

\*For Trainer Use Only\*

**Project GLAD™  
Two-Day Workshop**

**Recommended Time: 8:00-3:30**

**Required Hours: 6 Hours/day of instructional minutes**

**Required Total Hours: 12 Hours**

<b>8:00</b>	<b>Day 1</b>
5 Min	✓ Intro/ Housekeeping /Agenda (posted) /Working Agreements/Zero Noise signal
10 min	✓ History of Project GLAD
5 min	✓ Training Model - Joyce & Showers
5 min	✓ Binder-Graphic Organizers/ Taking Notes
5 min	✓ Goals/Objectives for the 2 Day Quote -Research lead ✓ Name Tag- Sketch/write PLG Decide A and B partners
	✓ Research (1 hour 15 minutes)
15 min	• Language Acquisition (Tab 1) 10/2
10 min	• Primary Language (Tab 2) 10/2
15 min	• Culture (Tab 3) 10/2
20 min	• Brain (Tab 4) 10/2
10 min	• Reading/ Writing (Tab 5) --use text as an expert-Shefelbine article available at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a>
5 mins	• Refer to Bibliography (Tab 11) 10/2/2 Partner A & B- link to objective: discover something you would like to investigate further - Link *
15 min	Break
30 min	✓ Year Long Plan (Tab 7) • Upper and Primary example

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25 min	✓ Backwards Planning/ Advanced Target (Tab 7)
10 min	✓ Unit Planning (Tab 8 & Sample Units Tab 9) Idea Pages, Planning Pages, and Sample Daily Lesson Plans 10/2/2 -find grade level person—90/60/30
5 min	<b>Strategies—Walk the Walls (upper/primary charts)</b> <b>Note-taking page</b>
5 min	✓ <b>Focus Motivation- discuss rationale</b>
20 min	<ul style="list-style-type: none"> <li>• 3 Standards</li> <li>• Super Scientist Awards</li> </ul>
1 hour	LUNCH
10 min	<ul style="list-style-type: none"> <li>• Cognitive Content Dictionary (do not present student selected vocabulary until demo)</li> </ul>
5 min	<ul style="list-style-type: none"> <li>• Observation Charts</li> </ul>
10 min	<ul style="list-style-type: none"> <li>• Inquiry Charts</li> </ul>
20-25	<ul style="list-style-type: none"> <li>• Big Book- Multiple Frames</li> </ul>
5 min	10/2/2 <i>Mix and Mingle with Music</i> <i>What F&amp; M strategy will you implement before the 5 Day Demo? What questions do you still have?</i>
5 min	✓ <b>Input- discuss rationale</b>
10 min	<ul style="list-style-type: none"> <li>• Graphic Organizers-Six Kingdoms of Living Things, Timeline, Maps (present key points of input)</li> </ul>
5 min	<ul style="list-style-type: none"> <li>• Pictorial Input(present ELD Review, differentiated grouping, Learning Log with slide)</li> </ul>
10 min	<ul style="list-style-type: none"> <li>• Comparative Input (present review with Word Cards)</li> </ul>

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15 min	<ul style="list-style-type: none"> <li>• Model Pictorial with culture: contact stage (create your own in alignment with process grid available on Project GLAD website; 10/2 lecture)</li> </ul>
15 min	<ul style="list-style-type: none"> <li>• Narrative Input - model; discuss word cards and conversation bubbles</li> </ul>
5 min	10/2/2 Process- Learning Log- Text- Sketch & Write Up to 3 Reasons to use Input/ You- Which strategy would you use to teach your content standards—sketch or write.
15 min	<b>BREAK</b>
5 min	✓ <b>Guided Oral Practice- discuss rationale</b>
10 min	<ul style="list-style-type: none"> <li>• T-Graph for Social Skills/ Team Points (Resource: Inch and Miles, John Wooden)</li> </ul>
5 min	<ul style="list-style-type: none"> <li>• Picture File Cards and Word Bank</li> </ul>
5 min	<ul style="list-style-type: none"> <li>• Exploration Report (discuss one)</li> </ul>
20 min	<ul style="list-style-type: none"> <li>• Extended Name Tag</li> </ul>
1 min	Closing- Reflection- Quote "Crossing the schoolhouse border"
<b>8:00</b>	<b>DAY 2</b>
5 min	Opening: Reminder of Working Agreements
20 min	<b>Walkabout Review with music</b>
20 min	<ul style="list-style-type: none"> <li>• Chants</li> </ul>
25 min	<ul style="list-style-type: none"> <li>• Sentence Patterning Chart aka: Farmer and the Dell</li> </ul>
10 min	<ul style="list-style-type: none"> <li>○ Model Upper using "educators" as Plural Noun (chant parts of speech and sentences)</li> </ul>
5 min	<ul style="list-style-type: none"> <li>○ Discuss Upper and Primary Chart</li> </ul>
5 min	<ul style="list-style-type: none"> <li>○ Reading Game</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Trading Game (link to t-graph)</li> </ul>
5 min	<ul style="list-style-type: none"> <li>○ Here/There Chant</li> </ul>
	<ul style="list-style-type: none"> <li>○ Adapt with Strip- change tense</li> </ul>
	<ul style="list-style-type: none"> <li>○ Flip Chant</li> </ul>
	<ul style="list-style-type: none"> <li>○ Strip Variations: antonyms, synonyms, comparatives, superlatives, etc.</li> </ul>
10 min	<ul style="list-style-type: none"> <li>● Suzy/Personal Interaction</li> </ul>
5 min	10/2/2 Process- find eye contact partner- One G.O.P strategy that is a stretch, but you will implement prior to the 5 day demo.
5 min	✓ <b>Reading/ Writing - discuss rationale</b>
10 min	<ul style="list-style-type: none"> <li>● Poetry Frames (i.e. Stars are Silver Reindeer- Natalia Belting, If I Were in Charge of the World -Judith Viorst)</li> </ul>
10 min	<ul style="list-style-type: none"> <li>● Found Poetry - Model</li> </ul>
10 min	<ul style="list-style-type: none"> <li>● ELD Group Frame (Side by Side Document- available from San Diego County Office of Education- <a href="http://store.sdcoe.net/">http://store.sdcoe.net/</a> )</li> </ul>
15 min	<b>BREAK</b>
10 min	<ul style="list-style-type: none"> <li>● Team Task Key and Menu w/ samples</li> </ul>
40 min	<ul style="list-style-type: none"> <li>● Model 4 Expert Groups: Culture</li> <li>● Team Tasks for teachers with menu</li> <li>● Mind Map: Contact Stage</li> <li>● Process Grid—Modeling the process with culture</li> </ul>
20 min	<ul style="list-style-type: none"> <li>● Process Grid/ Expert Groups (Linked to an input chart and mind map)</li> </ul>
5 min	10/2 Fist to 5 (comfort level, find, discuss)
20 min	<ul style="list-style-type: none"> <li>● Coop Strip Paragraph</li> <li>● Whole Class Group Frame</li> </ul>

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1 hour	LUNCH
5 min	<ul style="list-style-type: none"> <li>• Story Map</li> </ul>
5 min	<ul style="list-style-type: none"> <li>• Portfolios (Demonstrate)</li> </ul>
10 min	<ul style="list-style-type: none"> <li>• Learning Logs <b>with authentic student samples</b></li> <li>• Interactive Journals <b>with authentic student samples</b></li> </ul>
15 min	<ul style="list-style-type: none"> <li>• Writers Workshop <b>with authentic student samples</b></li> </ul>
	<b>10/2/2 Process- Partner A and B</b>
5 min	✓ <b>Closure/ Assessment/ Evaluation (Tab 6) discuss rationale</b>
5 min	<ul style="list-style-type: none"> <li>• Overheads of Closure/Evaluation</li> </ul>
10 min	<ul style="list-style-type: none"> <li>• Overheads of team and individual <b>samples</b></li> </ul>
	<ul style="list-style-type: none"> <li>○ Poetry</li> </ul>
	<ul style="list-style-type: none"> <li>○ Student made tests</li> </ul>
	<ul style="list-style-type: none"> <li>○ Individual and Team Writing</li> </ul>
5 min	<ul style="list-style-type: none"> <li>• Student Made Big Books -Team and Individual <b>samples</b></li> </ul>
15 min	BREAK
10 min	✓ Cultural Awareness Piece with overheads
5 min	✓ Self Reflection/ link to goals/ Do this orally
5 min	✓ Closing Piece with music (relevant quotes and photographs)
	✓ Sticky evaluation
	Positives +
	Changes △
	What do you want to see in demo?