

EL Strategies in Math: DOL/CGI

1. Untitled Scene

1.1 Daily Oral Language and

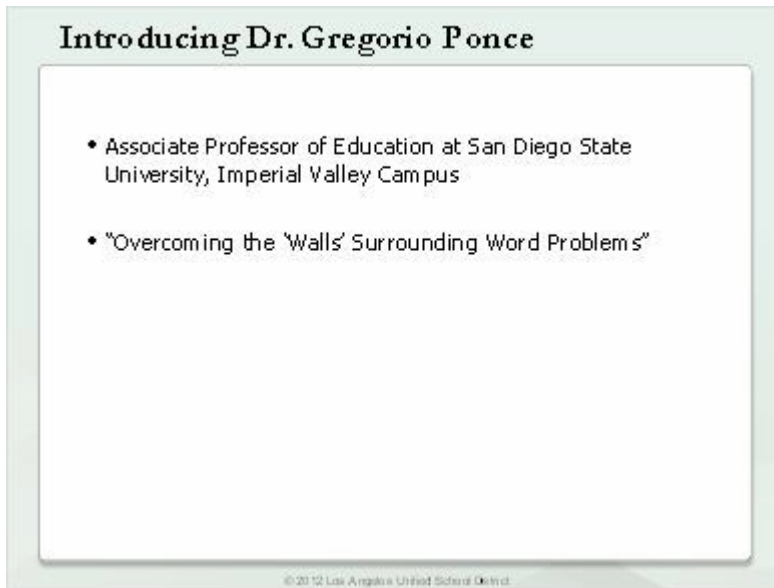
Cognitively Guided Instruction



Notes:

Welcome to our second and third grade training on English Learner Strategies and Math. Today we'll be focusing on an integrated strategy for solving word problems involving Daily Oral Language and Cognitively Guided Instruction.

1.2 Introduction



Notes:

As part of our “Distinguished Speaker” series, we’ll be featuring Dr. Gregorio Ponce of San Diego State University. Dr. Ponce is an Associate Professor of Education at the Imperial Valley Campus. Today he addresses an audience of LAUSD teachers and administrators on the topic: “Overcoming the ‘Walls’ Surrounding Word Problems”

1.3 Video 1




Notes:

Please watch the video by clicking on the arrow button on the video screen. After the video, click the "Next" button to continue.

1.4 Problem #1

Problem #1

- Mrs. Martinez has $3\frac{3}{4}$ yards of fabric to make little pillows for his family? Each pillows requires $\frac{5}{8}$ yards off fabric. How much pillows can Mrs. Martinez make?
- Make proof-reading corrections on Problem #1
- Share your corrections with a partner



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Notes:

Please take out Problem #1 from your handouts. Using proof-reading marks, make corrections to the language of the problem. When you're ready, discuss the corrections with a partner. Click the "Next" button when you're ready to continue.

1.5 Video 2




Notes:

Please watch the video by clicking on the arrow button on the video screen. After the video, click the "Next" button to continue.

1.6 Problem #2

Problem #2

- If you have four stacks of cards there are 10 cards in each stack how many cards are there in all
- Make proof-reading corrections on Problem #2
- Solve the problem
- Discuss the corrections and solutions with your group



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Notes:

Please refer to Problem #2 from your handouts. Make proof-reading corrections on the problem, and this time solve the problem. When you're ready, discuss your corrections and solutions with your group. Click the "Next" button to move on.

1.7 Video 3




Notes:

Please watch the video by clicking on the arrow button on the video screen. After the video, click the "Next" button to continue.

1.8 CGI Story Problems

CGI Story Problems

- Take out Handout #3
- Choose one CGI problem type and write a story problem to match it
- Read your story problem to a partner
- Discuss how it matches the problem type



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Notes:

Please take out Handout #3. Choose one of the listed CGI problem types. Write a story problem to match it. When you're ready, read your story problem to a partner and discuss how it matches the problem type. Click the "Next" button to continue.

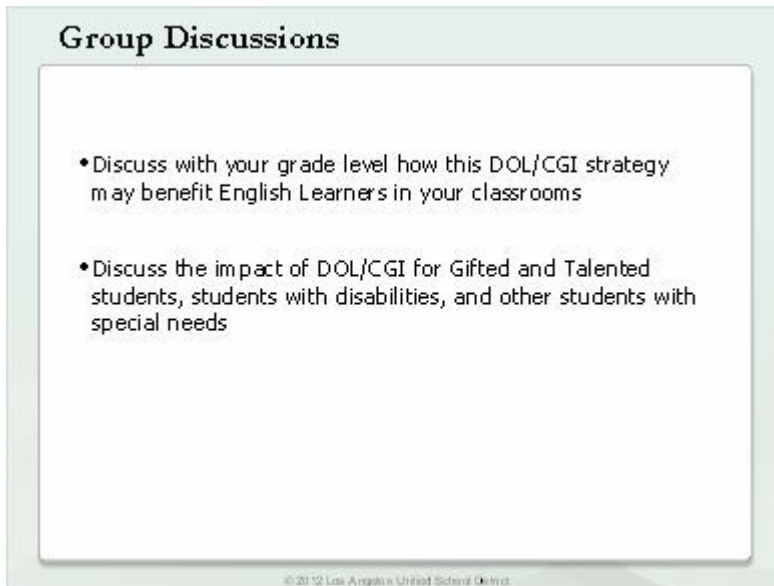
1.9 Video 4



Notes:

Please watch the video by clicking on the arrow button on the video screen. After the video, click the "Next" button to continue.

1.10 Group Discussions



Group Discussions

- Discuss with your grade level how this DOL/CGI strategy may benefit English Learners in your classrooms
- Discuss the impact of DOL/CGI for Gifted and Talented students, students with disabilities, and other students with special needs

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Notes:

Take a moment to talk with your grade level about how the DOL/CGI strategy may benefit English Learners in your classrooms. Also consider the impact of the strategy for Gifted and Talented students, students with disabilities and other students with special needs. Please click the “Next” button to continue.

1.11 Video 5



Notes:

Please watch the video by clicking on the arrow button on the video screen. After the video, click the "Next" button to continue.

1.12 Resources

Resources

- Handout #4: Integrating Language Arts and CGI Activity
- Handout #5: Story Problems to Adapt with DOL and CGI
- Handout #6: Sample of Integrated Problems
- Handout #7: Summary of Strategy
- Discuss with your group how you might implement DOL/CGI in your classroom



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Notes:

Here are some resources to help you get started. Please take out Handouts numbered 4 through 7. Take a look at the sample problem templates. Please take a few minutes to discuss with your group how you might begin to integrate Daily Oral Language and Cognitively Guided Instruction into your classroom. Please click the “Next” button to continue.

1.13 Follow Up

Follow Up

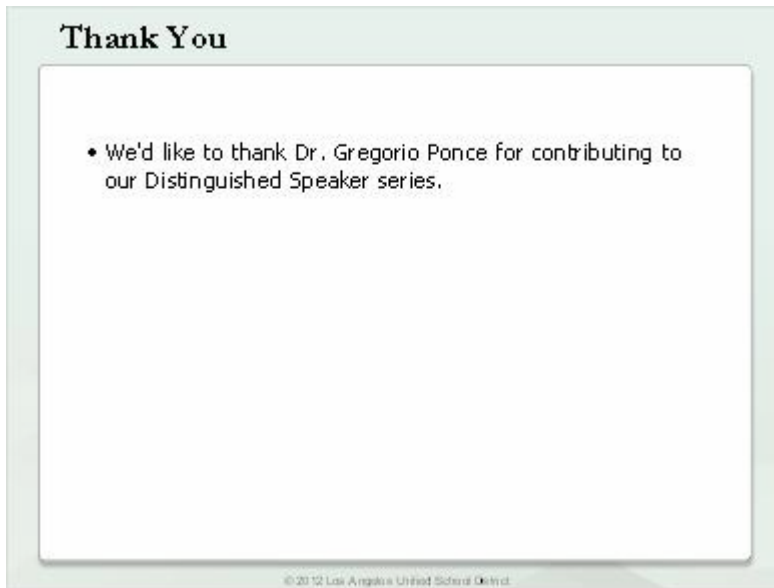
- Handout #8 is a feedback form
- Set a time frame with your grade level to try out the DOL/CGI strategy for English Learners
- Discuss how you will know if it is making a difference in the students' work
- Set a date to meet as a grade level to share the feedback on your form

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Notes:

Please take out and read Handout #8. Talk with your grade level about setting a time frame to try out the Daily Oral Language/Cognitively Guided Instruction strategy for English Learners. After you have had a chance to try out the strategy a few times, fill in the feedback form. Discuss with your group how you will know if it is making a difference in the students' work. Set a date to reconvene to share your feedback as a grade level. Please click the "Next" button to continue.

1.14 Thank You



Notes:

We'd like to thank Dr. Gregorio Ponce for contributing to our Distinguished Speaker series.

1.15 Thank You



Notes:

Thank you for participating in today's professional development on English Learner Strategies in Math.