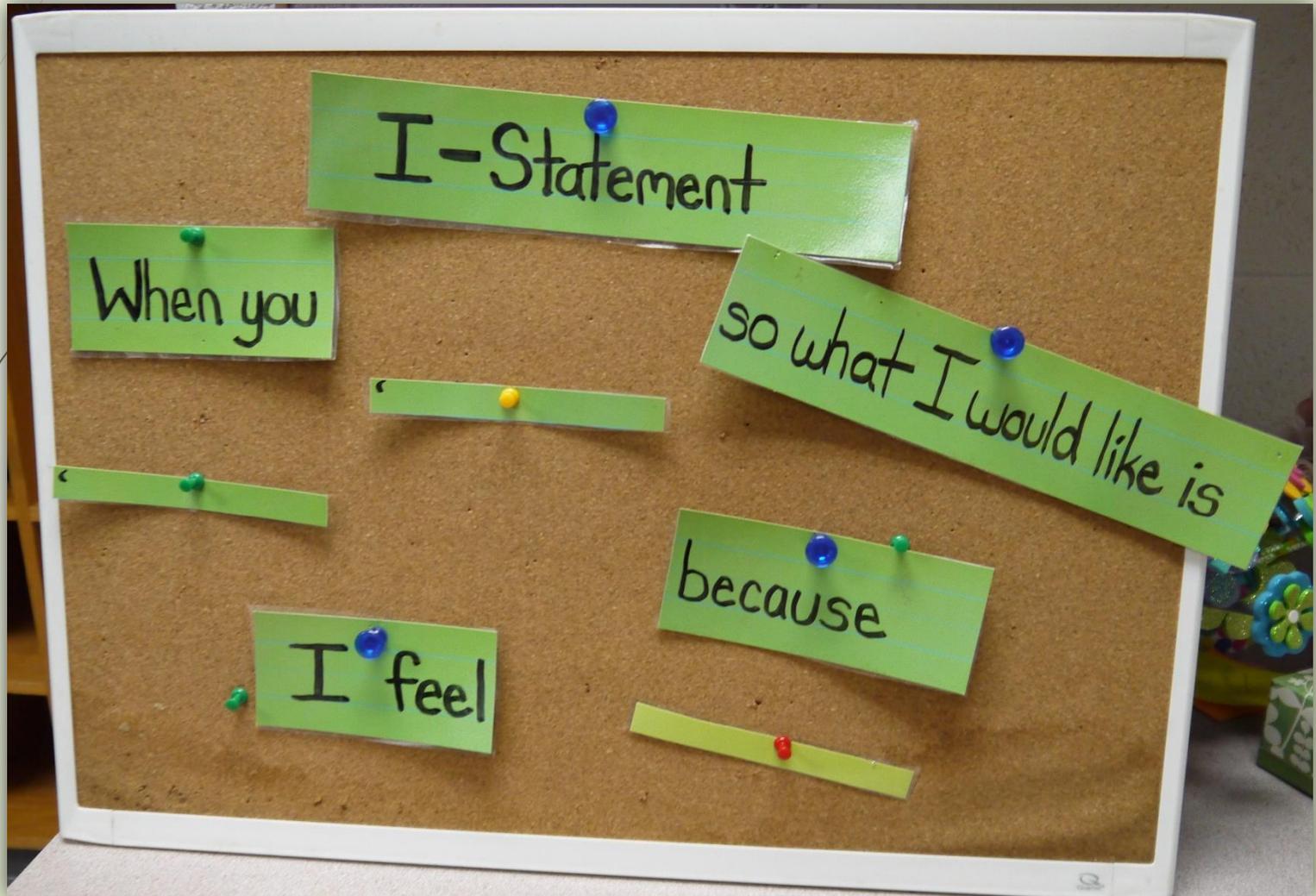
# 1. Positive Climate



# 1. Positive Climate



## 2. Negative Climate



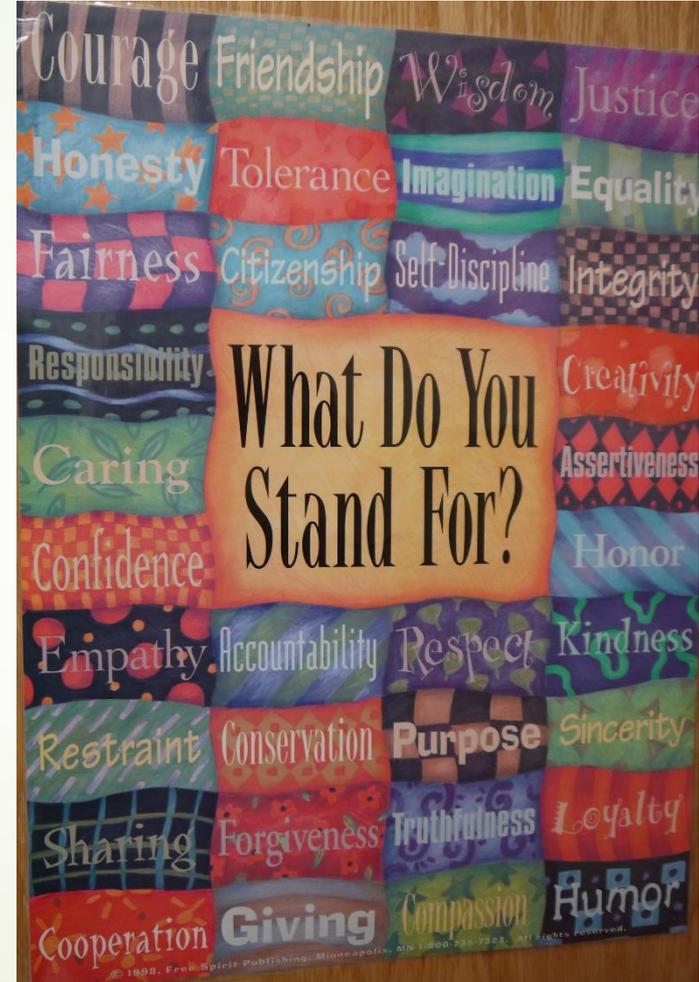


## *2. Negative Climate*

**I am sorry for ...**

**Next time I can...**

## 3. Teacher Sensitivity



### 3. Teacher Sensitivity

**F** **FIND**  
something  
in  
**COMMON**

**R** **RESPECT**  
other  
STUDENTS  
-space  
-property  
-ideas

**I** **INVITE &  
INCLUDE**  
KIDS to  
**PARTICIPATE**

**R** **RESPECT**  
other  
STUDENTS  
-space  
-property  
-ideas

**E** **EMPATHY**  
SHOW  
**-YOU-**  
care

**E** **EMPATHY &  
DE**  
SHOW  
**-YOU-**  
care  
to  
TE

**S** **SAY**  
you're  
**SORRY**  
everyone  
**MAKES** MISTAKES

**D** do the  
**RIGHT**  
THING  
...EVEN IF NO ONE IS  
**LOOKING**

**N** **KNOW**  
**WHEN** to  
**SUPPORT**  
each  
other

### 3. Teacher Sensitivity



# 4. Regard for Student Perspective

<p>My Age</p> $10+10-5+2-6=?$	<p>My shoe size</p> $8.5+2-6+3=?$	<p>My house number</p> $12961+69+1117=?$	<p>The number of students in my class</p> $6+6+20+2-10=?$
			<p>The number of letters in my name</p> $3+5+9-4+4-10=?$
			<p>The year I started CES</p> $2003+6+4+5-10=?$
			<p>My classroom number</p> $112+87+100=?$
			<p>The number of pets I own</p> $5+9-10-2-1=?$
			<p>The number of people in my family</p> $8+5+9-3-10-3$
<p>My birthday</p> $25+8-7+4-10+4$			



# 4. Regard for Student Perspective



Free Time Activities by Peter

Me	Class
1 watch TV in the morning	1 play computer games
2 listen to music in the evening	2 play baseball
3 play computer games at night	3 play basketball
4 go jogging in the morning	4 play foot ball
5 play basketball in the afternoon	5 watch TV
6 play football in the morning	6 go jogging
7 play baseball in the morning	7 ride a bike
8 ride a bike at night	8 listen to music



# Emotional Support

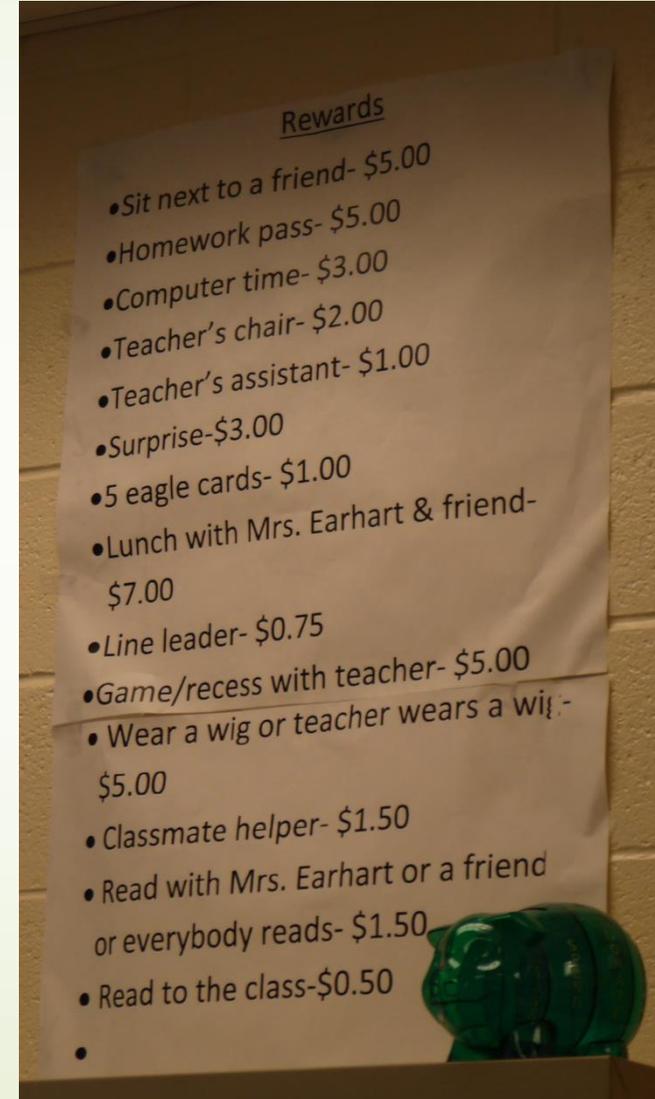
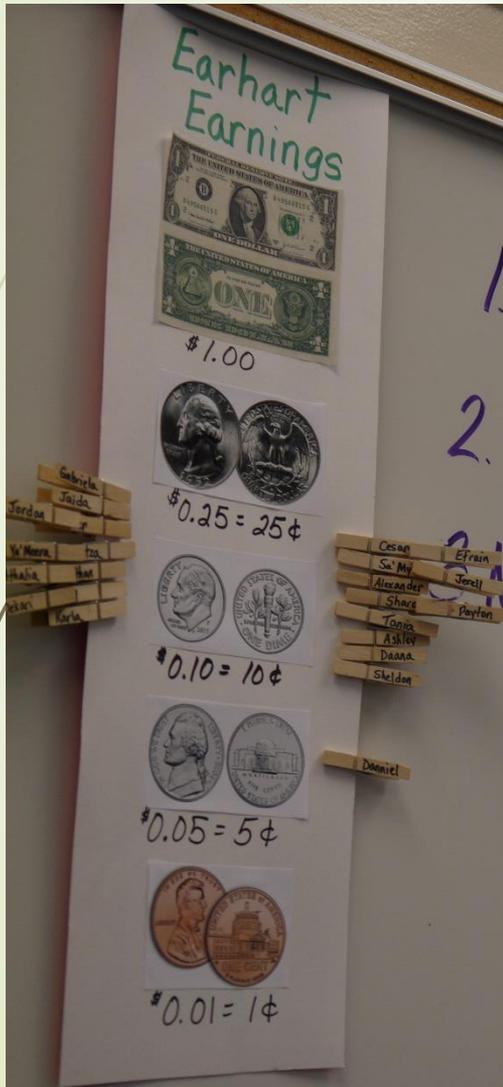
- ✓ Positive Climate
- ✓ Negative Climate
- ✓ Teacher Sensitivity
- ✓ Regard for Student Perspective



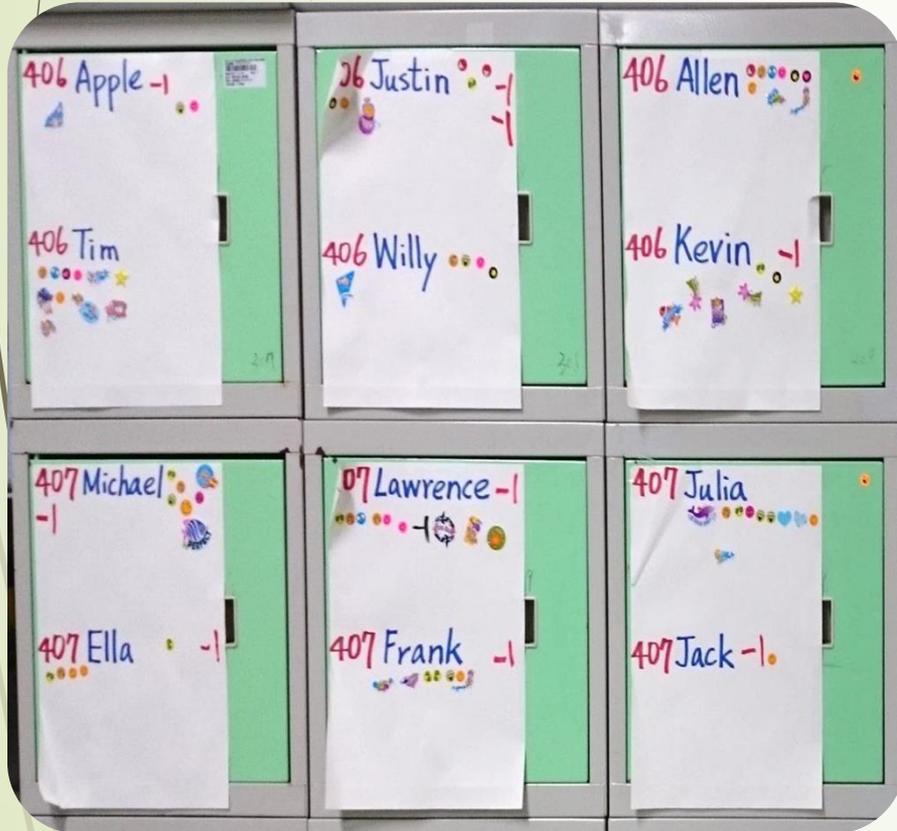
# 5. Behavior Management



# 5. Behavior Management



# 5. Behavior Management



## 6. Productivity



**Readers Workshop**  I can read and comprehend a 2<sup>nd</sup> grade level

 I will use strategies to figure out new words.

I can figure out what words mean, not just say the word.

**Writers Workshop** 

I will be able to plan out the details for a small moment personal narrative.

I can develop a tiny topic into a whole story.

I will stretch out a small moment

# 6. Productivity

## Easy

- know all the words
- can read quickly
- book that you've read before
- easy to read and understand
- lots of pictures

## Just Right

- can read it smoothly (like you're talking)
- slow down a few times (3 finger rule)
- understand it well and enjoy reading

**Challenging:** Someday books  
Hard to read - too slow  
A lot of words you don't know (3 or more)  
Hard to understand - confusing  
Lots of words

### Reading Levels

- A 12
- B 14
- C 16
- A 18
- B 20
- C 24
- A 28
- B 30
- C 34

## Book Shopping Days

Monday - Brooklyn  
Tuesday - Manhattan  
Wednesday - Bronx  
Thursday - Staten Island  
Friday - Queens

If you need to change books and it's not your day, just let Mrs. De Rise know.

## How Many Books Do I Choose?

Level	Amount
A, B, C, D, E	9 books
F, G, H, I	8 books
J, K, L	6 books
M, N, O	4 books
P, Q	3 books

and 1 free choice picture book

# 6. Productivity

I am ... → Are you ... ?

Yes, I am.

No, I am not.

He is ... → Is he ... ?

Yes, he is

No, he is not.

She is ... → Is she ... ?

Yes, she is.

No, she is not.

They are ... → Are they ... ?

Yes, they are.

No, they are not.

We are ... → Are you ... ?

Yes, we are.

No, we are not.

It is ... → Is it ... ?

Yes, it is.

No, it is not.

Fuxing Elementary School Class: 2 No.: 19 Name: Tina

third person singular verb(V) - not you, not me, others only one

verb + s

1. ride	rides	9.	
2. listen	listens	10.	
3. get	gets	11.	
4. eat	eats	12.	
5. take	takes	13.	
6.		14.	
7.		15.	
8.		16.	

verb (-sh, ch, s, ss, o, x, z) + es

1. go	goes	4.	
2. watch	watches	5.	
3. do	does	6.	

♥♥♥♥♥♥♥

verb(-a, e, i, o, u + y) + s      verb(-consonant + y) + ies

1. play	plays	1. study	studies
2.		2.	

Tricky Words

1. have	has	3.		5.	
2.		4.		6.	

break,

# 7. Instructional Learning Formats



## Read to Self

- I will get started right away.
- I will read the book the whole time.
- I will read silently.
- I will stay in one spot.
- I will build my stamina.



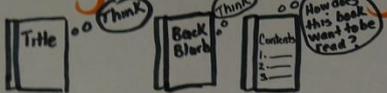
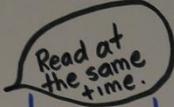
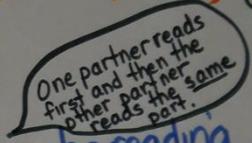
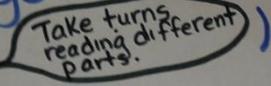
## Read to Someone

- We will sit in EEKK position.
- We will get started right away.
- We will read the whole time.
- We will stay in one spot.
- We will use soft whisper voices.



# 7. Instructional Learning Formats

**Reading Partners Work Together**

- We work as a team (sit side by side  book in the middle, take turns)
- We build good reading habits together. (sneak peeks,  do things at the end,  reread) 
- We read together. (choral reading,  echo reading )  
seesaw read )
- We give reminders. ("Don't forget to..." "Try this...")
- We grow ideas together. ("I never thought about that!")
- We give book introductions.
- We do SOMETHING at the end. (reread, retell, share ideas)
- We HELP - not tell.

# 7. Instructional Learning Formats

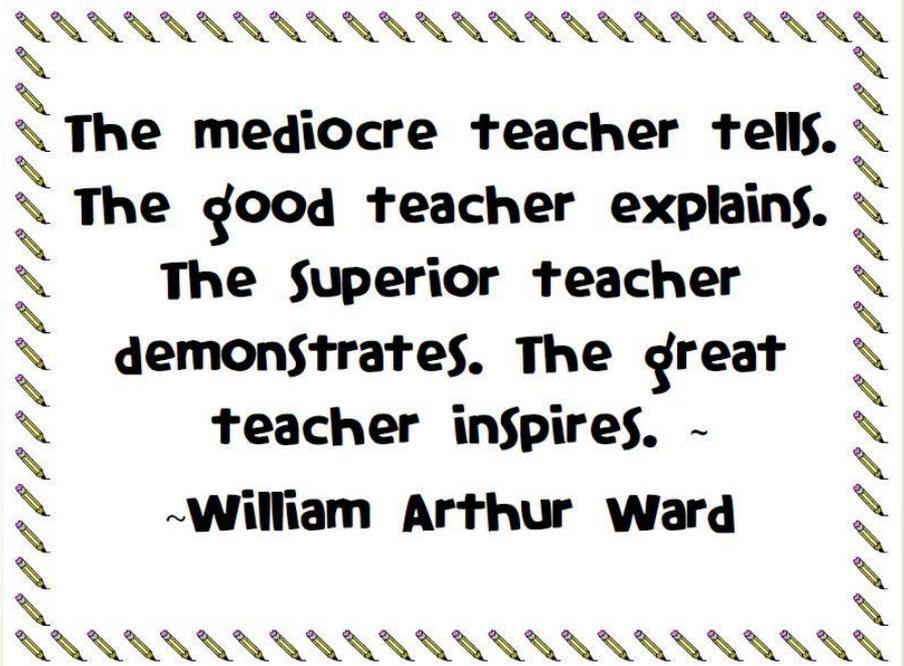
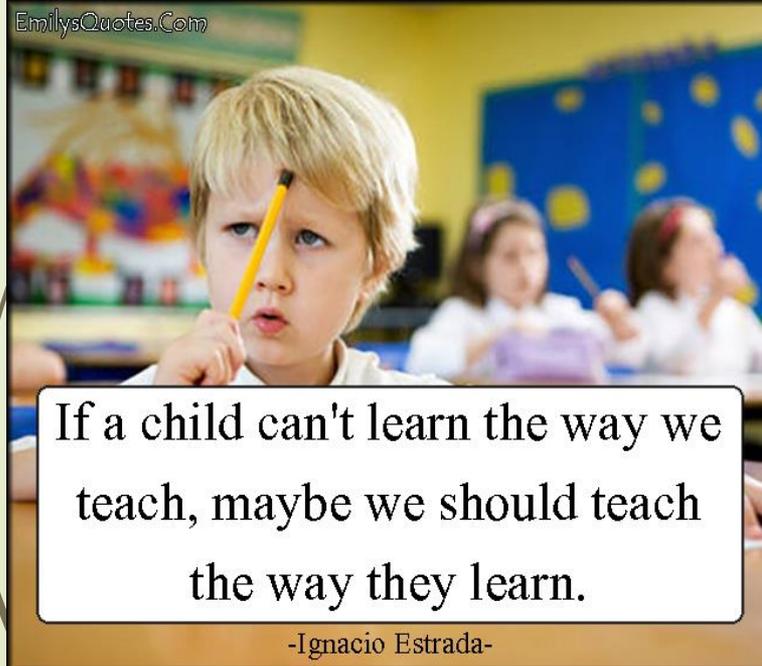
	Group 1	Group 2	Group 3
Mon.	Sight Words	Sight Words	Sight Words
Tues.	Teacher	Word Hunt	Independent Sort
Wed.	Independent Sort	Teacher	Word Hunt
Thurs.	Word Hunt	Independent Sort	Teacher
Fri.	Games and Assessments	Games and Assessments	Games and Assessments

# 7. Instructional Learning Formats



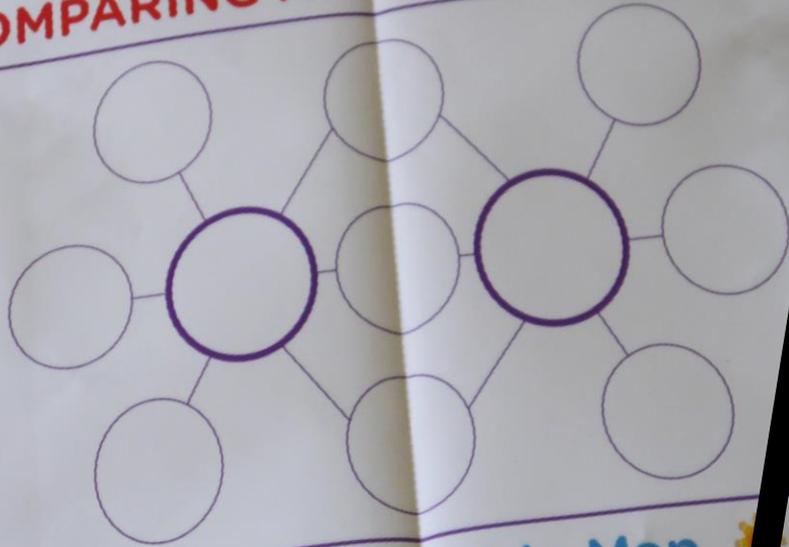
# Classroom Organization

- ✓ Behavior Management
- ✓ Productivity
- ✓ Instructional Learning Formats



# 8. Concept Development

## COMPARING AND CONTRASTING



Double Bubble Map

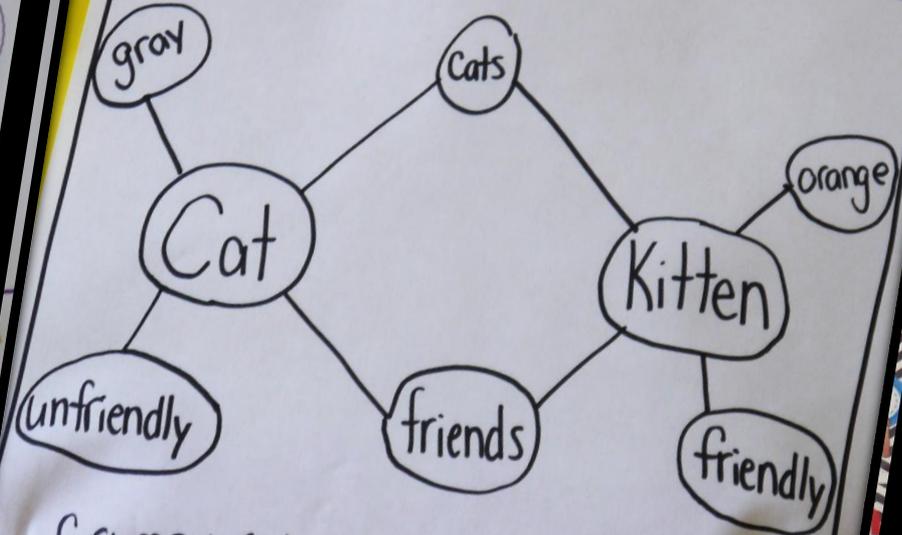
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**S T E M**  
science Technology engineering Math

Design Process

- ASK
- IMAGINE
- PLAN
- CREATE
- IMPROVE

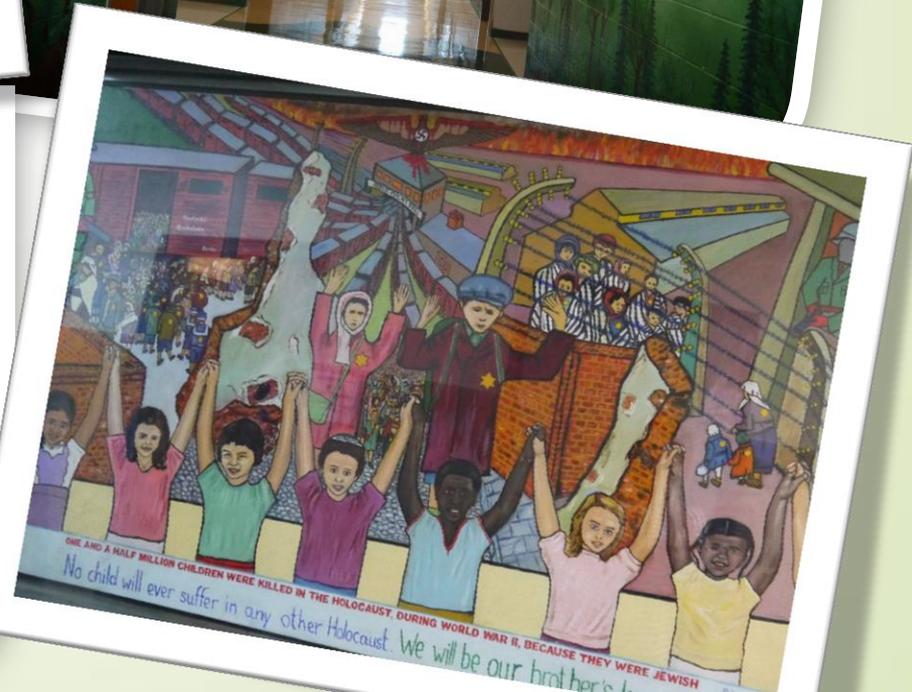
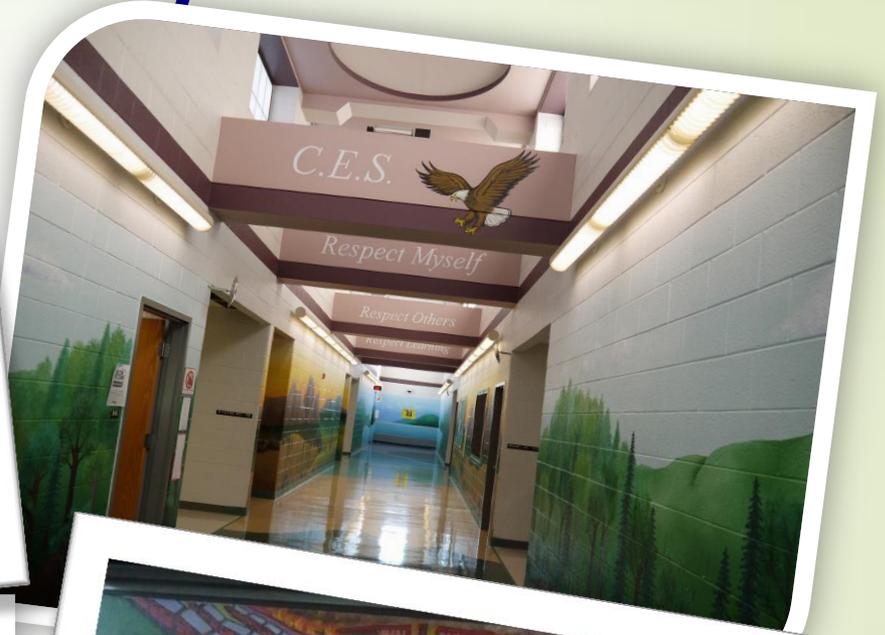
How are Cat and Kitten the same and different?



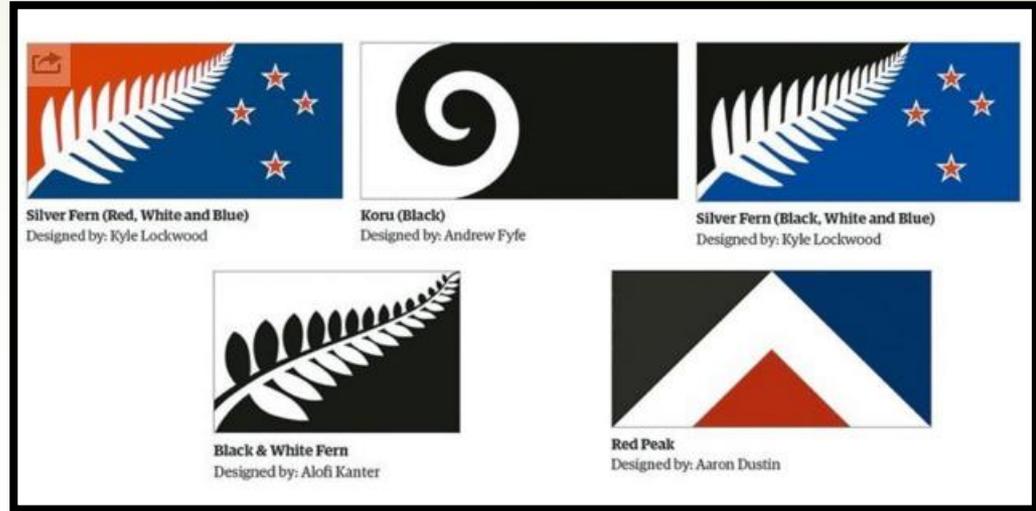
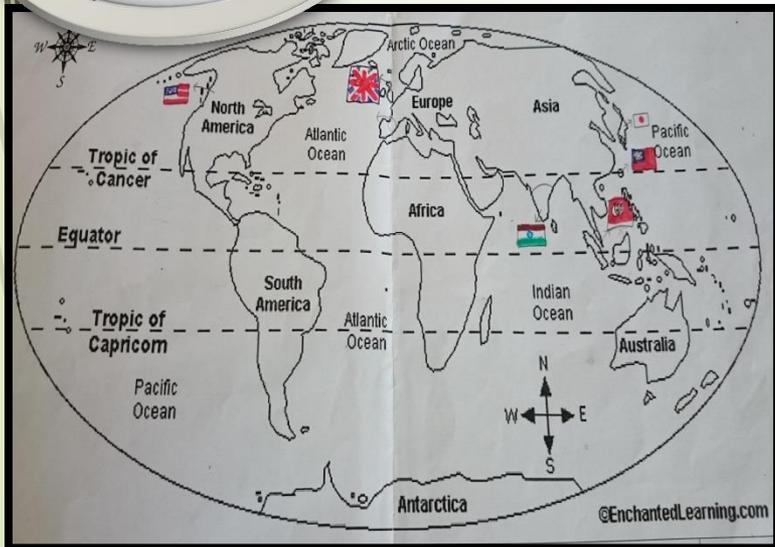
Grumpy Cat



# 8. Concept Development



# 8. Concept Development



## 9. Quality of Feedback



I gave it my best even  
when it was a challenge.  
I learned from the  
challenge. 4



I gave it my best  
even when it was a  
challenge. 3



I gave some effort  
but gave up when it  
was a challenge. 2



I gave little or  
no effort. 1

## 9. Quality of Feedback

我覺得自己這次很粗心，錯了很多不該錯的，

下次一定要檢查，這樣就不會再粗心了。

省思：

我覺得我每一題都是粗心而錯的，才會考個九十六分。所以期末考時要細心再細心，不能在讓小地方壞了考試的分數。

加油囉！

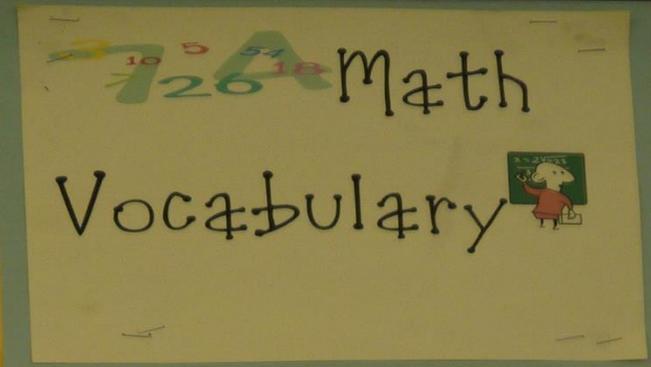
Eva,

要多唸，根據聲音拼字。

不然常常錯一兩個字母

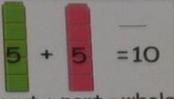
或是字母位置錯誤！

# 10. Language Modeling



## Math Vocabulary

**whole**  5 cubes  
whole = part + part  
5 = 2 + 3

**part**  = 10  
part + part = whole

**sum**   
5 dots  
+ 3 dots  
→ 8 dots

  
**difference**

4 + 8 = 12      7 = 3 + 4  
30 + 2 = 32    20 + 20 = 40  
**addition sentence**

**add or addition** 

8 - 3 = 5      20 - 10 = 10  
15 - 5 = 10    7 - 2 = 5  
**subtraction sentence**

**subtract**   
or  
**subtraction**

**minus**   
9 - 2 = 7

  
**fewer**

  
**more**

**addend**  
7 + 4 = 11

**number sentence**  
3 + 2 = 5    4 - 1 = 3  
2 × 3 = 6    8 ÷ 4 = 2

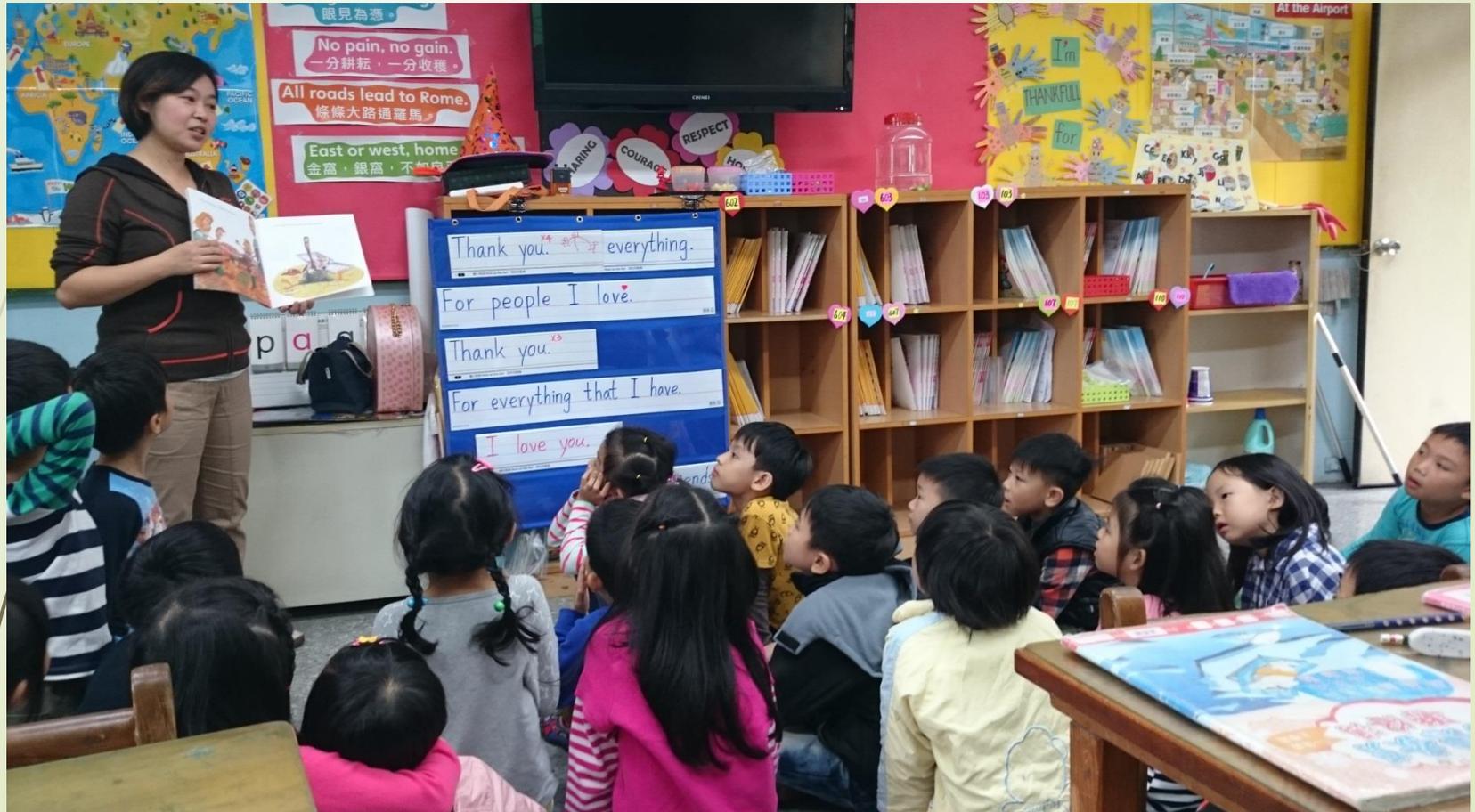
**doubles**  
1 + 1 = 2    5 + 5 = 10    8 + 8 = 16  
2 + 2 = 4    6 + 6 = 12    9 + 9 = 18  
3 + 3 = 6    7 + 7 = 14    10 + 10 = 20  
4 + 4 = 8

1 + 2 = 3    near    6 + 7 = 13  
2 + 3 = 5    7 + 8 = 15  
3 + 4 = 7    doubles    8 + 9 = 17  
4 + 5 = 9    9 + 10 = 19  
5 + 6 = 11    10 + 11 = 21

# 10. Language Modeling



# 10. Language Modeling

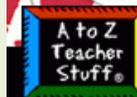


# Instructional Support

- ✓ Concept Development
- ✓ Quality of Feedback
- ✓ Language Modeling

Good teaching  
is MORE a giving of  
**Right questions**  
than a giving of  
**Right answers.**

- Josef Albers



## CONFIDENCE

- to be part of a team
- learning new skills
- learning more about sport
- being the winner of a game
- being coach's helper
- being trophy winner

## CO-OPERATION

- work as part of a team
- co-operate with coach
- co-operate / compromise with others

## SPORTSMANSHIP

- learning to be part of the team
- not to be angry or upset if not the winner

## INDEPENDENCE

- leave parents & come to play
- accept that parent doesn't stay and watch
- practice alone
- join the group at waterbreak
- make up class in another lesson in now class

## FLEXIBILITY

- do things others like
- change to accommodate
- realising you can't do what you want

## RESPONSIBILITY

- to attend lessons
- bring back trophy

## PERSISTENCE

- practise / don't give up
- don't become angry / frustrated
- get a part right then move on

## LEADERSHIP

- stand in front of team
- to be leader / demonstrator
- award trophy
- be "on" in the game
- helping others

# LIFE SKILLS

## F.I.D.G.A.L.

## GOAL SETTING

- achieve things step-by-step
- complete a stage to win a certificate
- goal to be trophy winner

## RESPECT

- respect for team mates
- respect for others belongings
- respect for those that win
- respect for coach's help and advice

## SELF WORTH

- feel good about participating
- striving to meet a challenge
- feeling worthwhile
- feeling proud

## POSITIVE RELATIONS

- learning to communicate and share
- respect for others feelings
- working with others
- making new friends
- feeling successful
- positive interactions
- having fun
- being expressive

## COURAGE

- getting involved with something new
- being captain / teacher in front of the team
- continue trying when skill can't be achieved
- not to be sad about not winning

## DECISION MAKING

- choosing a team mate
- choosing a partner
- sports related decisions

## COMMUNICATION

- communicate with coach
- communicate with those you don't know
- communicate with others in team





Thank You!



NEVER GIVE UP

