



# **SEL Strategies to Build Community in the Classroom:**

Scope and Sequence Strategy Overview



# Hello!



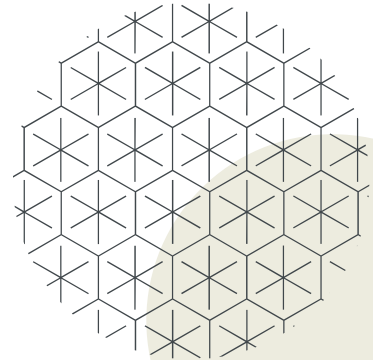
**Tim Tibbs**  
Student Learning  
Coach, Secondary



**Yareli Ramirez Paredes**  
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# Daily Dedication

I dedicate our learning today to \_\_\_\_\_.






## Learning Intentions

- I will learn about the purpose and structure of the ELD scope and sequence.
- I will learn through experience how to utilize parts of the ELD scope and sequence.

## Success Criteria

- I can review and adapt the documents included in the ELD scope and sequence to fit my classroom needs.
  - I can utilize parts of the ELD scope and sequence.
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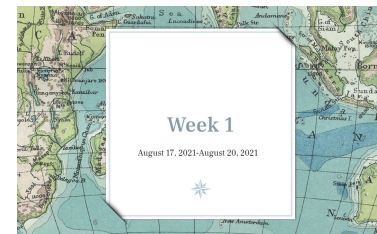
# Connector

On a scale of Baby Yoda, how are you feeling today?

Type the number in the Chat Box.

On a scale of Baby Yoda, how are you feeling today?



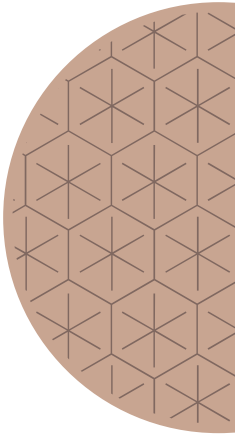


# Scope and Sequence



# Background and Purpose of the Scope and Sequence

- Started as a resource for 7–12 ELD teachers
- Many of the lessons are geared towards secondary
- Can be modified to fit the needs of **any** classroom with you as experts
- Today we will experience some of the activities to practice, but also discuss how you can adapt these activities to your own needs
- The end result is a culminating cultural presentation at the end of the fourth week.



# Overview of the Scope and Sequence

**00 Welcome and Greeting**

**01 Daily Dedication**

**02 Learning intentions and Success Criteria**

**03 Yesterday's news**

**04 Connector and Activity**

**05 Closure**

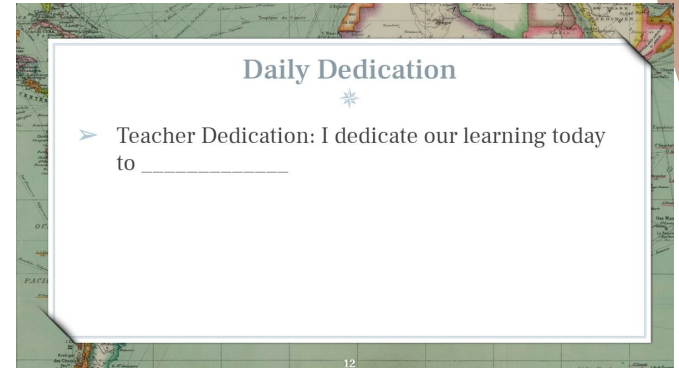


# 00 Welcome and Greeting

- This is the first part of the lesson plan and slide decks
- When students first enter the classroom, greet them at the door, welcome them with positive energy and a smile
- Have daily welcome message or quote (motivational or not) on the board
- If you want you can read over the message
- As the weeks progress attempt to have a unique greeting for each student as they walk into the classroom

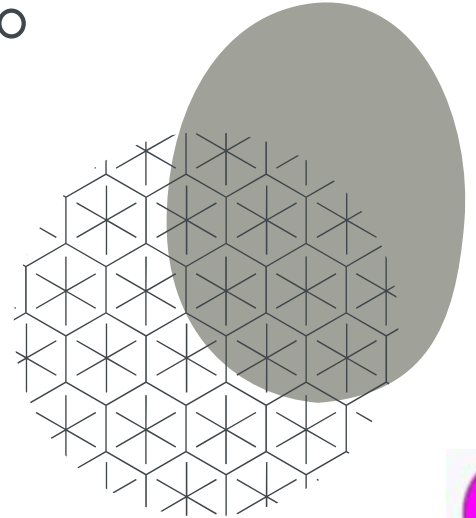
# 01 Daily Dedication

- Cornerstone of Scope and Sequence and is a daily ritual
- Inspired by a Larry Ferlazzo's blog post
- Can be anyone alive or dead
- Experienced an example today
- Be prepared the first weeks to present (we will practice on the next slides)
- By week 3 have some equitable means to cycle through all students to present



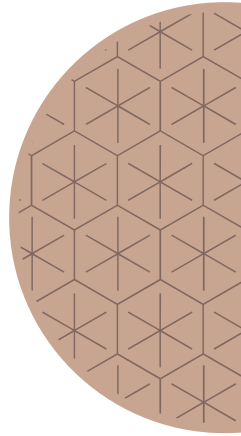
# Practice Daily Dedication

- Let's brainstorm!
- Go to the [Jamboard link](#) in the chat
- Then, write some suggestions to who you would dedicate learning to.
- First, we will add suggestions as a whole group.



# Practice Daily Dedication (Breakout Slide)

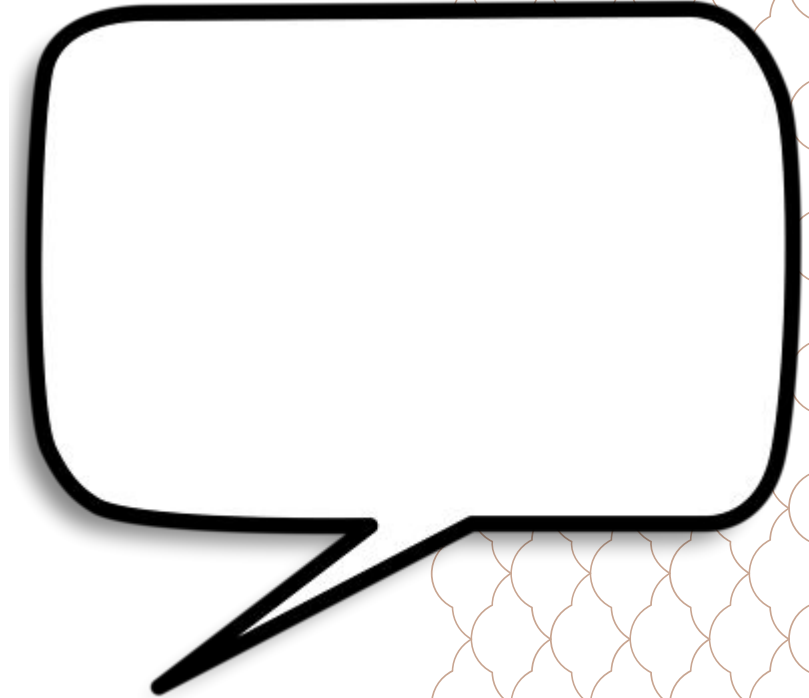
- In breakout rooms, practice giving a daily dedication to a small group of participants.
- Once everyone has practiced giving a daily dedication in the breakout room (using the resources created on the Jamboard). Discuss other ideas or dedications that one may use in the classroom.



# Let's Chat!: Daily Dedication Reflection

How can the *Daily Dedication* be a useful tool to build community?


How could you adapt it to fit your students' needs and your classroom?



# 02 Learning Intention and Success Criteria

- Every lesson contains a Learning Intention and a Success Criteria
- The first week also has language objectives, feel free to add your own language objectives in weeks 2–4

Language Objectives and Success Criteria:

- **Learning Intention:** I can navigate the basics of Google Classroom.  
- **Success Criteria:** Students can sign on and complete an assignment on Google Classroom. 
- **Language Objective:** Students will be able to orally describe the primary functions of Google Classroom.  

24

# 02 Learning Intention and Success Criteria

Go over these intentions and criteria daily:

- 1) Read them outloud
- 2) Echo read them
- 3) Teach vocabulary
- 4) Have students choral read them
- 5) Check for understanding

*This could be a ritual like Daily Dedication.*



**Language Objectives and Success Criteria:**

- **Learning Intention:** I can navigate the basics of Google Classroom.  
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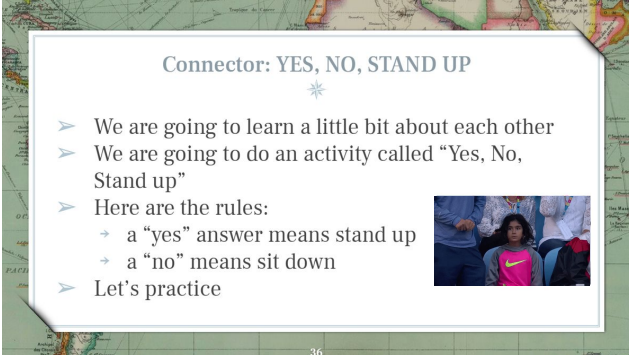
## 03 Yesterday's News/Bridging and Priming

- This section begins in earnest in week 2
- It could be a question to the class or brief overview of what happened the day before and what will be covered in today's class
- It could be written, oral, or some other form; teacher or student led, a Kahoot, a reteaching, etc.
- If you don't finish a lesson for a particular day then you can use this feature to bridge the students to where you want them to be.




# 04 Connector

- Most days will have a connector, especially in weeks 2 and 3
- It builds community in the classroom
- Provides a stable routine
- Allows students to practice the four domains:
  - Speaking
  - Reading
  - Writing
  - Listening



Connector: YES, NO, STAND UP

- We are going to learn a little bit about each other
- We are going to do an activity called “Yes, No, Stand up”
- Here are the rules:
  - ➔ a “yes” answer means stand up
  - ➔ a “no” means sit down
- Let’s practice



# 04 Connector Pro Tips

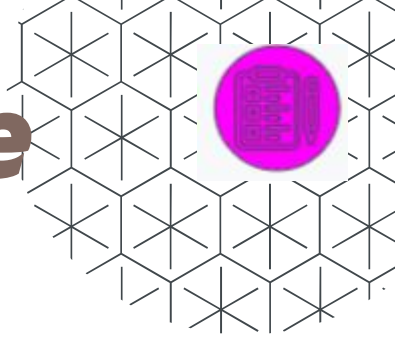
When performing connectors:

- Lean into and fully commit to these activities
- Be positive
- Don't worry about how it may look to your students
- If you are enthusiastic about it, most of your students will be too
- If you encounter resistance, modify the game, lower the affective filter try to get all students to participate

The background features several abstract, organic shapes in muted colors: a large brown shape on the left, a light beige shape in the center, and a grey shape on the right. A simple line drawing of a leafy branch is positioned at the top center. The text "Time to Practice!" is centered within the beige shape.

**Time to  
Practice!**

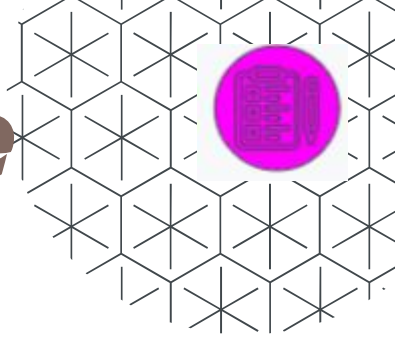
# Connector #1: *Dead or Alive*



- The concept is simple, who *would you* like to have lunch with? They can be dead or alive. Then, write why you chose that person.
  
- Think of three people, dead or alive, who you would like to have lunch with.



# Connector #1: *Dead or Alive*



Here are some sentence starters to get you started.

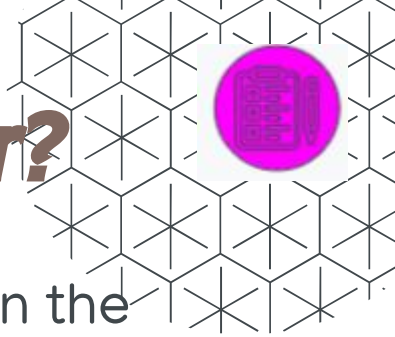
First, I would choose \_\_\_\_\_ because \_\_\_\_\_.

Second, I would choose \_\_\_\_\_ because \_\_\_\_\_.

Third, I would choose \_\_\_\_\_ because  
\_\_\_\_\_.

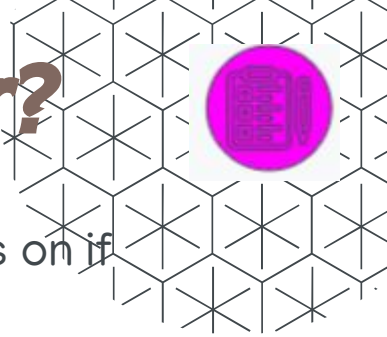


# Connector #2: *Would you Rather?*



- If in person, I would make clearly demarcated line in the classroom and then ask the students to choose one side or the other based on their preference.
- However, since this is online we are going to use our fingers (if camera is on) or respond in the chat
- I will ask for several participants to share their thinking using the sentence starters provided on the next slide.

# Connector #2: *Would you Rather?*

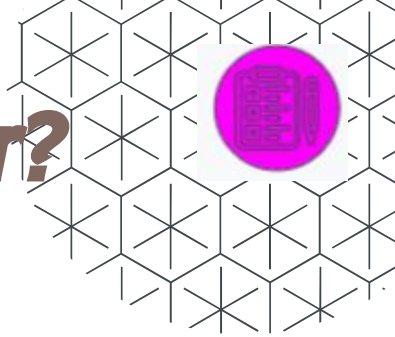


- Get ready to answer some questions and get those cameras on if you feel comfortable!
- Put 1 thumb up for the first option and 2 thumbs up for the second option like this:
- Would you rather:
  - Eat broccoli or carrots?
  - Watch television or listen to music?
  - Own a lizard or a snake?
  - Have a beach vacation or a mountain vacation?
  - Be an apple or a banana?
  - Be invisible or be able to read minds?
  - Make headlines for saving someone's life or winning the Nobel prize?
  - Go without television or without fast food for the rest of your life?

## Sentence Stem:

I chose \_\_\_\_\_  
because \_\_\_\_\_ and  
\_\_\_\_\_.

# Connector #2: *Would you Rather?*



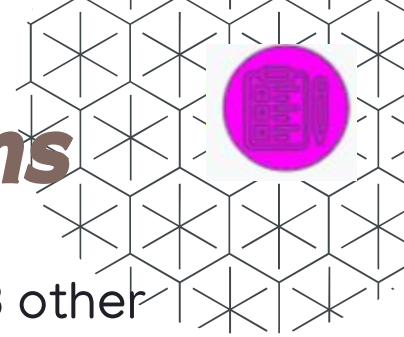
- Extra Questions:
- Put 1 finger up for the first option and 2 fingers up for the second option like this:
- Would you rather:
  - Always be cold or always be hot?
  - Eliminate hunger and disease or be able to bring lasting world peace.
  - See the future or change the past?
  - Be able to fly or to teleport?
  - Eat chocolate or popcorn?
  - Only eat fruit or vegetables?
  - Are there any volunteers who want to ask one?

## Sentence Stem:

I chose \_\_\_\_\_  
because \_\_\_\_\_ and  
\_\_\_\_\_.



# Connector Practice: *Breakout Rooms*



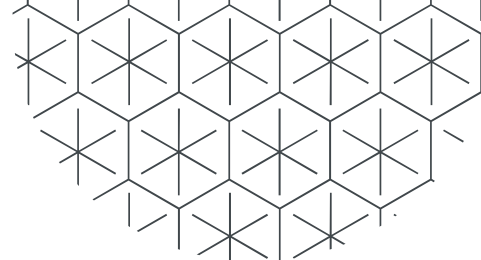
- Now we are going to put you in breakout rooms with 3 other participants
- Once you get to your breakout rooms, use the [connector resources](#) provided to choose which connector you would like to practice.
- Each participant in the breakout room should practice leading at least one connector
- Give feedback if you feel comfortable, or just practice leading the connector.

# Let's Chat! Connector Reflection

What general questions do you have about connectors?

How could connectors be useful to build community in the classroom?



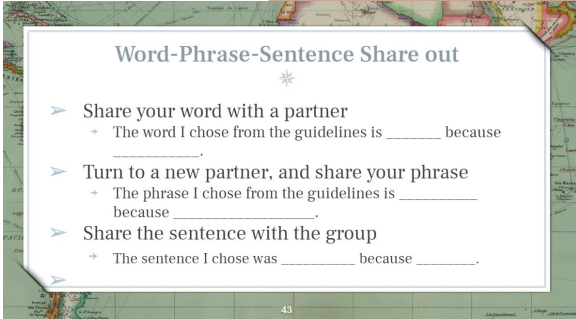


# Time for a 10 Minute Break!



# 04 Activity

- This is the primary lesson or objective of the day
- If using Google Classroom, it is a recommended labeling your assignments with numbers for example “001. Name Tent”
- It will vary depending on the learning intention and focus of the week



Word-Phrase-Sentence Share out

\*

- Share your word with a partner
  - The word I chose from the guidelines is \_\_\_\_\_ because \_\_\_\_\_.
- Turn to a new partner, and share your phrase
  - The phrase I chose from the guidelines is \_\_\_\_\_ because \_\_\_\_\_.
- Share the sentence with the group
  - The sentence I chose was \_\_\_\_\_ because \_\_\_\_\_.

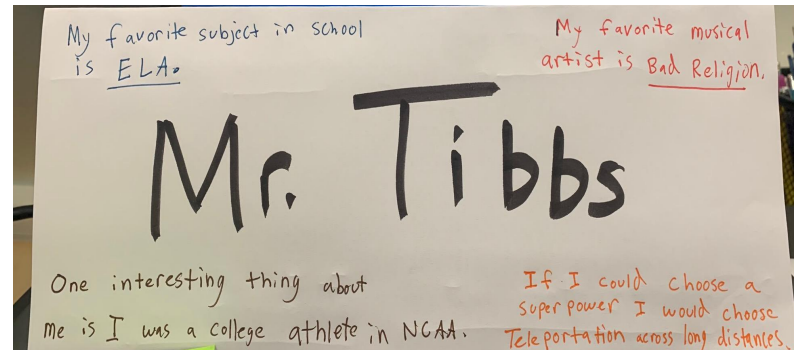
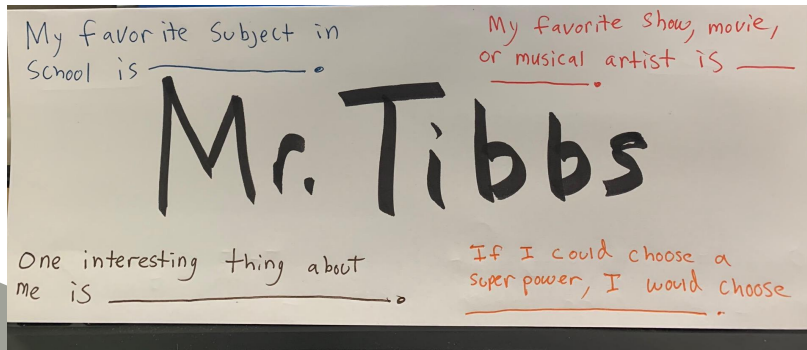
43

## 04 Activity: Weekly Focuses

- The first two weeks are focused on building community and getting to know your students and for them to get to know each other
- The third week introduces the cultural project presentation and tech skills (Email, Google Slides, Google Docs, & Google Translate)
- The fourth week focuses on presentation skills and completing their cultural presentation.

# 04 Activity: Name Tents

- Develops familiarity with their peers
- Allows teachers to become familiar their students' names
- Builds a community of trust and risk taking



## 04 Activity: Name Tent Steps

### (in person)

1. Fold the paper in half lengthwise (aka “hot-dog style”)
2. Open the paper slightly and stand it up on the table to see how it will be oriented.
3. Write your name in LARGE PRINT in the middle of both sides.

## 04 Activity: Name Tent Steps (in person)

4. write a different fact in each of the four corners..
  - **Upper left hand corner:** favorite subject in school (My favorite subject in school is \_\_\_\_\_)
  - **Upper right hand corner:** favorite show/movie/musical artist (My favorite show, movie, or artist is\_\_\_\_\_)
  - **Lower left hand corner:** One interesting thing about you (One interesting thing about me is \_\_\_\_\_)
  - **Lower right hand corner:** Superpower would you choose? (If I could choose a superpower I would choose \_\_\_\_\_)
5. Decorate your tent with markers.

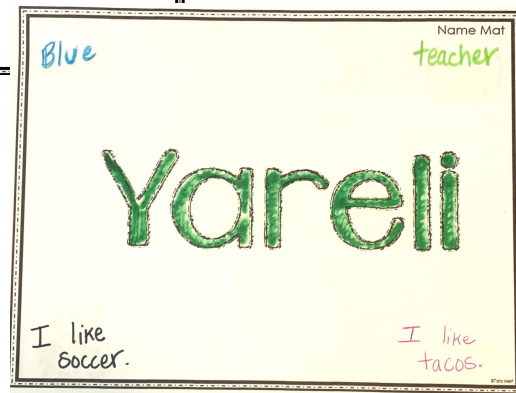
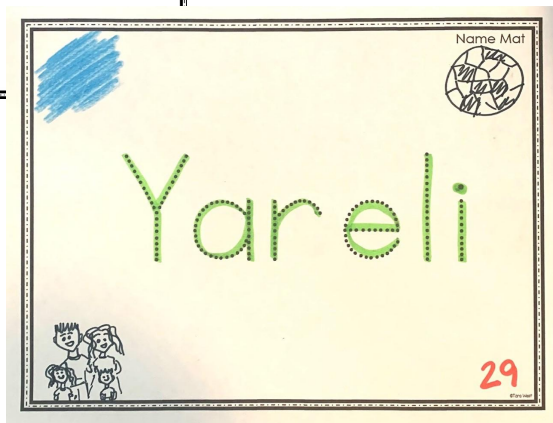
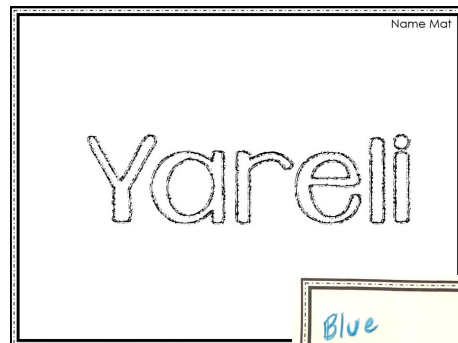
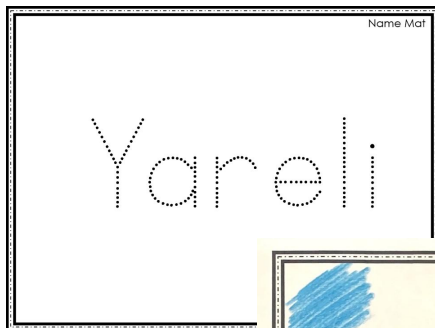
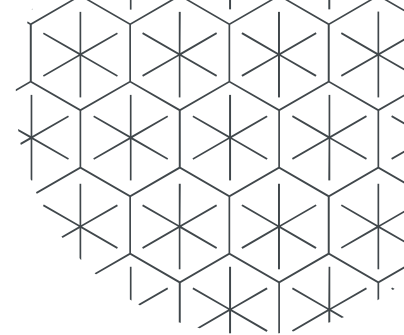


## 04 Activity: Name Tent Steps (Via Google Classroom)

- Assign the [template](#) to your students via Google Classroom numbering the assignment, as mentioned in the previous slide
- Have students download a copy of the 'Name Tent Template' provided
- Have them fill out the questions using the sentence stems
- Share out (if there is time)



# Elementary Example



## 04 Activity: Name Tent Steps (Online)

- Download the [template](#) that is in chat.
  - It will automatically make a copy
- Fill out the template with your answers and be prepared to share with a small group of colleagues in a break out room.

## 04 Activity: Name Tent Steps (Breakout Rooms)

- In your breakout rooms
  - Introduce yourself
  - Say where you teach
  - Then share your answers from the **Name Tent Activity**



# Let's Chat!

## Activity Reflection

How did it feel experiencing the name tent activity with a new set of participants?

How is the name tent activity a valuable way to build community in your classroom?

How can you adjust this to fit your classroom?



# 05 Closure

- This is a daily ritual as well
- Some of the closures are exit tickets (labeled in the slide decks or lesson plan)
- Other times it could be a quick summary of what was accomplished today (or you can create your own exit tickets)
- Some teachers may revisit the success criteria or just give a brief summary of what happened.
- It's up to you how you utilize this

Closure: Turn and Talk

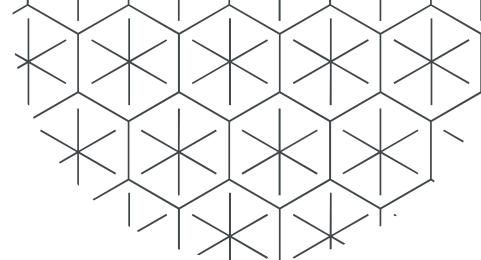
- \*
  - > Partner A tell your partner one thing about you
    - Partner B listen actively using the 4 Ls
      - Look at your partner's eyes
      - Lower your voice
      - Listen Attentively
  - > Partner B, share something with partner A
    - Partner A, listen actively using the 4 Ls.

The slide features a small image of a person's eyes and a speaker icon. The number 28 is visible in the bottom right corner of the slide.

# “Exit” Ticket Practice

How can you adjust either the connectors or the activity to fit your classroom needs?



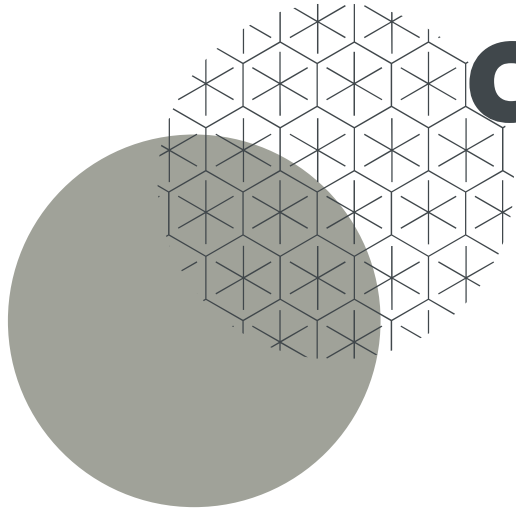


# Time for a 5 Minute Break!





**How do you  
build a  
community in  
your  
classroom?**





# How do you build a community in your classroom?

- As you think/ponder this question, we are going to have you do an activity called Sentence–Phrase–Word on a short paragraph
- As you are reading this text:
  - First, choose a **sentence** that stands out to you
  - Second, choose a **phrase** from that sentences that resonate or connected with you
  - Third, choose a **word** from the sentence that speaks to you in some way.

*Be ready to share out!*

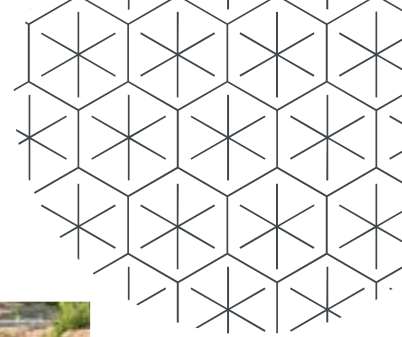


# Waterfall Chat

- What was your word, phrase, or sentence that resonated with you?



DO NOT HIT SEND YET!

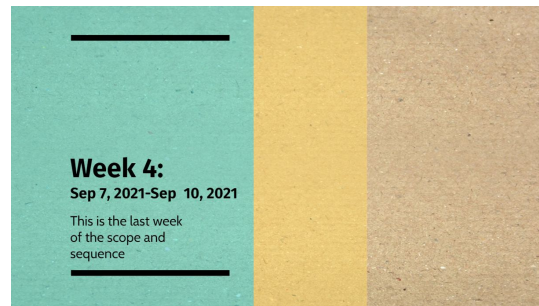


# Let's Discuss!

What are some *other* ways you build community in the classroom?



# Explore the Scope and Sequence



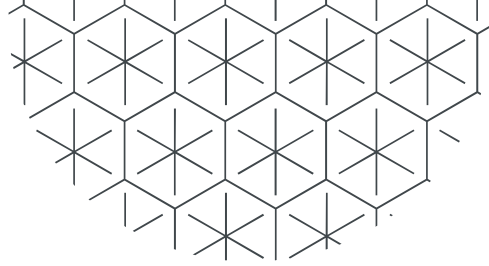
*What do you notice? What do you wonder?  
Are there activities or connectors you would like to  
have modeled or explained further?*



# Let's Chat!

- What do you notice?
- What do you wonder?
- Are there activities or connectors you would like to have modeled or explained further?
- How can you adapt it to fit your needs?





**Questions?**

# Revisiting Our Learning Intentions

Did we...

- learn about the purpose and structure of the ELD scope and sequence?
- experience how to utilize the parts of the ELD scope and sequence?



# Thank You!



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