P.E.A.R.L.: Promoting Engagement and Attention in Reading and Language Arts

Prepared by
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Learning Target

- I can use teaching strategies that promote student engagement in my Reading and Language Arts classroom.
“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein
Grouping: Choose a facilitator/reporter, controller and materials coor, recorder

Task: Analyze, discuss, interpret in two–three sentences the quote presented
Interpretation/Presentation-
action song, drawing/poster, foldable or graphic organizer, skit or choral recitation

Rubric:
• Relevance of the presentation to the quotation- 50%
• Artistry and creativity-30%
• Clarity and Impact-20%
Guidelines:
• Acceptable productive noise
• Working time- 12 minutes
• Everyone should participate.
• Presentation 2- 3 minutes per group
Presentation and Processing

• Did we follow the guidelines?
• Did every group meet the standards set?
• How did you feel when you were working and while presenting?
• What learning insights did you gain?
P. E. A. R. L. Activity

Purposeful and Engaging Activity for Responsible Learning
• Learners learn about language and how to use it effectively through their engagement with and study of texts. The term ‘text’ refers to any form of written (reading and writing), oral (listening and speaking) and visual communication involving language.
• Successful language learning involves viewing, listening, speaking, reading and writing activities. Language learning should include a plethora of strategies and activities that helps students focus on both MEANING and ACCURACY.
Principles for Effective Language Curriculum

- develops thinking and language through interactive learning;
- develops communicative competence and critical literacy;
- draws on literature in order to develop students’ understanding of their literary heritage;
• draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge;

• develops students’ oral language and literacy through appropriately challenging learning;
• provides explicit skill instruction in reading and writing;

• builds on the language, experiences, knowledge and interests that students bring to school;
• assesses and reflects the students’ ability to interpret and/or communicate in the target language
• emphasizes writing arguments, explanatory/informative texts and narratives
• **The responsibility for learning** shifts from the teacher to the students. The teacher creates learning environments that motivate students to accept responsibility for learning.

• **The processes and purposes of assessment** shift from only assigning grades to include constructive feedback and to assist with improvement. Learner-centered teaching uses assessment as a part of the learning process.
• Learner-centered instruction encourages students to take responsibility for their own reading and language skill development and helps them gain confidence in their ability to learn and use the language.
• When selecting authentic materials for use, look for listening and reading selections that are one level of proficiency higher than students’ current level. This will ensure that students will be challenged by the material without being overwhelmed by its difficulty.
What is Active Learning?

• A vehicle to engage students more fully in the learning process.
• A set of techniques to encourage students to take more ownership of the lesson.
• A way to promote deeper understanding and achieve better retention.
• A break from lecturing.
What is the purpose?

• Increase student participation
• Increase student engagement
• Increase student retention
• More student ownership in course
• Less lecturing by instructor
• More exciting classroom experiences
• Higher level thinking
Engaging STRATEGIES

A RAFT is

• an engaging, high level strategy that encourages writing across the curriculum
• a way to encourage students to...
  ...assume a **role**;
  ...consider their **audience**;
  ...write in a particular **format**;
  ...examine a **topic** from a relevant perspective.
• All of these can serve as motivators by giving students choice, appealing to their interests and
• learning profiles, and adapting to student readiness levels.
A RAFT can....

- Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest
- Be created by the students (incorporate a blank row for this option)
- Be used as introductory “hooks” into a unit of study
- Keep one column consistent while varying the other columns in the RAFT grid
<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
<td>Sports award dinner</td>
<td>Acceptance speech</td>
<td>“It’s All About me”</td>
</tr>
<tr>
<td>PREDICATE</td>
<td>Music radio listeners</td>
<td>Song</td>
<td>“All Things Revolve Around Me”</td>
</tr>
<tr>
<td>DIRECT OBJECT</td>
<td>Classmates</td>
<td>Poem</td>
<td>“To Be Acted Upon”</td>
</tr>
<tr>
<td>INDIRECT OBJECT</td>
<td>Writers</td>
<td>One page written argument</td>
<td>“No One Understands Me”</td>
</tr>
<tr>
<td>ROLE</td>
<td>AUDIENCE</td>
<td>FORMAT</td>
<td>TOPIC</td>
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</tr>
<tr>
<td>Dorothy</td>
<td>Oz</td>
<td>Manifesto</td>
<td>“Show me the Way”</td>
</tr>
<tr>
<td>Scarecrow</td>
<td>Dorothy</td>
<td>Rap</td>
<td>Help Me If You Can</td>
</tr>
<tr>
<td>Wizard</td>
<td>Oz Citizens</td>
<td>Law</td>
<td>Help for Strangers</td>
</tr>
<tr>
<td>Role</td>
<td>Mayor</td>
<td>Sentence constructor citizens</td>
<td>Word Detective citizens</td>
</tr>
<tr>
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</tbody>
</table>
Mayor: As elected mayor of the City of Words, you make sure that your citizens know how to follow instructions and are able to recognize and read words; make simple sentences; are courteous at all times. Select a nice story and if you cannot read it yet, ask somebody at home to read it for you.

Tell the story to your citizens. Tell them they will identify the nouns that they heard. Your word detectives should recognize vowel and consonant sounds, syllables and count the sounds heard in each identified noun.

The sentence constructors should be able to ask simple questions and answer them in complete sentences.
As sentence constructor citizens of the Word City, you listen to the story told by the Mayor. Each one of you will ask at least two questions about the story that you yourselves will answer in complete sentences.

Use courteous expressions to the mayor and to your fellow citizens.
As word detective citizens, you will identify nouns used in the story told by the Mayor, say the beginning sound, count how many sounds in each noun, and tell how many syllables there are in each noun.

Use courteous expressions to the mayor and to your fellow citizens.
Frayer’s Model

Main Idea

Important Details

Title of the story

Events

Nouns used in the story
Think Dots/ Cubing

. This story is about_____.
.. This story reminds me of_____.
… Another story with a similar idea is_____.
…. What I can say about this story is_____.
….. One question I’d like to ask is_____.
…… Another title for this story is_____.

Think Tac Toe

• Directions: Select and complete one activity from each horizontal row to help you and others think about the story you read.

• Remember to make your work thoughtful, original, rich with detail, and accurate
<table>
<thead>
<tr>
<th>Character</th>
<th>Create a pair of collages that compares you and a character from the book. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the characters are alike and different. Be sure to include the most important traits in each poem.</td>
</tr>
<tr>
<td></td>
<td>Write a recipe or set of directions for how you would solve a problem and another for how a main character in the book would solve a problem. Your list should help us know you and the character.</td>
</tr>
<tr>
<td>Setting</td>
<td>Draw/paint and write a greeting card that invites us into the scenery and mood of an important part of the book. Be sure the verse helps us understand what is important in the scene and why.</td>
</tr>
<tr>
<td>Theme</td>
<td></td>
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<tr>
<td>-------</td>
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<tr>
<td>Using books of proverbs and/or quotations, find at least 6-8 that you feel reflect what’s important about the novel’s theme. Find at least 6-8 that do the same for your life. Display them and explain your choices.</td>
<td></td>
</tr>
<tr>
<td>Interview a key character from the book to find out what lessons he/she thinks we should learn from events in the book. Be sure the interview is thorough.</td>
<td></td>
</tr>
<tr>
<td>Find several songs you think reflect an important message from the book. Write an exhibit card that helps your listener understand how you think these songs express the book’s meaning.</td>
<td></td>
</tr>
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</table>
LEARNING MENU

Main Course

Side Dish

Dessert
Poetry Matters Book Project

- **Main Dish: You must complete all of these tasks.**
- 1. Create a colorful and artistic cover for your poetry book. 2. Include at least 3 samples of your own poetry.
- 3. Include poems from at least 3 different authors you think are excellent examples of inner (heart map) and/or outer vision (imagery, similes, metaphors). They should be different forms and/or styles.
- 4. Share at least one poem (your own or another author) with the class.
- 5. Create a list of wild, wonderful, and/or wacky words for writing. Put at least 2 on our word wall and place the list in your book.
Side Dishes: Select at least 2 tasks from the following list.

• Illustrate at least one of the poems in your collection.
• Use musical instruments to accompany a poem while sharing it.
• Do a dramatic interpretation of a poem.
• Write, revise, edit and illustrate at least 2 haiku poems.
• Write, revise, edit and illustrate an alliterative poem.
• Write, revise, edit and illustrate or musically accompany a poem using onomatopoeia.
• Create a list of poetic phrases from a variety of books. Note what book each one was selected from.
Dessert: Choose as many as these as you would like to be an X Factor Learner!

• Type your poems and import pictures to illustrate them.
• Illustrate all of your poems.
• Collect metaphors and similes and create a way to display them.
• Research a known poet. Tell us about his/her life and style of writing. Also, let us know why you find this poet interesting.
• Learn about narrative poems and write at least one.
• Create a shape poem. Use color and illustration to present it.
• Create a Table of Contents for your book.
• Create a Poetry Glossary for your book.
• Create a poem for 2 voices and perform it.
• Choose 2 different poems to compare and contrast. Explain how they are similar and different.
Source: Himmele (2011). Total Participation Techniques (TPT)
Total Participation Techniques (TPT)

- teaching techniques that allow for students to demonstrate, at the same time, actively participate and cognitively engage in higher order thinking on the lesson. These are strategies to make classroom activities fun, engaging, interactive, participatory and cognitively engaging.
Creating individual TPT folders:

- True/False Hold up cards
- Multiple choice hold up cards
- Emotion hold up cards
• Bounce cards- made during a group discussion; to take what the peers say and bounce an idea off it (or extend the idea)“ That reminds me of…..

• I agree, because…..

• True, another example is…..

• That’s a great point…..
Think-Pair-Share

- maybe used for making predictions, making inferences, cause/effect, etc; use HOT question prompts
Quick-writes-

• jot down your reflections; use new voc in sentences; journaling

• Give time for the class to collect their thoughts; writing good questions
Quick Draws

- to demonstrate understanding or abstract term, words, or concept; for deeply analyzing concepts
  - Select a big “idea” or major concept
  - Ask students to reflect on the meaning of the concept, visualize it and draw it, then have a think pair share
- ask students to write a short comment or opinion about an issue, then ask peers to comment on or give feedback about the blog.
Making Students Ask Questions

• If students read an assignment, let them form questions for the next day's discussion. Or, prior to reading a lesson or selection, ask the class to prepare questions.
• Research substantiates improved comprehension scores for students who question as they read. Ask them to:
• write three comparison questions about the story/lesson they are reading;
• Figure out the most interesting question left unanswered by the reading;
• identify the question the author was trying to answer;
• write a question that will demand at least ten minutes of thought to answer;
• find a question which has no answer, or two thousand answers or an infinite number of answers;
• ask a question that is the child of a bigger question that they can then ask the rest of the class to identify.
If the homework/lesson is skill oriented, have them jot down three questions that bothered them or stimulated them or intrigued them as they did their work. Ask them to keep track of the question that "got them unstuck" after they had been stuck on a problem for a while.
• If your class is about to read a story or see a film about an event, tell them in advance that you will ask one of them to act as one of the main figures in the story or film once it is over. The rest of the class will take turns asking that student interview questions.
• It is important to ask all students in the class to actually write out at least three questions to ask.
Graphic Organizers

http://malcomsocialstudies.wikispaces.com/file/view/graphic_compare_contrast.gif/276154514/508x718/graphic_compare_contrast.gif
Foldables are 3-D paper constructions that allow learners to record and process new words and concepts in a hands-on and kinesthetic way.
How Do Teachers Use Foldables?

Teachers use foldables to enhance the study of words in their classroom. After learners have been introduced to a concept, the teacher facilitates the construction and application of this three-dimensional organizer. As with all strategies, the creation process must be modeled.
PLOT

1. EXPOSITION
2. RISING ACTION
3. CLIMAX
4. FALLING ACTION
5. RESOLUTION

PARTS of SPEECH
FOLDABLE MINI BOOK

EASY-TO-STORE - PRINTABLE - WRITING REFERENCE
Conversation Roundtable

My Notes:

Summary:

Member #2

Member #3

Member #4
Networking-

- simple mix-it up activity that allows students to talk to others whom they would normally not talk with. This is to stretch out of their social comfort zone and for building community in the classroom. Prepare 1 to 4 prompts or questions. Ask students to reflect on or quick write responses. At a signal, allow the students to discuss their answers with someone they have not spoken to that day. Then, give another prompt, students answer and then look for another person to share with.
Chalkboard Splash-

- Prompts:
  - What have you noticed about yourself as a reader because of the lesson or unit?
  - What do you think will the main character wish for?
  - Which ______ do you think is the best?
  - What is the most important thing that you learned?
• Ask students to write their answers on sheets of paper (graphic organizers, quick writes, blogs, or quick draws) and post on the chalkboard. Ask students to walk around and analyze peer responses for: Similarities, Differences and Surprises.
• This could be an ideal sum up or wrap up activity.
Other Creative Activities

- Word Wizard
- Awesome Artist
- Clever Connector
- Quick Questioner
- Vivid Visualizer
- Super Summarizer
Awesome Artist

draw a picture that represents a part of the book or chapter. You may draw something that represents:

- setting
- conflict
- prediction
- character
- solution
- an interesting event
The Quick Questioner is responsible for asking questions related to the assigned reading. Questions may start with the following prompts:

- Suppose....
  * What would happen if.... I wonder....
  * Why did....

- Questions:
  - What caused.... How....
  - What might.... If....
The Super Summarizer retells the main events of the story or chapter. Remember to use complete sentences and check for spelling and grammar.
The Vivid Visualizer brings the story to life by recording the images visualized during the reading. The author’s word choice helps the reader visualize the reading through the senses. Responses may start with the following prompts:

- *I visualized....
  I could picture....
  I imagined....
  In my mind I could see....

- Visualizations:

- *I could feel....I could hear.... I could smell.... I could taste...
The Word Wizard notices the word choice used by the author. You may recognize words that are:

- Funny
- Different
- Descriptive
- Emotional
- Interesting
- Unknown

Record the word, the page number, and the reason for choosing the particular word. If the meaning is unknown, please look up the definition in the dictionary.
P.E.A.R.L.s

- Sensible Sense Maker;
- Cause-Effect Analyst;
- Main Idea Giver;
- Events Sequencing Broadcaster;
- Story Elements Wizard;
- Character Psychologist;
- Fact and Opinion Maker;
- Conflict Specialist
One Word

• Using a large notecard, write down ONE word that sums up your learning so far today.

• Share this with your group. Tell why you selected this word.
When I hear, I forget.

When I hear and see, I remember a little.

When I hear, see, and ask questions about it or discuss it, I begin to understand.

When I hear, see, discuss, and do, I acquire knowledge and skill.

(Silberman, 1996)
Teach me and I remember. Involve me.
Sources:

English Curriculum Guide (Dep. Ed)
Cullen, Harris, et al The Learner-Centered Curriculum Design and Implementation
http://www.crlt.umich.edu/tstrategies/tsal
Total Participation Techniques by Himmele
Using Active learning Activities by J. Eisen
Exit cards
(to sum up learning insights)
Exit Cards

1. What have you learned about teaching reading and language?

2. How do we meet students’ needs, interests, and abilities?

3. What strategies can you apply in your class?
Thank you!
Dr. PAZ