Lift-off with Language
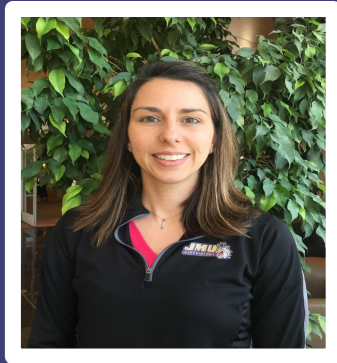
(EL)evating Strategies for Supporting Language Skills in Health & Physical Education

Teaching and Learning

Meet the Team
Office of Health & Physical Education

Amy Wheeler
HPE Supervisor
amy.wheeler@lcps.org
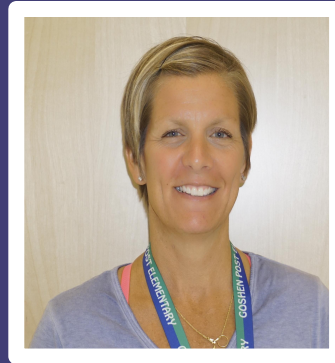
Amy Riggio
HPE Specialist
amy.riggio@lcps.org

Kristian Ellingsen
HPE Resource Teacher
kristian.ellingsen@lcps.org

Teaching and Learning

Experience with Language Supports in HPE

I feel confident about…

I feel confused about…

I feel curious about…

Teaching and Learning

Meeting the Needs

- Anecdotal and observational data from past years indicate that **Health & PE teachers are in need of language support strategies**

- Collaboration with the English Language (EL) Office
  - Secondary EL Instructional Facilitator for support: **Suzanne Elbeze**
  - **PRE / POST Surveys** asking lead teachers about their confidence & experience in providing EL supports during PE, Health & Driver Education
    - 18 HS Dept Chairs and **17 MS SALTs** (Subject Area Lead Teacher)

- CONFIRMED: Teachers wanted & needed simple strategies to implement ASAP!

Teaching and Learning

Simple Starting Points...
with
Language Learning Goals
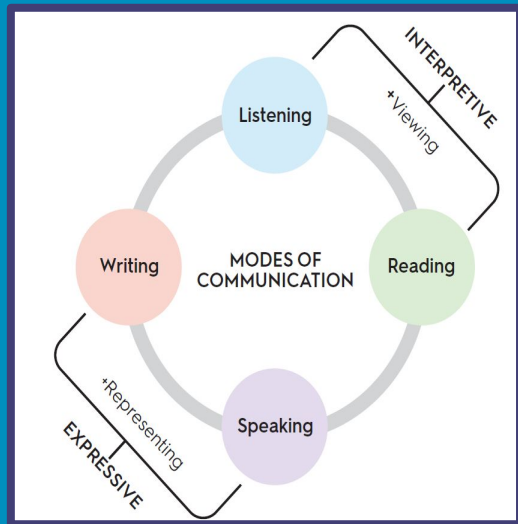
- **Intentional instructional design** that supports & expands what students ***can do*** with language
- Teach language systematically:
  - **Active learning w/ quality interactions**
  - **Utilize multimodalities**
  - **Make language visible**
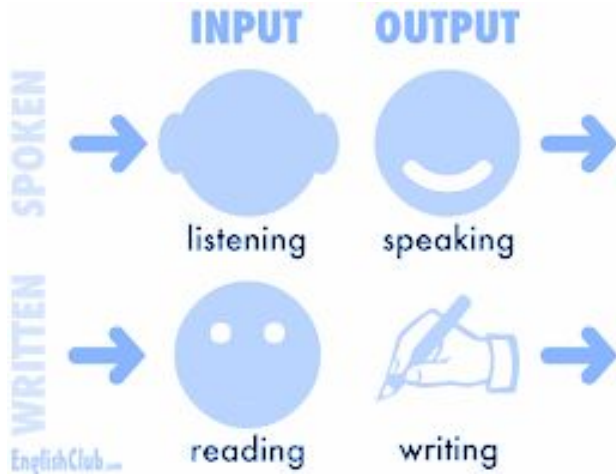- **Keep exploring** resources & strategies!

Teaching and Learning

Intentional instructional design that supports & expands what students *can do* with language

- **Activate Prior Knowledge**
- **Build Curiosity**

Teaching and Learning

Integrate SWRL's

When designing instruction, ask yourself:

INPUT OUTPUT

SPOKEN

listening speaking

WRITTEN

reading writing

EnglishClub

- What vocabulary words should I have my students practice **speaking** with a peer while in my class?

- What vocabulary words will my students need to apply when **writing** in my class?

- What vocabulary words will my students be **reading** while working in my class?

- What vocabulary words will my students be **listening** to when I talk or when they watch a video in my class?

Teaching and Learning

LCPS

"When people speak about their thinking, it increases the speed of learning, as well as the ability to apply the learning."

Students need opportunities to talk in class.
Teachers typically spend 97% of the time talking!

Low-Risk Interactions

➔ Think Pair Share ⭐
➔ Think Pair Square
➔ Round Robin Share
➔ Write and Share
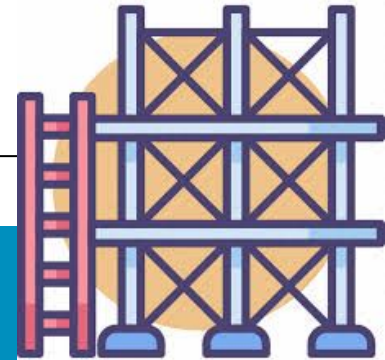➔ Share your partner's idea
➔ Resource for [Structured Student Talk](#)

Student Talk vs. Teacher Talk

ACADEMIC CONVERSATIONS	TRADITIONAL CLASS DISCUSSIONS
97% student talk	97% teacher talk
Average student response – 8-12 seconds	Average student response – 2-3 seconds
No teacher approval or disapproval	Teacher judgment; emphasis on correctness
Thinking is paramount, backed up with textual evidence	Rightness is paramount; thinking ends when someone is right
Students listen primarily to peers	Students listen primarily to teacher
Student ownership for "flow"	Teacher ownership for "flow"

Teaching and Learning

Scaffolding

| Increase use of..	Decrease use of...
• Sentence Starters • Discussion Frames • Clarifying Questions • Removing scaffolds over time • Differentiating scaffolds based on proficiency	• Heavy Teacher Talk • Lack of scaffolds • Scaffolds not aligned to objectives • Giving the same scaffolds all the time

Teaching and Learning

Determining which vocabulary words to highlight:

Tier 1	Tier 2	Tier 3
• Less specific • Language for representing ideas in nontechnical ways • Learned through conversations	• Cross-disciplinary language • Words with multiple meanings • Words in assessments, higher-level texts, sophisticated conversations • Technical Language	• Specialized in a content area • Words and phrases only used in your content area • These are words you'd want students to use on summatives
water chair play	demonstrate skip collaborate	triceps endurance muscles

We suggest you focus on tier 3 vocabulary words first, then tier 2 words when creating vocabulary lists.

Teaching and Learning

Example: PE 9.1, 9.2

Tier 1	Tier 2	Tier 3
• body • game • sport • exercise	• movement • force • motion • rotation • energy • balance	• anaerobic • aerobic • lactic acid • flexion • abduction • adduction
Conversational	**Academic terms likely repeated in other classes**	**Specific to this HPE course**
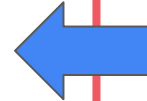
We suggest you focus on tier 3 vocabulary words first, then tier 2 words when creating vocabulary lists.

Teaching and Learning

Example: PE 9

Because a lot of words are polysemous, or have multiple meanings, we suggest explicitly giving your students the definitions, then having them do some kind of practice of the word.

A simple way to do so, is to provide a vocabulary practice page like this KIM Chart example:

KIM Charts

Your task: Define and illustrate important vocabulary so that you can remember the words.

You should:

- ☐ Divide your notebook into three columns, like this:

Key Idea	Information	Memory Clue

- ☐ Write the term or key idea (K) in the left column
- ☐ the information/definition (I) that goes along with it in the center column
- ☐ draw a picture of the idea, a memory clue, (M) in the right column.

(**K**ey Idea) Vocabulary Word	(**I**nformation) Definition	(**M**emory Clue) Student practice
Flexion FLEXION	(noun) bending movement around a joint in a limb (such as knee or elbow)	In this area you could have students use the word in a sentence, translate it into their own language, etc.

Teaching and Learning

Teach Language Systematically: Active Learning & Multiple Modalities

See it

- Provide visuals
- Use realia images (not clipart)
- Translations or phonic breakdown
- Explain where or how they'll see the word

Say it

- Have students repeat your pronunciation
- Provide sentence stems for them to practice using the word with a partner

Make it meaningful

- Think of a memory cue, activity, or mnemonic device to help students remember the meaning
- Teacher modeling

Teaching and Learning

HPE Example: Driver Ed

SEE IT. SAY IT. DO IT!

accelerate
accelerator, accelerates, accelerated, accelerating

Spanish translation/cognate: acelerar, acelerador

Take a minute to speak with a partner by using this sentence:

If I press on the accelerator, my car will ____.

At a stop light, accelerate when _____.

With your foot, move like you are pressing on the gas pedal in a vehicle, or use the ASL sign for accelerate

Teaching and Learning

Vocabulary Templates

Here are some additional options for vocabulary activities you can do with all your students.

WRITE YOUR GROUP MEMBERS NAMES HERE!

DEFINITION:
Type your definition here.

IMAGE:
Go to Insert, Image, Search the Web to search for an image that helps explain or represents your topic. Insert it here. Delete this text.

TOPIC

3 sentences:
Write three complete sentences here that include your topic.

EXAMPLES:
Share at least two examples of your topic.

VOCABULARY Practice Assignment

Name: _____ Class: _____ Date: _____

DIRECTIONS: Choose one of your vocabulary words. Use your imagination to answer these questions. Some of them require you to think critically about your word and its attributes. These are unique angles that will help you make associations with the new words. Please use complete sentences.

CONNECTIONS
This word makes me think of...
Person, Place, Thing, Event
type

ILLUSTRATION
Draw an example of this word, and upload the image. Or, find a graphic from the web.

SONG TRACK
If this word had its own sound track, what songs would it contain? List at least 3 songs and provide explanations.
1. type
2. type
3. type

Vocab Word
TYPE

DEFINITION:
type

PART OF SPEECH:
type

SOCIAL MEDIA POST
Create a social media post using this word. You can include a drawing or image, but the caption must be your own writing. It can be from any social media platform. Be creative, and demonstrate your understanding of the word.
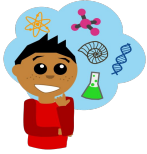type

READING AND WRITING HAVEN

Teaching and Learning

Quality Interactions through Low-risk Activities
Interacting with language AND peers

Teaching and Learning

Think
Teacher poses a question. Students ponder over a response then jot their response on a white board or sticky note.

Pair/Mingle
Students discuss their thoughts, exchange ideas with their group/table mates/partner. Here, teachers scaffold the discussion with differentiated **sentence stems/starters** posted on the board.

Share
Collaborative groups will select a spokesperson or presenter to share the group's findings.

Other Ideas: Round Robin, Anticipatory Guide, Say Something, Jigsaw

Sentence Frames / Answer Stems

Stating Information

- I think ___ because…
- In my opinion…
- An example of ___ is ___ because…
- I noticed that…

Making a Connection

- That reminds me of ___ because…
- My idea is similar to ___ because…
- I agree because…
- I disagree because…

Clarifying

- I don't understand this because…
- What do you mean by ___?
- I have a question about…
- Would you say that again?

Teaching and Learning

Put it all together now!
PE-style...

Students will take turns sharing:
- Your name
- What your favorite dance move is called
    - ■ A description is fine if you don't know the name
- Where you discovered or learned this move
- A demonstration of the dance move to the group
    - ■ Everyone will then try the dance

Share 😄😮
- My name is _____.

- My favorite dance move is called _____.

- I discovered/learned this dance _____. 👁

- *Demonstrate the dance!*
    - ■ *Everyone will then try the dance*

Teaching and Learning

6th Grade PE
Collaborative Pairs

IN ACTION!

6th/7th Grade PE
C. Ferrell - Willard MS
Sentence Frames/Stems

Teaching and Learning

Make Language Visible
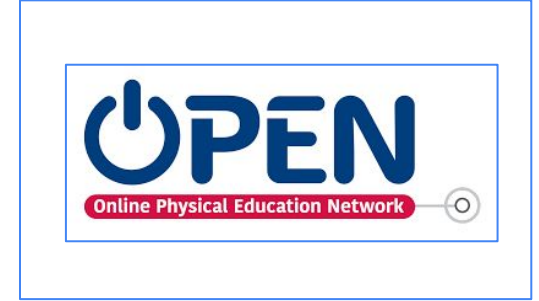
Teaching and Learning
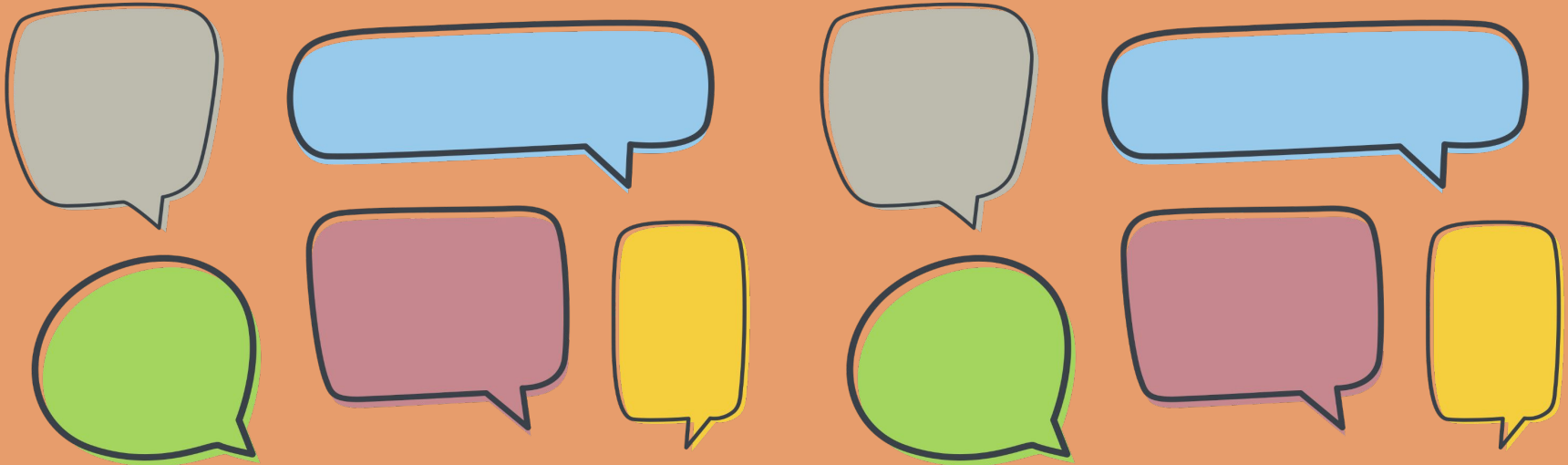
Word Walls

A word wall, either displayed on a bulletin board or virtually in your Learning Management System (Schoology, Canvas, etc.) is a great tool to amplify keywords.

HPE Word Wall Posters (samples)

Click the image to access a virtual word wall template

Academic Language Cards (Turn-key & editable)

Teaching and Learning

Academic Language Cards

OPEN

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Module Documents

- Complete Module Packet: [PDF Only]
- Module Overview: [PDF, WORD]
- Required Materials: [PDF, WORD]
- All Module Activities: [PDF, WORD]
- Sample Lesson Plan: [PDF, WORD]
- Academic Language Cards: [PDF, WORD]
- Universal Design Adaptations: [PDF, WORD]
- Darebee.com Resources & Videos: [PDF, WORD]
- Team RPS Question Set: [PDF, WORD]
- Team RPS Score Card: [PDF, WORD]
- FITT Principle Poster: [PDF, WORD]
- Health-Related Jigsaw Puzzles: [PDF, WORD]

Activity Plans

- Team FITT RPS: [PDF]
- Fitness Concept Jigsaw: [PDF]
- Number Card Tag: [PDF]
- Partner Pacer Points: [PDF]
- Aerobic Tic Tac Toe: [PDF]
- Interval Stations: [PDF]
- Push-up Ski Team: [PDF]
- Tag Team Scramble: [PDF]
- Circuit Training: [PDF]
- Creative Mode: [PDF]
- Survival Mode: [PDF]

Assessments

- Academic Language Quiz: [PDF, WORD]
- Holistic Performance Rubric: [PDF, WORD]
- Self-Efficacy and Social Support Inventory: [PDF, WORD]
- Team RPS Score Card: [PDF, WORD]
- Pacer Points Score Card: [PDF, WORD]
- Push-up Ski Team Score Card: [PDF, WORD]
- Fitness Scramble Puzzles: [PDF]
- Creative Mode Fitness Worksheet: [PDF, WORD]
- Blank Tabata Display Cards: [PDF, WORD]
- Blank Station Cards: [PDF, WORD]
- Survival Mode Reflection Cards: [PDF, WORD]

Teaching and Learning

Academic Language Cards

FLEXIBILITY
(noun)

A measurement of one's ability to stretch a muscle or group of muscles.

If you wish to increase your **flexibility**, it is important to stretch regularly and with good form.

FREQUENCY
(noun)

The rate at which something occurs or is repeated over a particular period of time.

Jose wanted to implement the FITT principle in his workout routine and decided that the **frequency** of his cardiovascular workouts would be 3 days per week.

Word Wall Posters

Rest Interval

The time you take to recover between sets or exercises.

Hydration

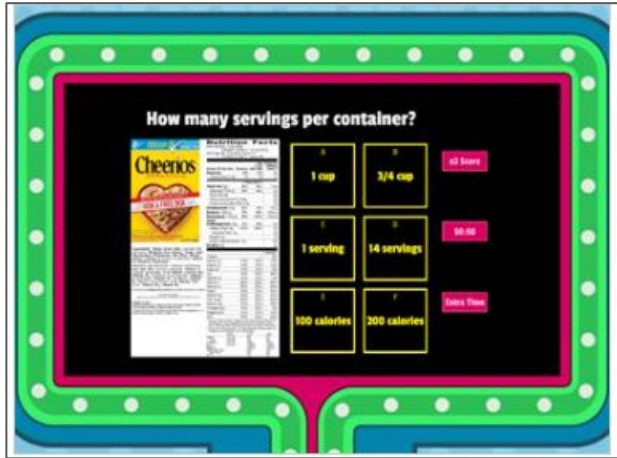Drinking enough water to keep your body functioning properly during exercise and throughout the day.

Muscle Endurance

The ability of a muscle or group of muscles to sustain repeated contractions over time.

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Wordwall.net

Wordwall.net is a website that allows you to create digital vocabulary activities
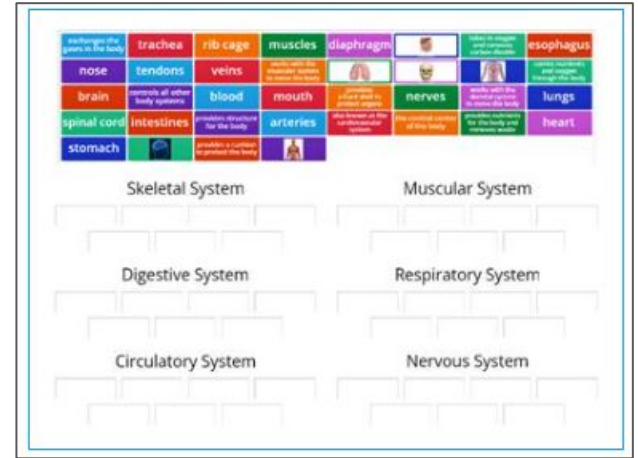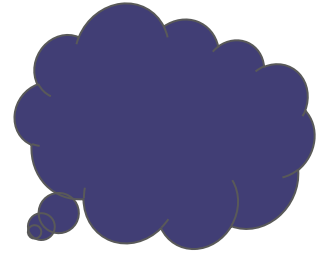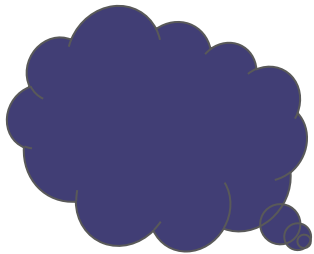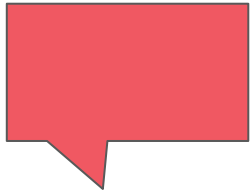

Click the images above to see examples of how other HPE teachers have used this resource.

Teacher Feedback

Went back to school after a PD and spent days with my department coming up with the best word wall we could use in the gym as well as our health rooms. Never had one before. Really made a huge impact and benefit for our students.

Teaching and Learning
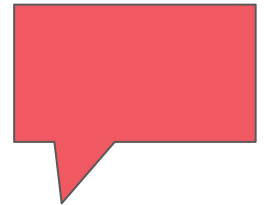
Recap

➔ Intentional Instructional Design: Preparing the Learners

➔ Language Focus, High Supports/Scaffolds, High Rigor

➔ Interacting with the Concept: Graphic organizers; See it, Say it, Do it

➔ Lesson Components, Interactions, Sentence Frames

➔ Think, Pair, Share: Leveled Question & Answer Stems

➔ Language Learning Goals, Look-Fors*

➔ Extending Understanding: Apply New Knowledge

➔ Keep exploring resources & strategies!

Think, Pair, Share:
Leveled Question & Answer Stems

High School

I noticed that...

College

When...then...

Pro
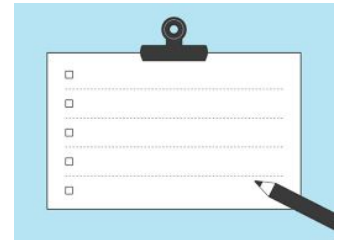
Ultimately...is significant because...

Additional EL-related Resources

- [Virtual Word Wall Template](#)

- KIM Chart: digital [template](#) & [PBA Assignment Table](#)

- [Top 5 Vocabulary Strategies for ELs](#)

- [VARK Modalities](#)

- [English Language Learners, Academic Language & Physical Education](#)

- [Language Functions Toolkit](#)

- [Secondary Scaffolds and Supports](#)

- [Structured Student Talk](#)

- [Project Zero Thinking Routines](#)

- Read & Write Chrome Extension (*see additional slides*)

Read&Write Chrome Extension Intro

Installing the Read&Write Chrome Extension

The Read&Write chrome extension is a very helpful tool for Google Chrome that can help ALL students, but especially English Learners when working on assignments and assessments.

To add this extension to your Google Chrome, click the image to the left.

Key features of the Read&Write Extension

Teaching and Learning

Text to Speech

Talking Dictionary

Vocabulary List Builder

Picture Dictionary

Translator

Toolmatcher

texthelp®

Need help deciding which tool to use? Click on the image for access to the tool matcher.

Quick Reference Guide

Read&Write for Google Chrome™
Quick Reference Guide 02.20

Docs, Slides, ePubs and Web

Here are Quick Reference Guides for the Read&Write Chrome Extension that highlights all the features available, and resources to learn more.

Click on the images to access the links.

Read and Write for Google Chrome

What: Read&Write for Google Chrome is an extension for the Chrome web browser that works in Google Docs, on the Web and in several other file types accessed via Google Drive. Because Read&Write is a single extension, students can access reading, writing, studying and research supports through a single toolbar.

Where: Built in Chrome Extension for all LCPS students and teachers through their LCPS google login. Available for use on laptops, desktops, and chromebooks when logged into their LCPS google accounts.

Who: ALL LCPS students and teachers. Use it at home and at school. Read and Write for Google Chrome is accessible through student and teacher logins anywhere.

When: Use RW for Google ANYTIME!!! Pre-K through 12. Over 30 Virginia Colleges and Universities also use RW! Model and incorporate the use of RW throughout the day and students will learn to use it from your model!

Why: LCPS provides RW for all students and staff to benefit from reading, writing, and research tools! Not just for special education teachers and students but to improve reading and writing confidence, differentiate instruction, provide accessible educational materials, scaffold support, and to follow the Universal Design for Learning (UDL) principles for **all** students:
- Provide Multiple Means of Representation (the "what" of learning)
- Provide Multiple Means of Action and Expression (the "how" of learning)
- Provide Multiple Means of Engagement (the "why" of learning)

Resources:

Tool Matcher:
https://www.texthelp.com/resources/toolmatcher/
Not sure which tool would support differentiated instruction and engagement in your classroom? Check out the list of Check out the handy tool matcher guide linked above to discover how different features of Read&Write align to Universal Design of Learning guidelines.

Read & Write for Google Chrome Student Cheat Sheet:
https://docs.google.com/document/d/1SxPnqkPNTrZqlTh8p9TlVra8WT5OMsYayT83FEB1rZ8/edit?usp=sharing

Read & Write for Google Chrome video playlist:
https://youtu.be/4Bp0to8a9Z0?list=PLvSZbmGbKpCTkk3S93CXtQWNf50f_Ow3D

Teaching and Learning

Examples in Schoology using Choice Led Health

Define the following words: merriam-webster.com/dictionary/dictionary

drug use disorder	depressant	hallucination	dopamine	neurotransmitter
performance enhancing drug	intoxication	stimulant	serotonin	compulsion

hallucination

depressant

serotonin

- Assign small groups of students to investigate some of the words
- Have students Dialogue about the possible meaning of the words based on the pictures ("I think the word depressant means___ because____" "I agree/disagree because____")
- Complete a choice activity from the STARTER menu
- Present to the whole class

Choice Led Health
Added by Amy Wheeler · Jan 18, 2024

8th Grade ▸ 📁 Substance Abuse Prevention

Secondary Curriculum — Health, PE, & Driver Ed — Official Group

Teaching and Learning

Secondary Curriculum — LCPS Official Group — **Health, PE, & Driver Ed**

☐ 📁 **Choice Led Health**
Added by Amy Wheeler · Jan 18, 2024

8th Grade ▸ 📁 Substance Abuse Prevention

Appetizers

That reminds me of____ because___.

I think this means____.

I have a question about____.

After learning about ____ I think___.

Option 3: Smokeless Tobacco

1. Listen and/or read the article: https://kidshealth.org/en/teens/smokeless.html?WT.ac=t-ra#catdrugs
2. Define smokeless tobacco. (1 point)
3. What is snuff? (1 point)
4. What is chewing tobacco? (1 point)
5. List 7 serious health risks caused by smokeless tobacco. (7 points)
6. List 3 tips you would provide to someone who is trying to quit using smokeless tobacco. (3 points)
7. List 7 substitutes for smokeless tobacco for someone who is trying to quit. (7 points)

Teaching and Learning

Secondary Curriculum — LCPS — **Health, PE, & Driver Ed** — Official Group

Entreés

Choice Led Health
Added by Amy Wheeler · Jan 18, 2024

8th Grade ▸ 📁 Substance Abuse Prevention

- Choice
- Different ways to show info
- CREATE

Option 1: Create an infographic on one of the following topics:

1. The importance of prevention and early identification of drug use disorder.
2. Why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs.
3. Short and long term health effects on the brain related to the use of alcohol, tobacco, nicotine products and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
4. The social, economic, and family and peer influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana and other drugs.
5. The impact of a substance use disorder on a family and relationships.

Teaching and Learning

"Small steps over time generate big results."

Robin S. Sharma

quotefancy

Teaching and Learning

Lift-off with Language

(EL)evating Strategies for Supporting Language Skills in Health & Physical Education

amy.wheeler@lcps.org
amy.riggio@lcps.org
kristian.ellingsen@lcps.org