

LA 2.2: Building Vocabulary About Culture

Using Your Personal Vocabulary Bank

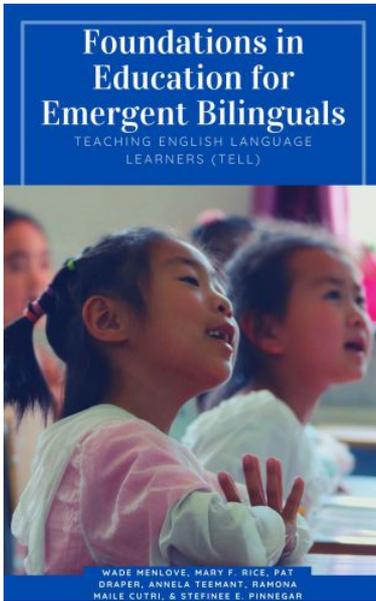


Learning Outcome	Pedagogical Intent	Student Position
<p>Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.</p> <p>Assessment: 25 pts. TA: 25 Minutes</p>	<p>Teachers can use new vocabulary related to ESL pedagogy in meaningful and relevant ways in a group discussion.</p>	<p>Students have shared what they believe to be aspects of their own culture with classmates. They have also read the articles on culture and created their interactive glossaries. They are now prepared to participate in a group discussion using new vocabulary.</p>

Instructions

1. Each group will review together the terms each identified in HW 1. 3. Each person will have a digital copy with them.
2. You should have an [Interactive Glossary Score Card](#) to keep track of your use of the vocabulary words as you engage in a discussion of the homework readings and your observations in LA 2.1.
3. Your group will now be given 10 minutes to discuss what you learned about culture from LA 2.1--the previous learning activity and your homework readings from HW 1.3.

4. A designated person at each table will keep a record of the vocabulary terms used. A single word can receive a score a maximum of three times. In addition, to be scored, words must be used correctly in a sentence.
5. The facilitator will lead a whole class discussion asking for thoughts/ideas from the tables.
6. The score card will be kept for future discussions during this session.



Menlove, W., Draper, P., Teemant, A., Rice, M., Cutri, M., & Pinnegar, S. E. (2019). *Foundations of Education for*

Emergent Bilinguals. EdTech Books.
https://edtechbooks.org/bilingual_education