



Wow!-ing Parents with Projects: HOW TEACHERS CAN EDUCATE PARENTS ABOUT PROJECT-BASED LEARNING

Harold Becherer

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National Geographic Learning and TED are now partners in English Language Teaching.







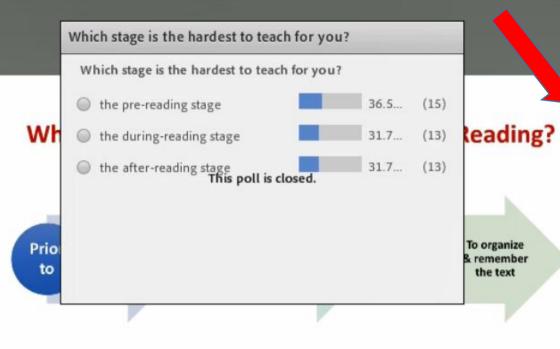




In the week after the webinar, you will receive a thank-you email. The thank-you email will contain:



Use the chat box for comments and questions





Peichun Hsieh: after

Robby Robinette: after

Jackie Chiang: prior mike chang 2: prior to

Chris Riddick: prior Dorothy Hung: after

Judy duan: prior to Beth Boland: during

Huyền Nguyễn: after 好刘: during

Lydia Lai: prior to

Lisa Yen: pre YUHSUAN LIN: prior to

Judy duan: priot to

Harold will also answer questions in the Q&A at the end

Polls

Which stage is the hardest to teach for you?

36.5...

31.7...

(15)

(13)

Which stage is the hardest to teach for you?

- the pre-reading stage
- (13) the during-reading stage
- the after-reading stage
 This poll is closed.

Wh

Prio

to



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To organize & remember the text

Reading?



Harold's teaching journey in China began over a decade ago after quitting his day job as a scientist in the United States of America. During his time in China, he has gained experience with English learners of every grade and skill level. In 2010, he started his own private language school, and ran it until recently. Harold continues to enjoy sharing ideas with fellow teachers through trainings while still teaching students on occasion. He lives with his wife and daughter in Foshan, Guangdong Province.

Bringing the world to the classroom and the classroom to life

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Who we are.



Teachers?



Bosses?

Private Language School





Balancing their Needs is Key

Interesting

Fun

LEARN





FUN
INTERESTING
Learn



One of the ways we do that is

through the use of Projects

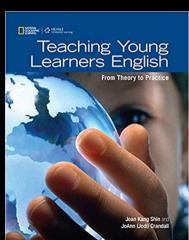
Projects are great because...

Poll

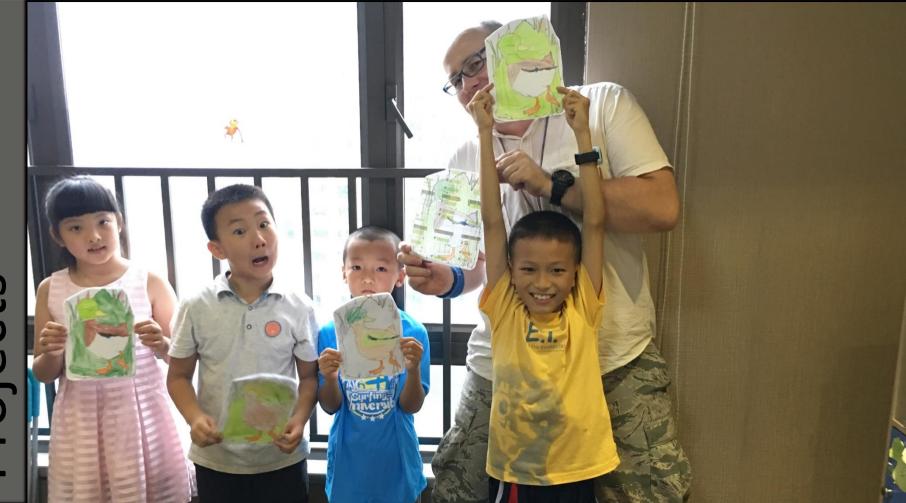
Encourage young learner independence
Appeal to different learning styles
Encourage creativity and communication
Provide for ways for students to apply what they learned
Help link school with home and community

Make learning more enjoyable

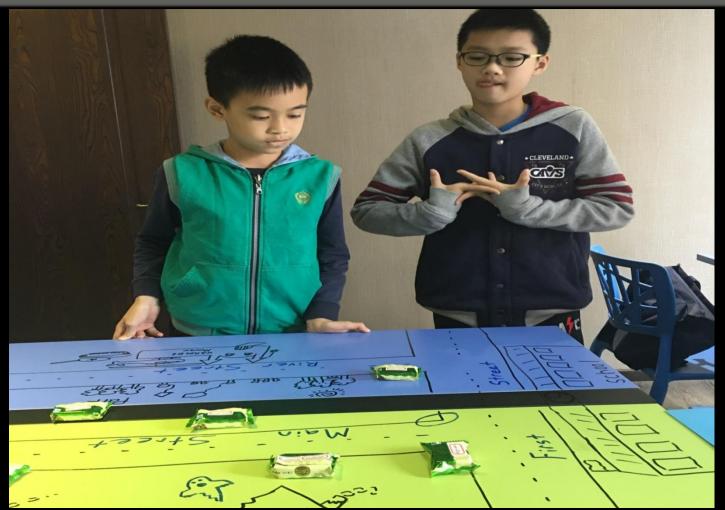
Teaching Young Learners English: From Theory to Practice
Shin and Crandall (2014)



Have a real or authentic audience



Result in new information for learners



Involve an exchange of information among learners



Require a specific product to be developed and shared in English



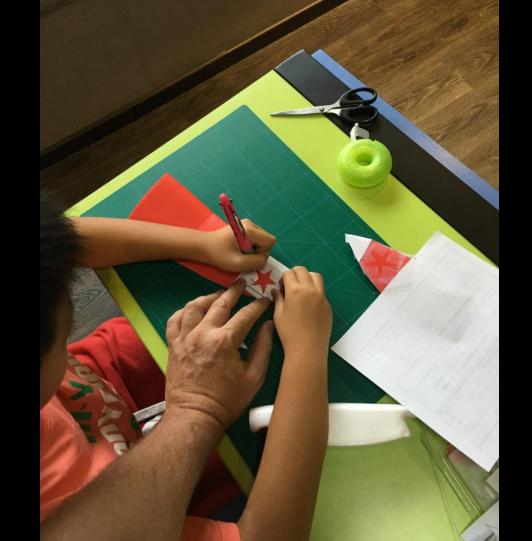
Involve multiple ways of obtaining and sharing results



The Value of Projects: My Reasons

1. Increase Handicraft Skills







2. Effective Cultural Education











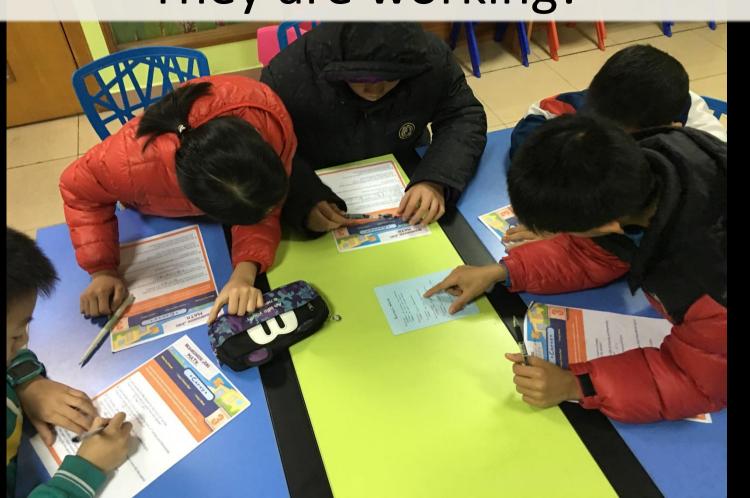


The Challenge

What are they doing?



They are working!



The Challenge

To the untrained eye, projects can be seen as a time filler

This is what parents expect to see



What happens when parents see this?



The Solution

Three Useful Ways with Examples!

1. Let Parents See the Projects

Display Students' work in your school



It conveys a sense of belonging



Common Areas





In Classrooms



Share Students' work on Social Media



And class chat groups



Mike在教鸡蛋画



35 mins ago



It will likely get reposted

2. Keep Parents Informed

Home-School Connection Letter



Home-School Connection 1级,5单元 绝妙的衣服	姓名
亲爱的学生家庭: 我们课堂上正在学习衣服。	(学生的姓名)
词汇 : 我们在学习衣服和颜色的	名称; 讲人们所穿的衣,
语法 :我们使用一般现在时和现和 those(那些)。	在进行时提问和作答,
阅读: 我们在读人们在特殊日子	里穿的衣服。
写作 : 我们写人们穿的衣服; 用	颜色词描写衣服。
价值观 :我们的价值观是管理自	己的衣服。鼓励您孩子;
活动 :我们在制作、装扮一个供	全班分享的杖头木偶。
我们希望您参与一项活动同全班分享。	感谢您支持!

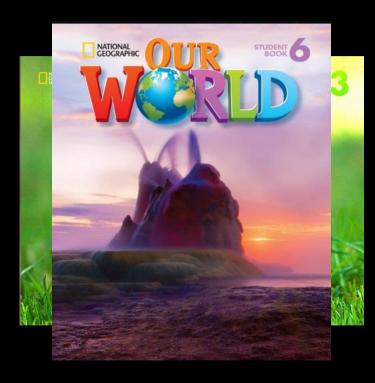


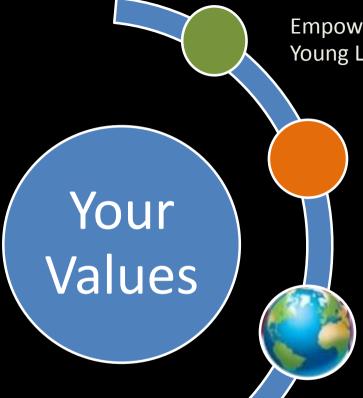
Home-School Connection		
Level 1, Unit 1	Name	
My Classroom	Date	
Dear Family,		
We're learning about objects in the classroom.	(student's name) wants to	
share with you what we're learning.		
Vocabulary: We're learning to name objects and numbers from one (1) to ten (10).	in the classroom. We're practicing colors	
Grammar: We're asking and answering questions using what, what color, and how me	HE 사람들은 10 HE	
Reading: We're reading about drawing and v	writing in the past and today.	
Writing: We're writing name tags. We're usi	ng capital letters when we write our names.	
Value: Our value is to work hard in school. It and work hard in school.	is important to pay attention, ask questions,	
Project: We're making a counting book to sh	are with the class.	
We would like you to participate in an activity to share	re with the class. Thank you for your support.	

Sincerely.

(Teacher)

At Time of Enrollment





Empowering Young Learners

Communication
Collaboration
Creativity
Critical Thinking

Global Values

Bringing the Real World to the Classroom

At time of Enrollment



3. Get Parents Involved

During the Project

Parents participating in or viewing the outcome of the Project



Parents participating in or viewing the outcome of the Project







每节课前动动手指,就为了今天。 🍪 🎂 收到来 自Harold and Max的礼物。开心 😊













Get Parents Involved

After the Project

Parents receive the outcome of the Project at home.





Both Clients feel Valued

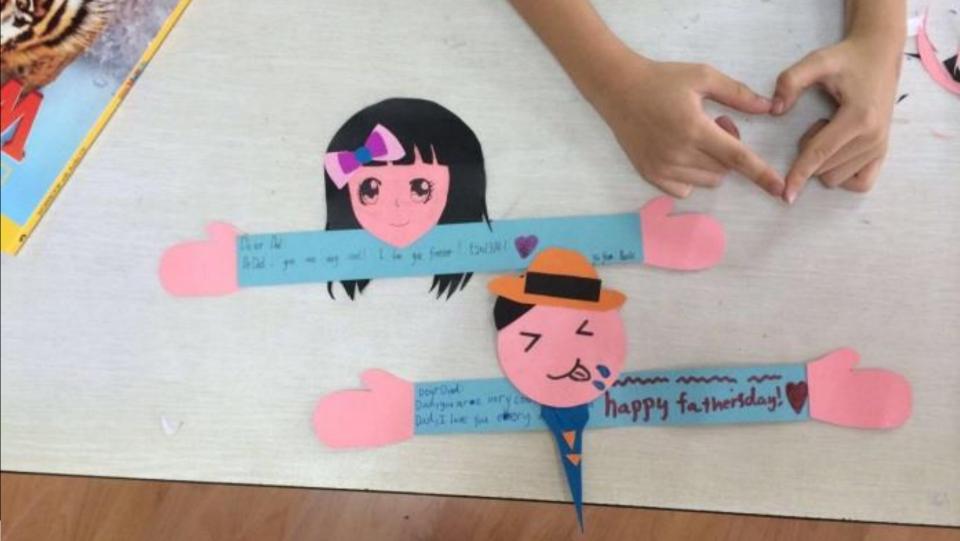
Two Father's Day Projects

A Cautionary Tale

1. The 'Hug' Card





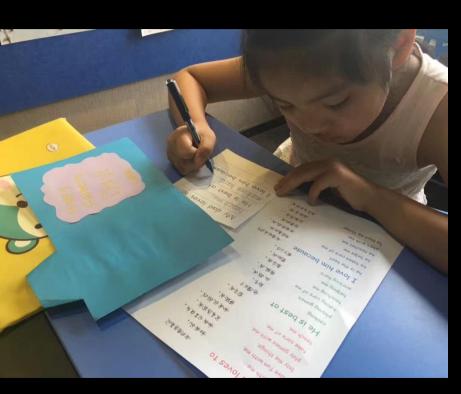


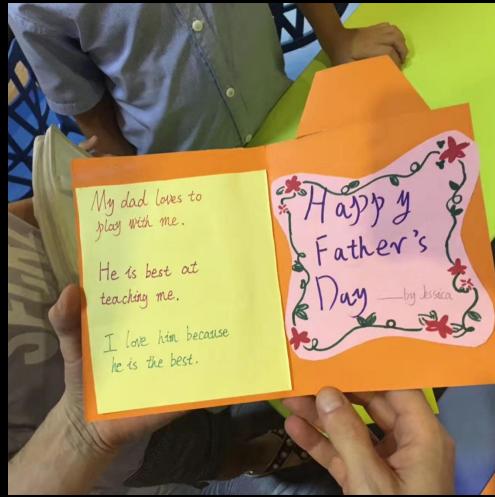
1. The 'Shirt' Card











Which Father's Day card do you prefer?



A. The Hug

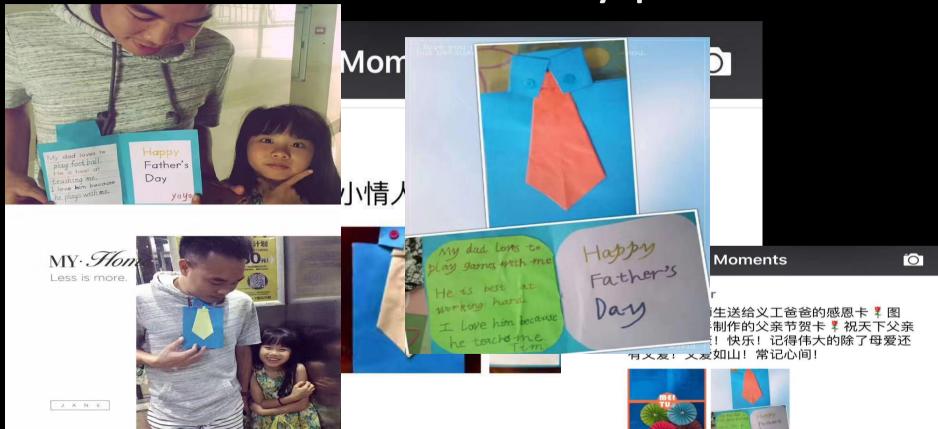


B. The Shirt

My Social Media Post



From Parents-Mostly praise...



14 hours ago

Surprising Comments from Friends



June 19, 2017 7:47 AM

Do you know what we do with paper clothes in China? don't think it's a good gift for parents sorry





June 19, 2017 12:25 AM

礟 In china this for dead not for dad 😂

Sometimes things will go wrong...

Don't give up

How do we as educators gain the confidence to know we are doing enough for our students during projects?

20 Make a mural about nature.



Cut out the pictures on page 161.



Draw more pictures.



Glue things from nature.



Write your name.



Project Rubric

- ✓ Did groups research places in the universe that might have life?
- ✓ Did groups create a model of a place that might have life?
- ✓ Did groups present their model and explain the objects and life forms in it?
- ✓ Did groups participate in a class discussion about why they think their chosen place has life?



Be the Expert

Teaching Tip

Before students begin an activity, tell them that they can save time if they ssign a specific task to each person group, For example, one person otes one person ran draw one person is a cut things out, one person can glue biogs, and so on. Explain that assigning asks in this way will help students work poeth better and will allow groups to

- Did groups research places in the
- universe that might have life? ✓ Did amuss create a model of a
- place that might have life? / Did aroups present their model and explain the objects and life forms
- ✓ Did groups participate in a class

Lesson Planner



Prepare

- · Ask What places in space did we learn about in this unit? (planets, salar systems, galaxies, the universe) Write these responses on the board. Ask What's Earth? (a planet) Ask What does Earth have that helps it support life? (water, atmosphere, oxygen) Is there life somewhere else in the universe? [Maybe, We don't know yet.)
- · Say Today you're going to make a model of a place that might have life. Place students in small groups. Say As a group, choose a type of place in the universe that might have life. This could be a planet or a moon. Use your impaination! Direct students' attention to the photo on p. 70 to show

You'll also add other things such as water and plants. Here are some questions to think about. Write the following questions on the board.

What things do we need for life? Can there be life in very hot or very cold places? How do other planets lock different from Earth? What does the surface of your place look like? Is it covered with water, mountains, sand, or ice?

· Have students use available resources, including pictures and text from the unit, to research facts about places in the universe that might have life. Have students use the guestions on the board to imagine the characteristics of a place that might

. Have group members take notes on their research to refer to when making their model. Then provide the materials to make three-dimensional models

- . Ask groups to present their models to the class. Have each group explain the different objects and life forms in their model. Encourage the class to ask questions such as Why did you choose this place? Why is this a good place for life? What kinds of
- . Modify To simplify the project, have groups draw the planet or moon they are imagining, rather than create a three-dimensional model. Ask groups to label their drawing with information about the place. If research time in class is limited, provide students

Now I Can

- Ask questions such as the following: . Do you think there might be life in
- space? Why or why not? · What do we call people who travel in space? Where do they live to perform
- experiments? Would you like to travel in space? Why
- or why not? · What would you say to persuade same one to support space explaration?

Review for additional practice, direct students to Activity Worksheet 4.4.

Unit Assessment

Give the Unit 4 Quiz. Hand out



Long Ago and Today

In this unit, I will ...

- . describe what people did in the past.
- . talk about what the past was like.
- compare the past and the present.
 write a unified paragraph.

Look and circle.

- 1. This photo is
- a. from the past. b. from the present.
- 2. They are riding
 - a. to school.

b. to the market.

- 3. The boy is holding
- a. a box.
- b. a computer.

Father and son biking to school, Uttar Pradesh, India





Source we very old. People ylang source from cyrray and, ascours verial.

One team had fee people.

Kirke

One wan ma jo

Replie water old fashioned clethes. VIJO

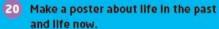
icer ball was admade of branker

The societ ball was and made of bambon

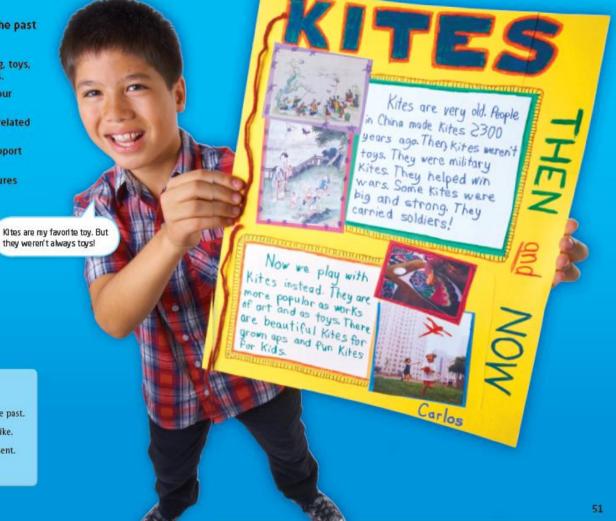
Now we play with this intead, roke Societ made by of leather or playic.



NOW



- Choose a topic such as clothing, toys, sports, food, houses, or games.
- Research information about your topic in the past and now.
- 3. Compare and contrast details related to your topic.
- Cut out or draw pictures to support your writing.
- Create a poster with your pictures and information.
- 6. Sign your poster.



Now I can . . .

- describe what people did in the past.
- talk about what the past was like.
- ompare the past and the present.
- write a unified paragraph.



Volcanoes

In this unit, I will . . .

- discuss volcances.
- · describe how a volcano erupts.
- · make predictions.
- · write a process paragraph.

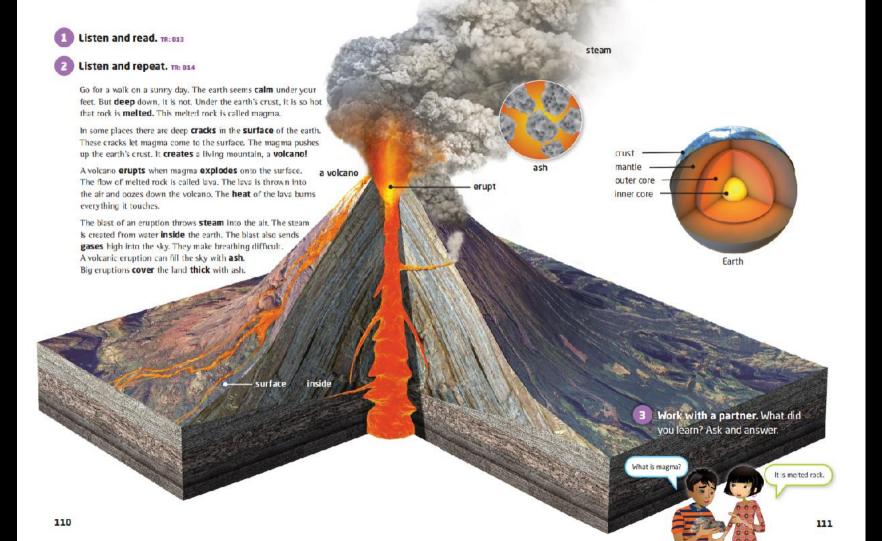
Check T for True and F for False.

- Red hot rocks are thrown
 nto the air.
- **1 (F)**
- 2. We can see the steam and smoke.
- **1 F**
- 3. The lava shines in the dark.
- 1 (F)

Stromboli volcano, Sicily, Italy

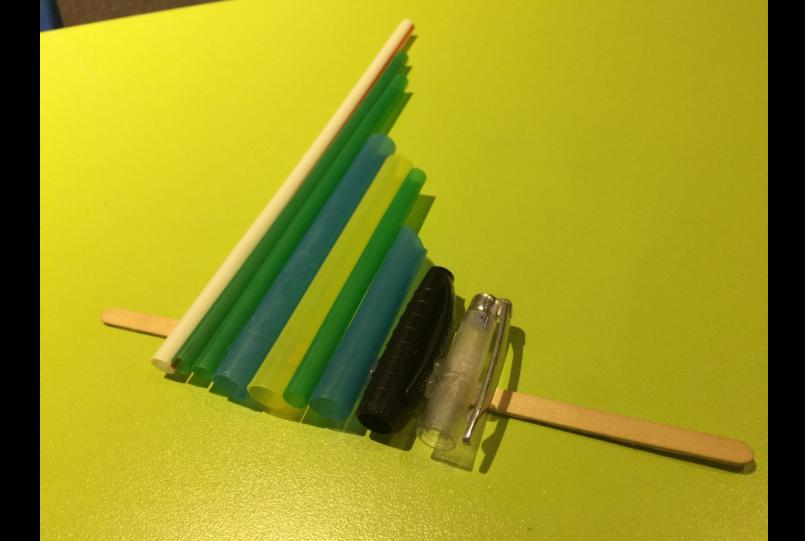
109









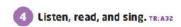




Unit 4 Life Out There In this unit, I will ... · discuss life in space. · discuss space exploration. · express my opinion. · write a persuasive paragraph. Circle the correct letter. 1. What are they looking at? a, the clouds b, the stars 2. What time of the day is it? a. late b. the middle a termoon of the right 3. Why are they wearing coats? b. It's cold. a. They are The Milky Way on the moon.

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Deep in Outer Space

Let's all take a journey past the atmosphere, beyond our solar system, far away from here.

We might find a new planet. We might find a new place. We might find things we've never seen deep in outer space.

Deep in outer space, who knows what we might find? Deep in outer space, deep in outer space!

Somewhere In the universe we might find a moon where flowers grow.
You never know, but I wish we'd get there soon!

CHORUS

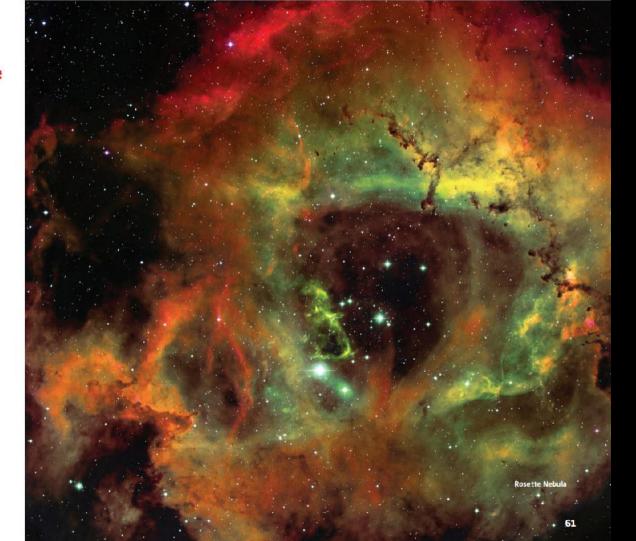
Rut right here on planet Farth life is all around. Our world is full of color, texture, light, and sound.

We can take a journey right out side out door and see the wonder of life on Earth and so much more!

CHORUS

Deep in outer space.

- Work with a partner. Talk about life in outer space. Take turns.
 - moon
 solar system
 - planet
 universe







Unit 6

Amazing Plants!

In this unit, I will . . .

- · talk about how plants adapt.
- discuss the importance of plants.
- · compare plants.
- · write a descriptive paragraph.

Check T for True and F for False.

- I. These flowers are sculptures.
- 1 F
- 2. The flowers are wet.
- 3. These flowers eat insects. (T) (F)





How can we make parents fans of project-based learning?

- 1. Show the projects.
 - -in your school, on social media and chat groups
- 2. Inform Parents
 - -home-school communication, at sign up
- 3. <u>Involve</u> Parents
 - -directly in the project- or afterward

Q & A





Bringing the World to the Classroom

— and the Classroom to Life





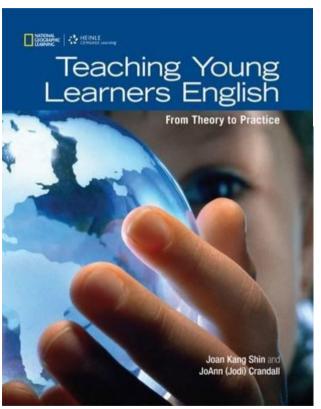














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