

# *The Talking Classroom*

A photograph of three young students in a classroom hallway. On the left, a boy with light brown hair wears a black and white striped shirt and a red backpack. In the center, a boy with dark hair wears a yellow shirt and a blue backpack. On the right, a taller boy with dark skin wears a blue polo shirt with white stripes on the sleeves and a yellow backpack. They are all smiling and looking towards the camera. The background shows a hallway with a bulletin board on the left and a door on the right.

## *Developing Oral Language Skills within the Classroom*

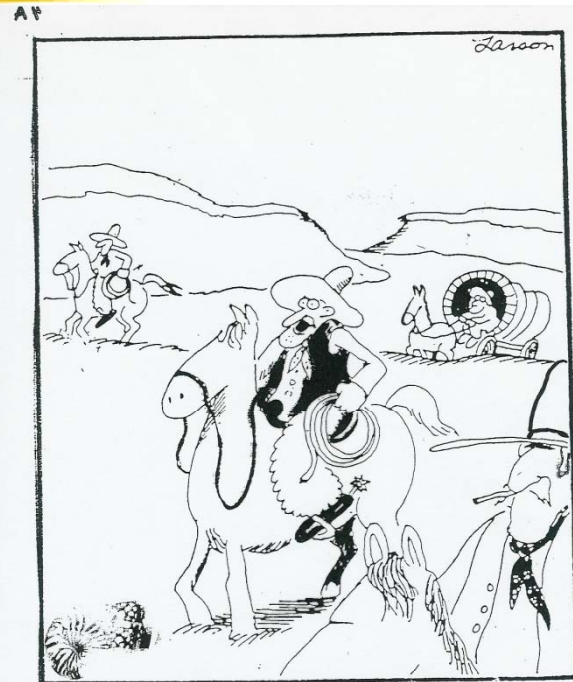
Judi Dodson [judidodson@gmail.com](mailto:judidodson@gmail.com)



# Big Ideas

- ☐ Create meaningful opportunities for elaborated oral language in the classroom centered around the development of academic knowledge
- ☐ Reinforce listening skills
- ☐ Learn engaging activities that emphasize listening, models of good language, authentic conversation and sentence elaboration.

# An Important Missing Link in the Chain of Reading Comprehension



"Say . . . Wait just a dang minute, here . . . We forgot the cattle!"



# Reflection

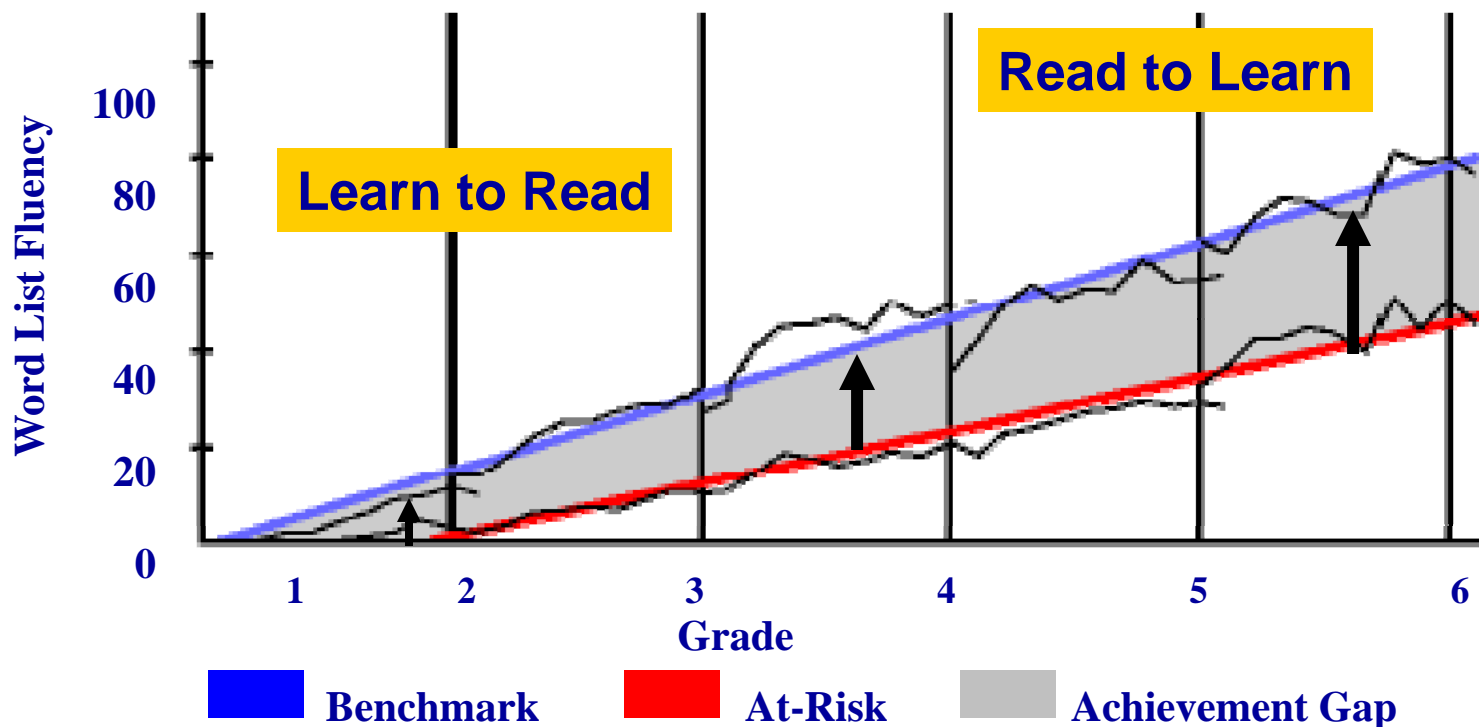
What does oral language instruction look like at this point in your classroom?





# Teaching Reading is **URGENT!**

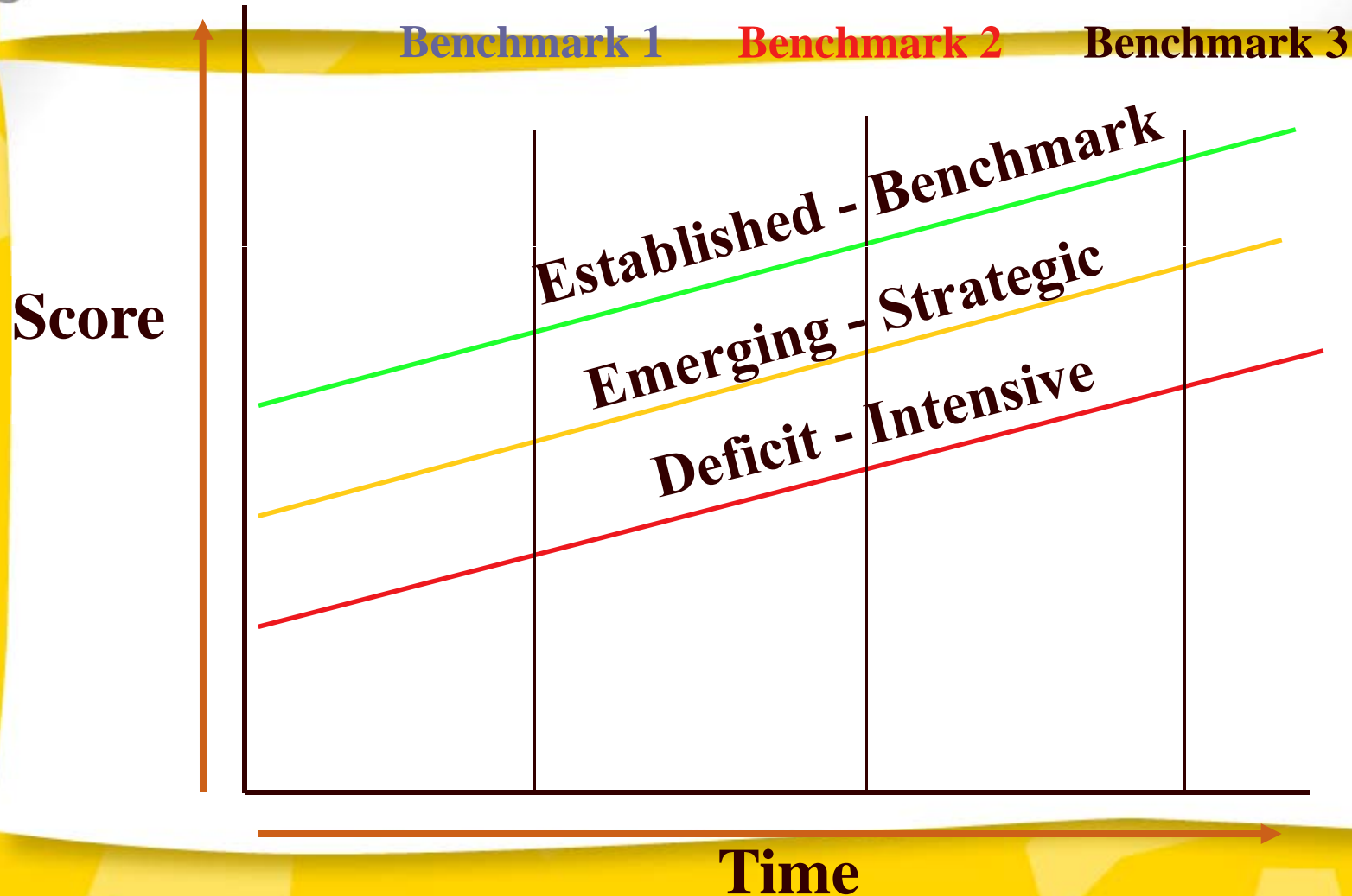
Students on a poor reading trajectory, are at risk for poor academic outcomes -- lifelong impact



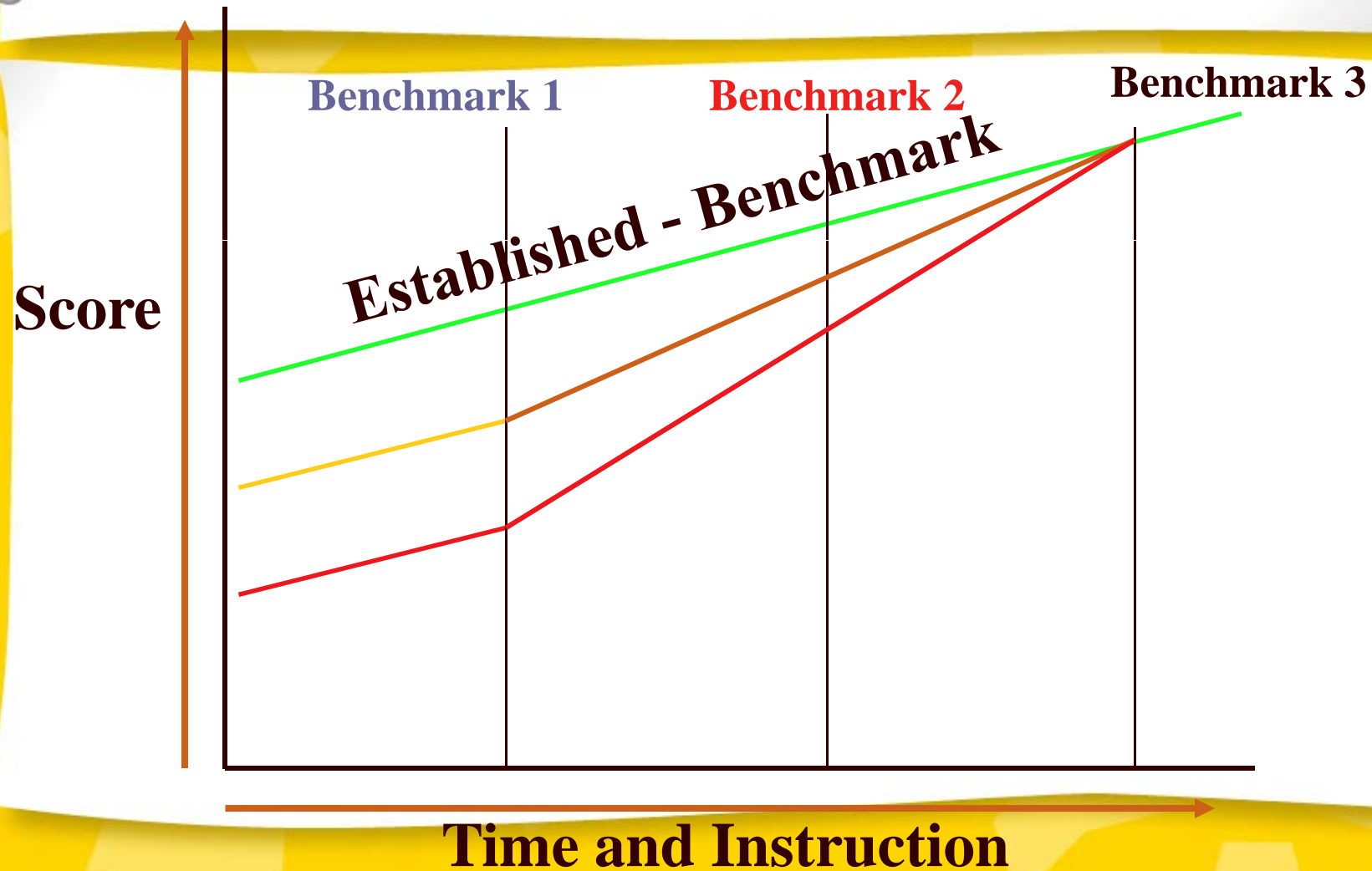
Citation: Good, Simmons, Smith, 1998, School psychology Review, 27

© Judi Dodson

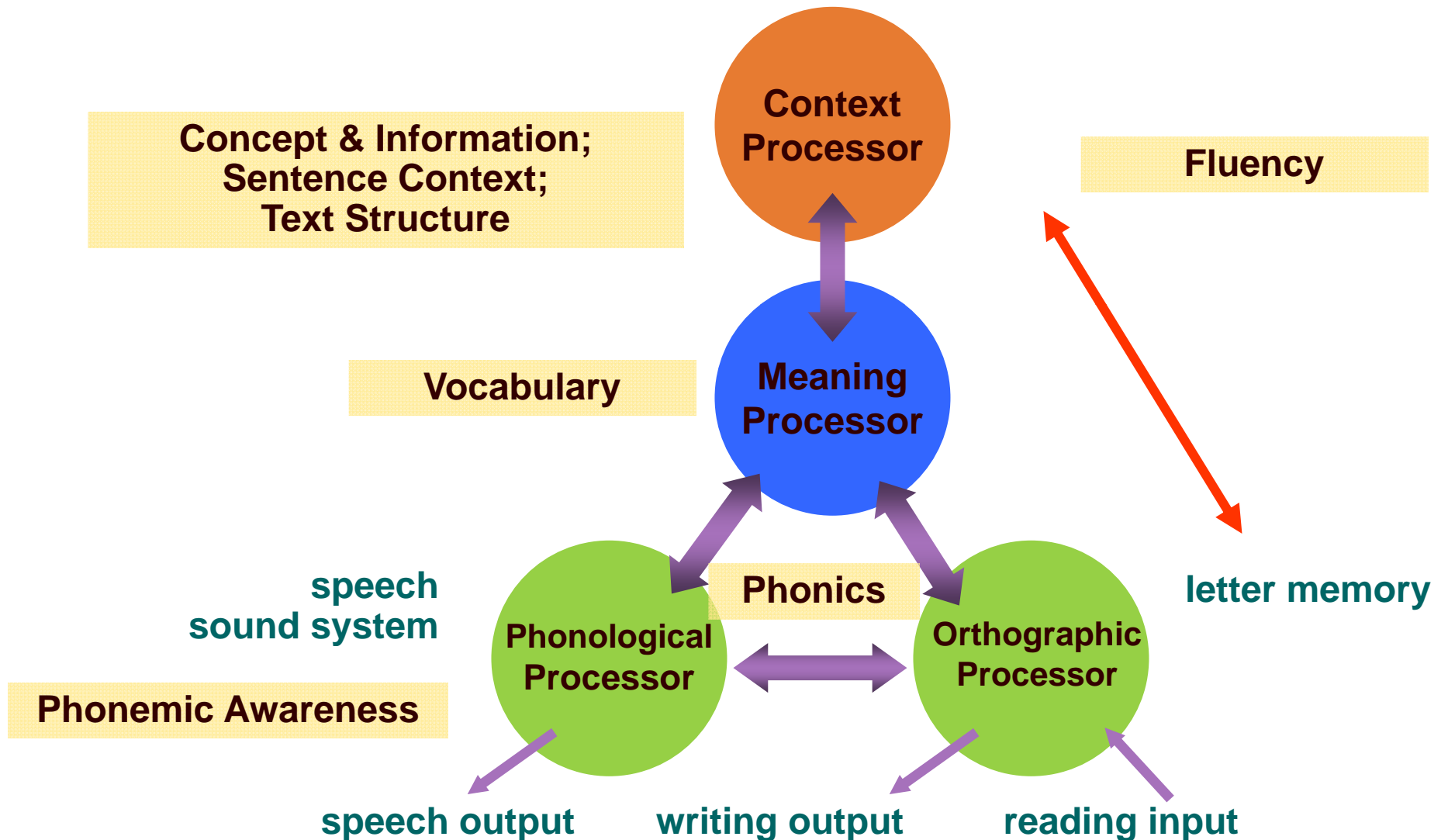
# Does this Profile Close the Achievement Gap?



**OR** Does this Profile  
Close the Achievement Gap?

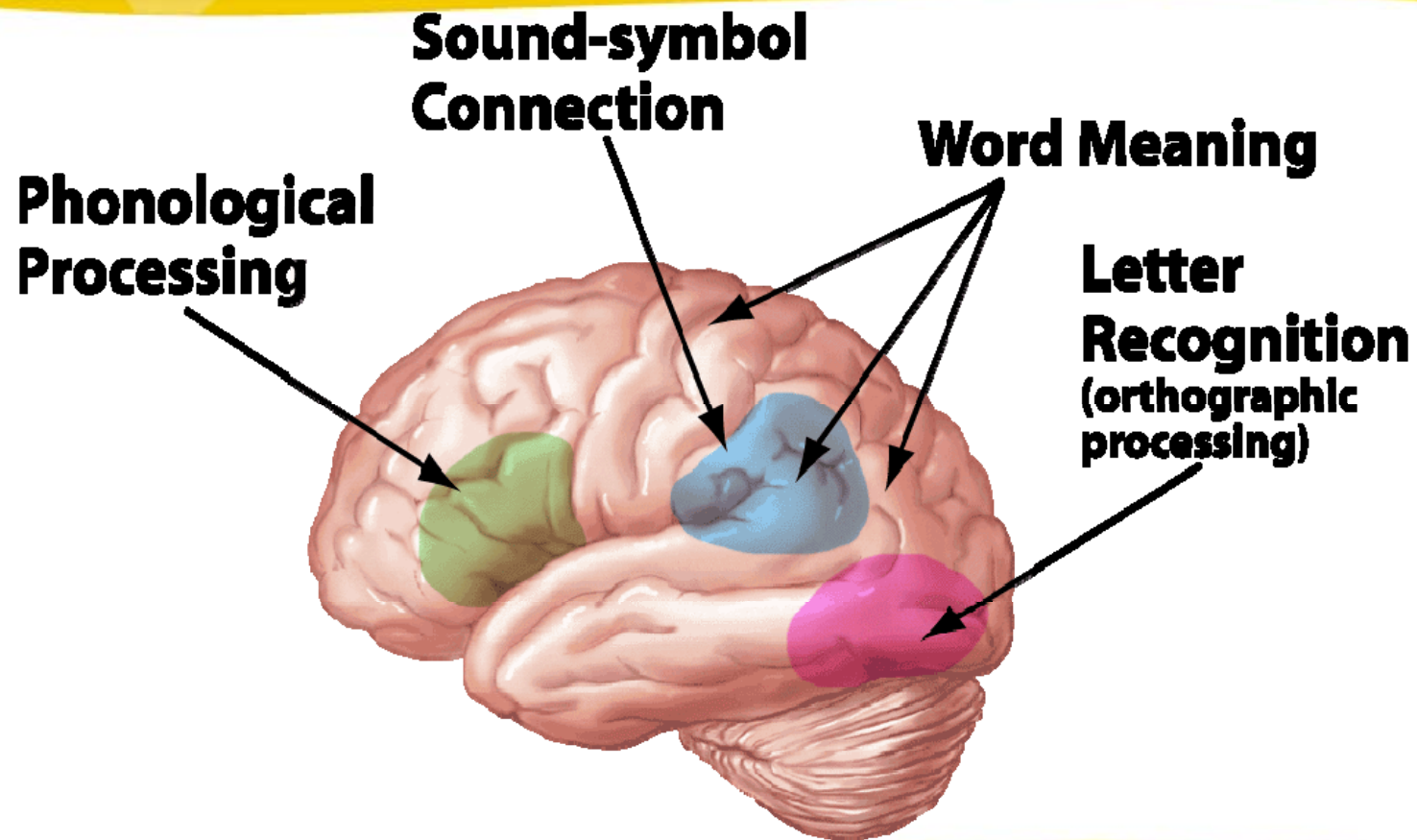


# Four Part Processing System





# Areas of the Brain





# An American Tragedy: Reading the New Civil Right

## Current Trends in Reading:

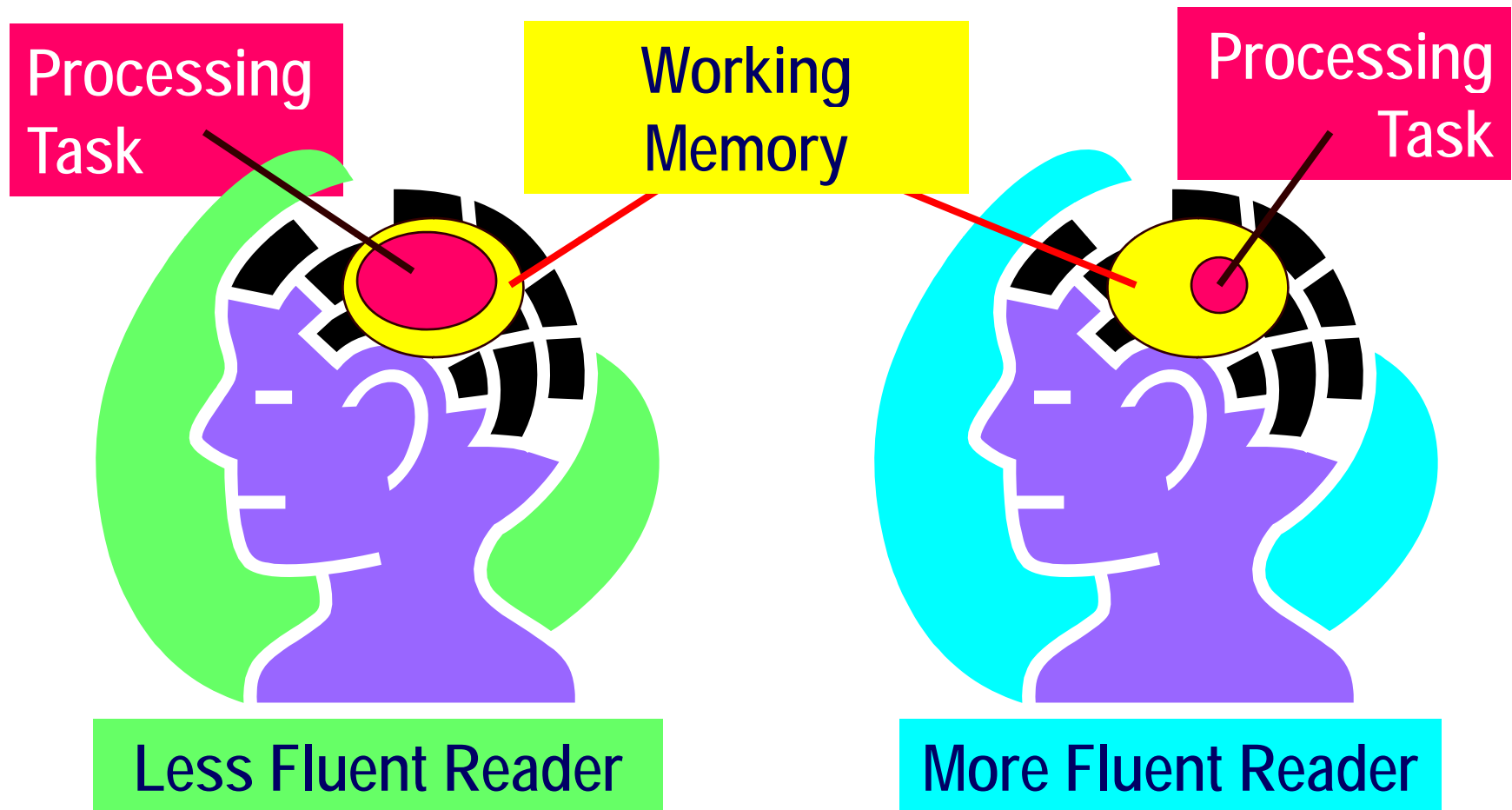
- ☐ White students – 59% below proficient
- ☐ Hispanic students – 85% below proficient
- ☐ Black students – 88% below proficient



# The Four Part Processor

- ➔ Activities work best when they are engaging and require reflection on language and thinking
- ➔ Talking Classroom activities emphasize the meaning and context processors.
- ➔ However, listening and repeating models of good language engage the phonological processor as well.
- ➔ Reinforcing oral language with opportunities to write deepens language learning.

# Working Memory and Oral Language





# Oral Language is the Heart ❤️ of Literacy Instruction

**Who:** The classroom teacher

**When:** All day – Every Day

**How:**

- ★ Focus on activities that develop speaking, listening and conversational skills.
- ★ Create opportunities for purposeful talk
- ★ Model the use of rich and interesting language







# Early Predictors

- ➔ "The most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers."

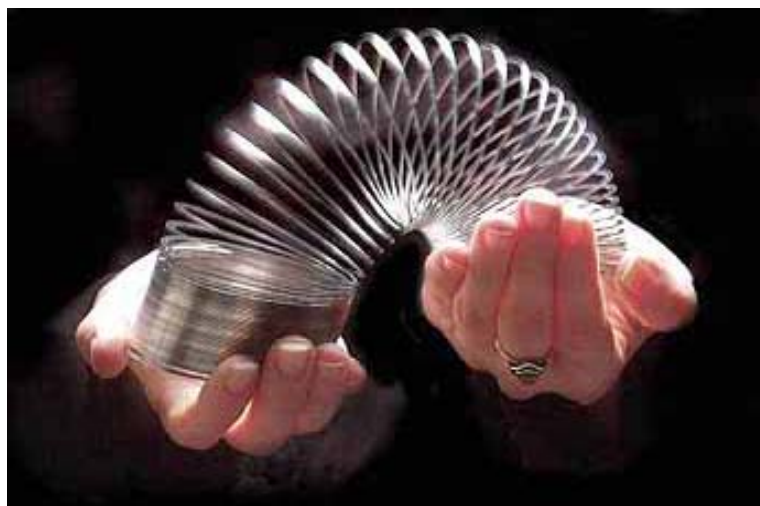
*Betty Hart and Todd Risley*

- ➔ We can use this as a basis to begin thinking about the importance of conversation in the classroom for school-age children.



# Making the Connection

Connecting oral language and printed language is a critical skill for learning to read.



Listening is a “compound concept”  
in Chinese



The image shows a white rectangular piece of paper with a silver paperclip on the left edge, pinned to a yellow background with a pattern of overlapping yellow squares. On the paper, the large Chinese character '聽' (to listen) is written in black ink. The character is composed of three parts: the left radical '耳' (ear), the top radical '西' (you), and the bottom radical '心' (heart). To the right of the character, the English words 'EYES' and 'UNDIVIDED ATTENTION' are written, corresponding to the '西' radical. Below the character, the word 'HEART' is written, corresponding to the '心' radical. The word 'EAR' is written to the left of the character, corresponding to the '耳' radical.

EAR 聽 YOU  
EYES  
UNDIVIDED  
ATTENTION  
HEART



# The Situational Model

➔ "Cognitive scientists agree that reading comprehension requires prior "domain-specific" knowledge about the things that a text refers to, and that understanding the text consists of integrating this prior knowledge with the words in order to form a "situation model."\*

➔ \*E.D. Hirsch, The Knowledge Deficit – on the work of Walter Kintsch



# Balancing Knowledge and Reading Skills

- ➔ How much do you know about baseball???
- ➔ Students who were good decoders but knew very little about baseball did not comprehend as much as their peers who were weaker decoders but had good domain specific knowledge about the game.
- ➔ But.....both are important!
- ➔ \* W.Schneider and J. Korkel, Contemporary Educational Psychology, 14, (1989)





# Language and Learning

- ➔ Language is a tool for thinking
- ➔ Language is a reflection of thinking



- ➔ If we want our students to think better we must help them learn more so they have more to think about.



# Restricted Speech vs. Elaborated Speech

- ➔ Restricted Speech = brief, unelaborated, assumes shared situational background knowledge. Used more in homes with less education.
  - Parent wants a child to move over
  - “Move, Jimmy.”
- ➔ Elaborated Speech = increased use of explicit content knowledge and less dependent on shared situational knowledge. Used more in homes with higher levels of education,.
  - “Jimmy, will you please move over so your sister can see the television better.”



# Speech to Print



- ⇒ ***Some***: make the connection automatically through rich and frequent exposure to oral language.
- ⇒ ***Most***: benefit from explicit instruction in that essential relationship
- ⇒ ***Few***: will not develop the understanding unless they have explicit, direct instruction plus many opportunities for repetition in order to become proficient readers.



# Engagement and Motivation

## Language learning requires:

- ❖ Attention
- ❖ Listening
- ❖ Motivation
- ❖ Making connections
- ❖ Opportunities for practice

# Recorded Vocabulary Size

## Professional Family

Parent : 2176

Child: 1116

## Working Class Family

Parent : 1498

Child: 749

## Welfare Family

Parent: 976

Child: 526



Hart and Risley, 1995  
Meaning Differences



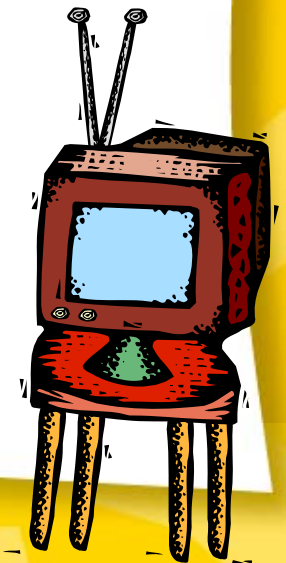


# Television and Language

- ➔ The more television watching a toddler did before the age of 3, the lower their scores on later tests of reading achievement.

» Zimmerman and Christakis, 2005

- ➔ TV talk is not the slow, expressive talk of parents as they interact with their infant.





# When Does Listening to Language Begin?



Avery listens at two months old!

How many of your students listen as attentively as Avery?





# Humor and Oral Language

- Gets attention
- Creates a positive climate in the classroom
- Enhances retention and retrieval
- Reduces stress
- Discipline without power struggle



Cardoso, 2000

*Sarcasm and teasing is never appropriate in the classroom*

# Oral Language Instruction

- ➔ Attention
- ➔ Listening
- ➔ Modeling
- ➔ Direct Experiences
- ➔ Visual Representations
- ➔ Help students make Connections
- ➔ Student to Student Talk
- ➔ Teach with opportunities for transfer





# Second Language Learners Low Language Students

## Some Helpful Strategies:

- Oral Language development throughout the instructional day
- Increased modeling, guided feedback and frequent, distributed, paired practice
- Seat students close to you for increased opportunities for feedback.



# Second Language Learners Low Language Students

- ➔ Preview whole group lesson in small-group setting
- ➔ Positively reinforce all attempts at oral language
- ➔ Use of objects and pictures
- ➔ Increased “wait time”
- ➔ Emphasis on multi-sensory and engaging oral language activities





# Second Language Learners Low Language Students

- ➔ Music and rhythmic patterns increase engagement and learning
- ➔ Use clear, short sentences, increasing complexity as language skills increase
- ➔ Support language development with activities that structure sentence formation (sentence stems)
- ➔ Texts used that are simple and culturally sensitive



# A Language-Centered Classroom

## Teachers:

- ➔ Give students opportunities to listen attentively
- ➔ Engage children in extended conversations
- ➔ Encourage children to tell and retell stories and events
- ➔ Discuss a wide range of topics and word meanings



# A Language-Centered Classroom

## Teachers:

- ➔ Use new and unusual words
- ➔ Ask open-ended questions
- ➔ Encourage language play
- ➔ Give positive reinforcement for engagement in oral language activities



# A Language-Centered Classroom

## Children can:

- ➔ Listen and attend to models of language
- ➔ Explore and experiment with language
- ➔ Name and describe objects in the classroom



# In a Language-Centered Classroom

## Children can:

- ➔ Ask and answer who, what, where, when, why and how questions
- ➔ Hear good models of language used and respond to it appropriately
- ➔ Discuss topics of interest

# Tune in to Language

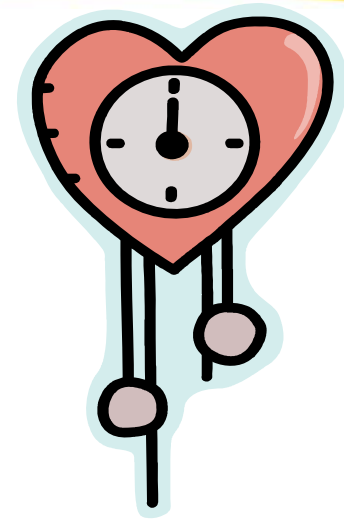
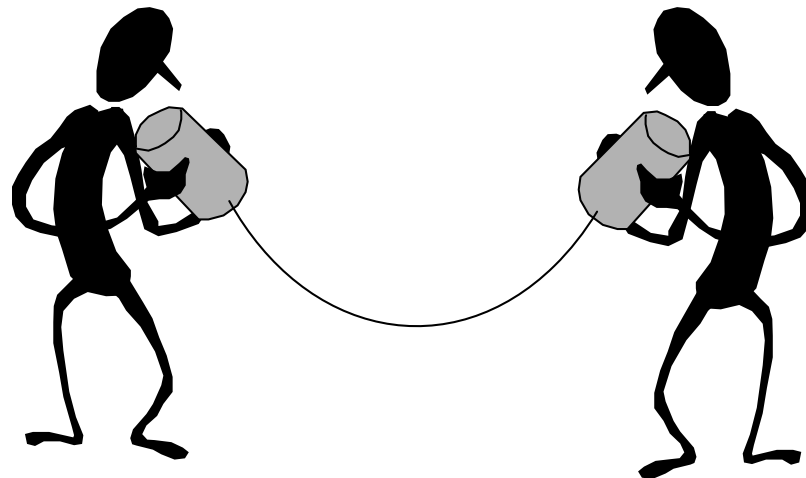






# Activity: The 30 Second Conversation

Make time for  
authentic conversation

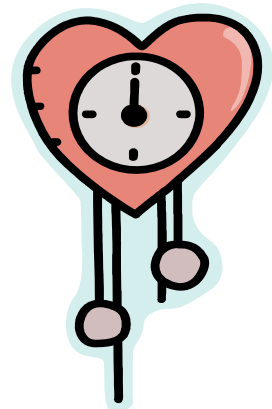




# Activity:

## The 30 Second Conversation

- ➔ Choose students who have weak oral language skills.
- ➔ Take 30 seconds each day to engage them in authentic conversation.
- ➔ Notice changes in their responsiveness.

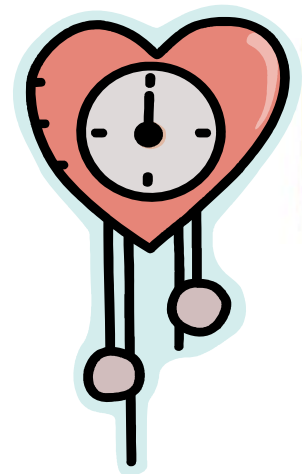




# Activity: The 30 Second Conversation

## *Let's Try It:*

- ➔ Walk around the room and introduce yourself to someone you do not already know.
- ➔ Have a 30 second conversation with each partner speaking and responding in an authentic conversation.
- ➔ We will repeat this 3 times.





# Activity: Random Words of Kindness

## Random Words of Kindness

Affirmations, Affirmations!!!

Teacher to Student Affirmations

Student to Student Affirmations

Affirmation Chains

Note paper, sticky notes

Reinforce and reward kindness





# Activity: Random Words of Kindness

Random Words of Kindness  
creates a positive the climate  
for oral language in your  
classroom.

Positive Teacher Talk is at the  
heart of productive oral  
language in your classroom.







# Activity: Random Words of Kindness

## *Let's Try It:*

- ⇒ Brainstorm affirmative words in table groups
- ⇒ Use chart paper and record affirmative words that enhance welcoming, connection, authentic praise, I messages etc.
- ⇒ Report and share words with entire class
- ⇒ Word lists can create a resource list for all class members if they choose to record the ones they like as they are read to the class.

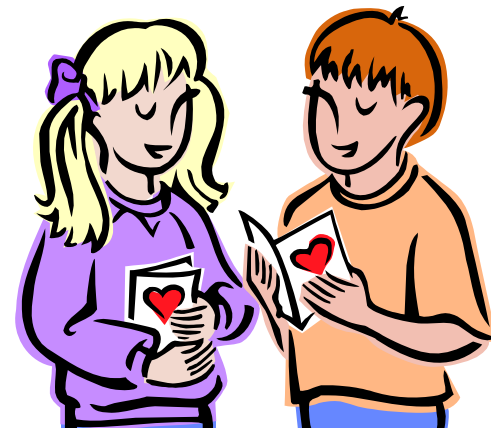






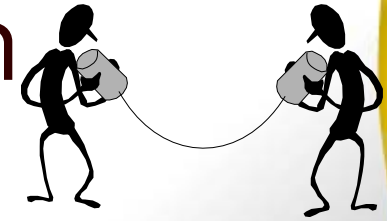
# Activity: Random Words of Kindness

***Reflect*** on the affirmations and take a few minutes to write down a list of 5 affirmations that you heard that you will take back to your classroom.





# The Conversation Assembly



- Introduce a topic
- Read, listen to a speaker, watch a play or show a video to build background
- about that topic.
- Two people sit on the stage and have a conversation about the topic
- They ask a few questions about the topic of the audience
- Then they ask the students in the audience to turn to a neighbor and have a two minute conversation about the topic.
- Bring the students back to attention and ask for a couple of volunteers to summarize their conversations.

# Cartoon Conversations





# Cartoon Conversations

- ➔ Let's start a conversation about the cartoons we just looked at:
- ➔ Who would like to begin?
- ➔ Now at your table choose one of the cartoons and let's talk about it for a couple of minutes.
- ➔ Write a few sentence summary of your conversation.



# The Talking Classroom Activities: Vocabulary





# School-wide Oral Language Development






# School-Wide Vocabulary

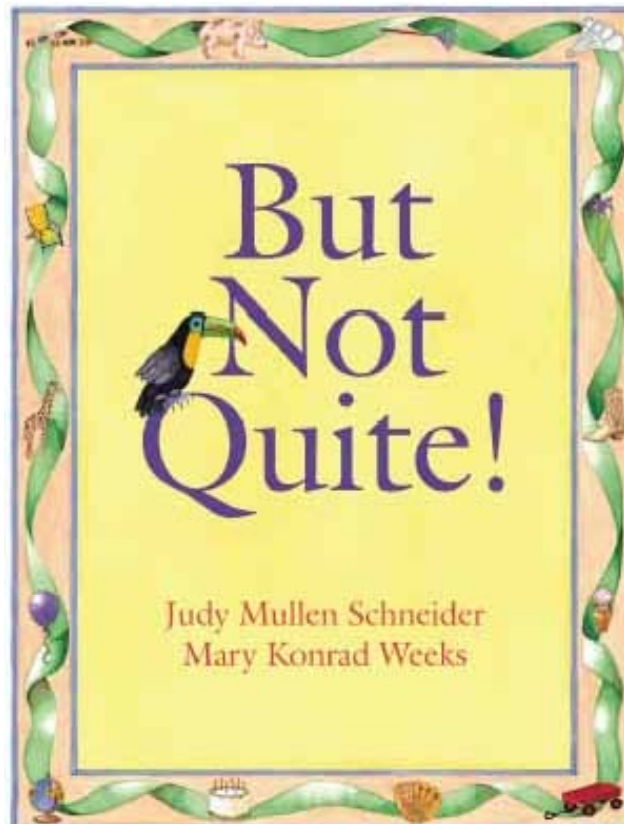
- ➔ School-wide vocabulary study - choose important words
- ➔ Post the words everywhere you can at school (lunchroom, gym, music room, on desks, bathrooms).
- ➔ Sent the words home
- ➔ Vocabulary assemblies
- ➔ Graph school-wide vocabulary growth in a public place
- ➔ Vocabulary celebrations



efervescente



# Develop Meta-linguistic Thinking





# Activity: Recipe for a 600 Book Kid

## Recipe for a *600* Book Kid

Based on the work of Steven Stahl





# Activity: Recipe for a 600 Book Kid

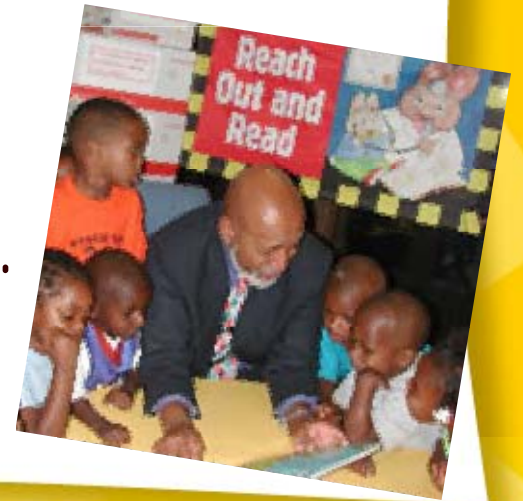
- ➔ Cooking Time: One Year
- ➔ Ingredients for a 600 book kid:
  1. **One Teacher**
  2. **One Class**
  3. **Good Books**
- ➔ Method:
  - Read 3 books a day, every day and you will wash your children in words and create a 600 book kid!
  - Emphasize non-fiction to build domain-specific knowledge





# Activity: Recipe for a 600 Book Kid

- ➔ Do it again in first grade
- ➔ By the middle of the year you will have created a 1000 book kid!
- ➔ Notice, as they understand and engage in oral language more easily.







# Activity: Buddy Talk

- ➔ Making connections to what is already known links new learning to old and deepens new learning.
- ➔ Students take new learning (words, concepts etc.) and each student shares a personal connection with their neighbor.
- ➔ Emphasizes 100% engagement in oral language response.





# Activity: Buddy Talk

## *Work with a partner*

- ➔ Use the following words and phrases
- ➔ Take time for each partner to choose 2 and share a personal connection with each word or phrase chosen.
  - bamboozled
  - rewarding





# The Storyteller's Circle: Listening and Speaking

- ➔ Sitting in a circle, choose someone to be the first storyteller.
- ➔ Choose one of the following topics to help structure your story or tell a story of your choosing.
- ➔ When the first person is finished have one other person become the storyteller.

## Topics for Storytelling

A Funny Story

A Story from History

Joke of the Day

An Animal Story

A Family Story

A Story of a Hero

An Embarrassing Moment



# Activity: The Storyteller's Circle

⇒ *Let's Try It!*

- ⇒ Choose one of the following topics to help structure your story or tell a story of your choosing.
- ⇒ When the first person is finished have one other person at your table become the storyteller.

## Topics for Storytelling

A Funny Story

A Story from History

Joke of the Day

An Embarrassing Moment

An Animal Story

A Family Story

A Story of a Hero



# Speaking from the Heart

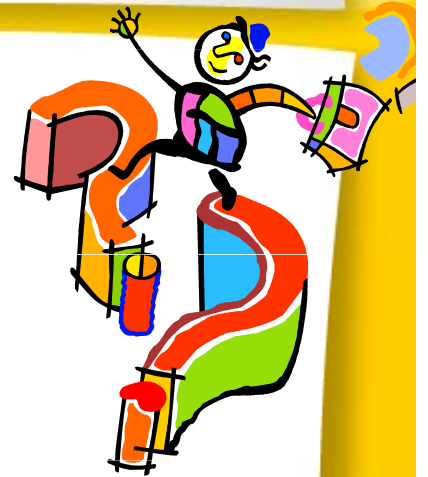
- ➔ The heart becomes a touchstone for language
- ➔ Students hold a heart when they are speaking
- ➔ Students pass the heart to their partners when they are done speaking.
- ➔ The heart passes back and forth during the conversation
- ➔ Structure this conversation around academic theme or vocabulary study.



# Activity: Chart your Words

## Buddy Word Count – Sentence Elaboration

- ➔ Work with a partner
- ➔ Ask your partner an authentic question or start with a picture and describe the picture.
- ➔ When your partner responds, count the number of words in their response by using hash marks





# Activity: Chart your Words Buddy Word Count

➔ What do you like to do on the weekends?

– On the weekends I like to hike.

////// = 6 words

➔ Can you tell me more?

– On the weekends I like to hike in  
the woods near my house.

////////// = 13 words

Practice this strategy, asking the question, asking for elaboration and finally counting the words.  
Copy the sentence into your notebook.





# Activity: Chart your Words Buddy Word Count

## Practice this strategy

- ➔ Ask the question or describe a picture
- ➔ Count the words as your partner answers  
(simulate how one of your students might respond)
- ➔ Ask for elaboration
- ➔ Count the words as your partner answers
- ➔ Copy the sentence





# Reflection



What has been your most significant learning so far?



What do you think would help students in your own classroom?



# The Talking Classroom Activities: See It and Say It!





# Every Picture Tells a Story

- ➔ Pictures can stimulate descriptions.
- ➔ Pictures can stimulate conversation.
- ➔ Use these retelling words as a starting place:

➔ Who	Sound
➔ What	Size
➔ Where	Texture
➔ When	Feeling
➔ Why	Color



# Activity: Every Picture Tells a Story

- ➔ Work with a partner
- ➔ One partner has a picture, the other one cannot see the picture
- ➔ First describe the picture the way one of your lower language students might
- ➔ Next describe the picture using the retelling words.
- ➔ Do the activity again with the 2<sup>nd</sup> partner using the picture.



# Flyswatter Sentences

- ➔ Use content specific pictures to stimulate sentence formation....
- ➔ Put pictures in a row and ask students to swat the picture of...."children talking"
- ➔ Ask the student who swats it to create their own sentence about the picture - 2 points.
- ➔ If the student on the other team can also make a sentence they get 1 point.



# Flyswatter Sentences:

## Basic Vocabulary





# Flyswatter Sentences:

## Feelings - primary

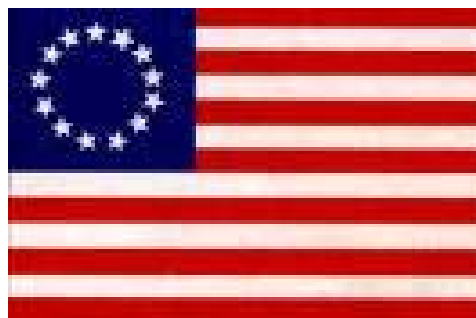


# Flyswatter Sentences: Feelings - secondary





# Flyswatter Sentences: Content Information





# The Talking Classroom Activities: Sentence Elaboration



# Activity: Cheerleader Chats Sentence Elaboration

Reinforce understanding and using parts of speech

Use gestures if appropriate:

Give me a **noun**

"boys"

Give me a **verb**

"run"

Put it together.... "Boys run."







# Activity: Cheerleader Chats

Give me an **adjective**...

"Little boys run."

Give me an **adverb**...

"Little boys run quickly."

What else do they do?

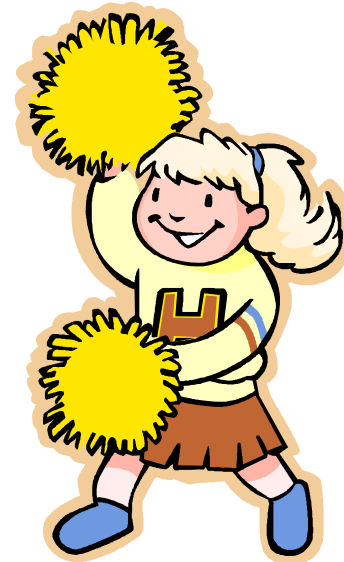
"Little boys run quickly and play games."



# Activity: Cheerleader Chats

## Partner Practice:

- Working with a partner practice cheerleader chats.
- When you have finished your sentence write it down.
- Follow the pattern on the next slide





# Activity: Cheerleader Chats

- Give me a noun!
- Give me a verb!
- Put it together!
- Give me an adjective!
- Give me an adverb!
- Put it all together !
- Write it down!



# Activity: Language on a Roll! Sentence Elaboration

- ⇒ Students work in small groups or pairs.
  - Picture prompts may be used
- ⇒ Using dice the first partner rolls the die or dice
- ⇒ The student counts the number on the die or dice
- ⇒ The number rolled will be equal to the number of words the students must put in their sentence.

## For example:

The princess + rode in a carriage. = a roll of 6

The princess + rode in a carriage + all the way to the palace. = a roll of 12.



© Nancy DeJesus 2006



# Activity: Language on a Roll! Sentence Elaboration

- ➔ Differentiate for ELL or students with less language ability
- ➔ Roll one die
- ➔ Use picture prompts for ideas for sentence creation:

I use an umbrella.

Umbrellas are good in the rain.

An umbrella keeps you dry.





# Activity: Language on a Roll!

## *Let's Practice:*

➡ Roll 2 dice and either create your own sentence or use one of these word or phrase prompts.

- Politics
- World hunger
- Reading
- Vacation







# Activity: Word Family Sentences

Playing with language through the use of word families is fun and increases a student's flexible use of language.





# Activity: Word Family Sentences

- ➔ Students are given a list of word families
- ➔ They may choose 2 or more words from a family and use them in a sentence.
- ➔ Students orally share their sentence.
- ➔ Students write the sentence in their notebook.





# Activity: Word Family Sentences

➔ *I can kick the thick stick.*

➔ *Jim fell off the red sled and bled.*



# Word Wall for Rime

<u>-at</u>	<u>-an</u>	<u>-ap</u>	<u>-ack</u>	<u>-it</u>	<u>-ip</u>	<u>-ig</u>	<u>-ick</u>	<u>-ot</u>	<u>-op</u>	<u>-ock</u>	<u>-et</u>
cat	can	cap	back	bit	hip	big	kick	cot	hop	dock	bet
hat	pan	nap	tack	hit	lip	dig	nick	dot	mop	shock	get
rat	ran	rap	rack	fit	rip	fig	sick	got	pop	lock	jet
bat	ban	lap	lack	sit	sip	jig	tick	hot	top	knock	let
mat	man	map	pack	pit	tip	pig	wick	jot	clop	pock	met
flat	fan	flap	sack	quit	whip	rig	thick	lot	drop	rock	net
brat	plan	chap	black	skit	trip	wig	chick	not	flop	sock	pet
scat	than	scrap	track	spit	flip	twig	stick	pot	stop	clock	set

<u>-en</u>	<u>-ed</u>	<u>-ut</u>	<u>-ug</u>	<u>-uck</u>	<u>-ub</u>
den	bed	cut	bug	buck	cub
hen	fed	but	dug	duck	hub
men	led	gut	hug	luck	nub
pen	red	hut	jug	muck	rub
wren	wed	jut	lug	puck	sub
ten	bled	nut	mug	tuck	tub
when	sled	rut	rug	truck	club
then	shed	shut	tug	stuck	stub

**Great for building  
analogy decoding  
strategies.**



# Activity: Word Family Sentences

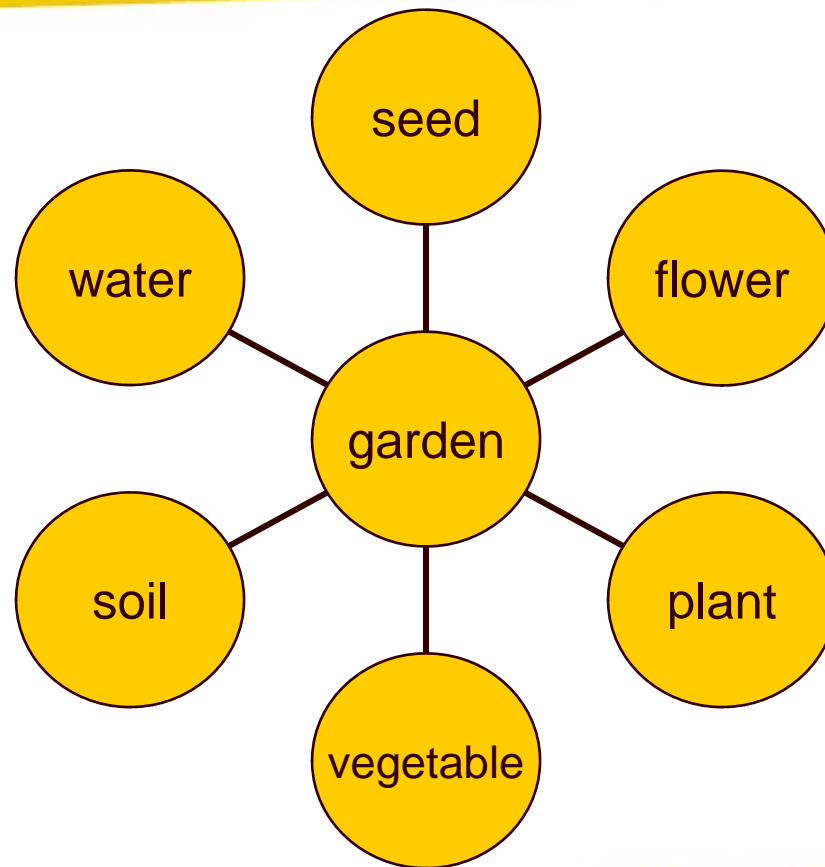
## *Let's Practice:*

- ➔ Choose 3 words from any word family and form a sentence.
- ➔ Create 3 sentences





# Activity: Word Link Sentences







# Activity: Word Link Sentences

If Ana *waters* the *seeds* in the *garden*,  
then her *vegetables* will grow.

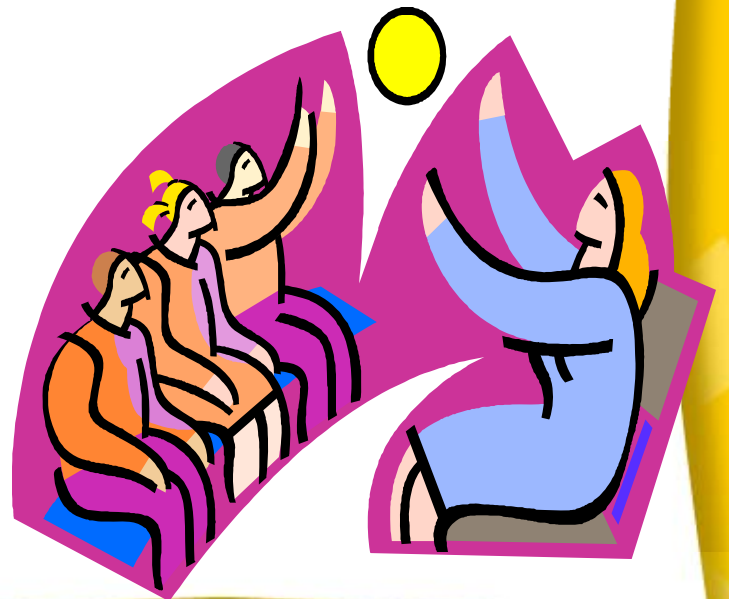




# Activity: Fill in the blank!!

A **koosh ball game** that  
reinforces the ability to fill  
in the blank within a word!

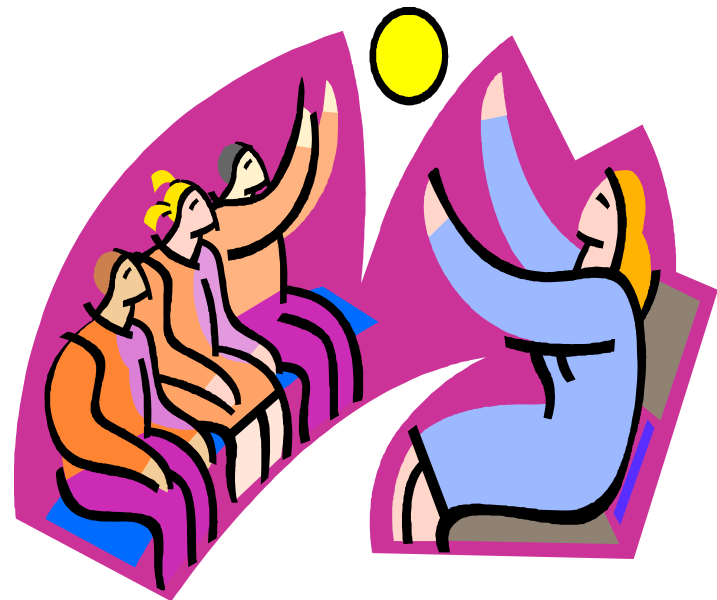
- ➔ She wore a \_\_\_\_\_ wig.
- ➔ At the end of the concert,  
they sang the \_\_\_\_\_  
song.



# Activity: Sentence Stem Ball Toss

A **koosh ball game** that reinforces fluency with the ability to create sentences.

➔ The little boy... (what will your ending be?)



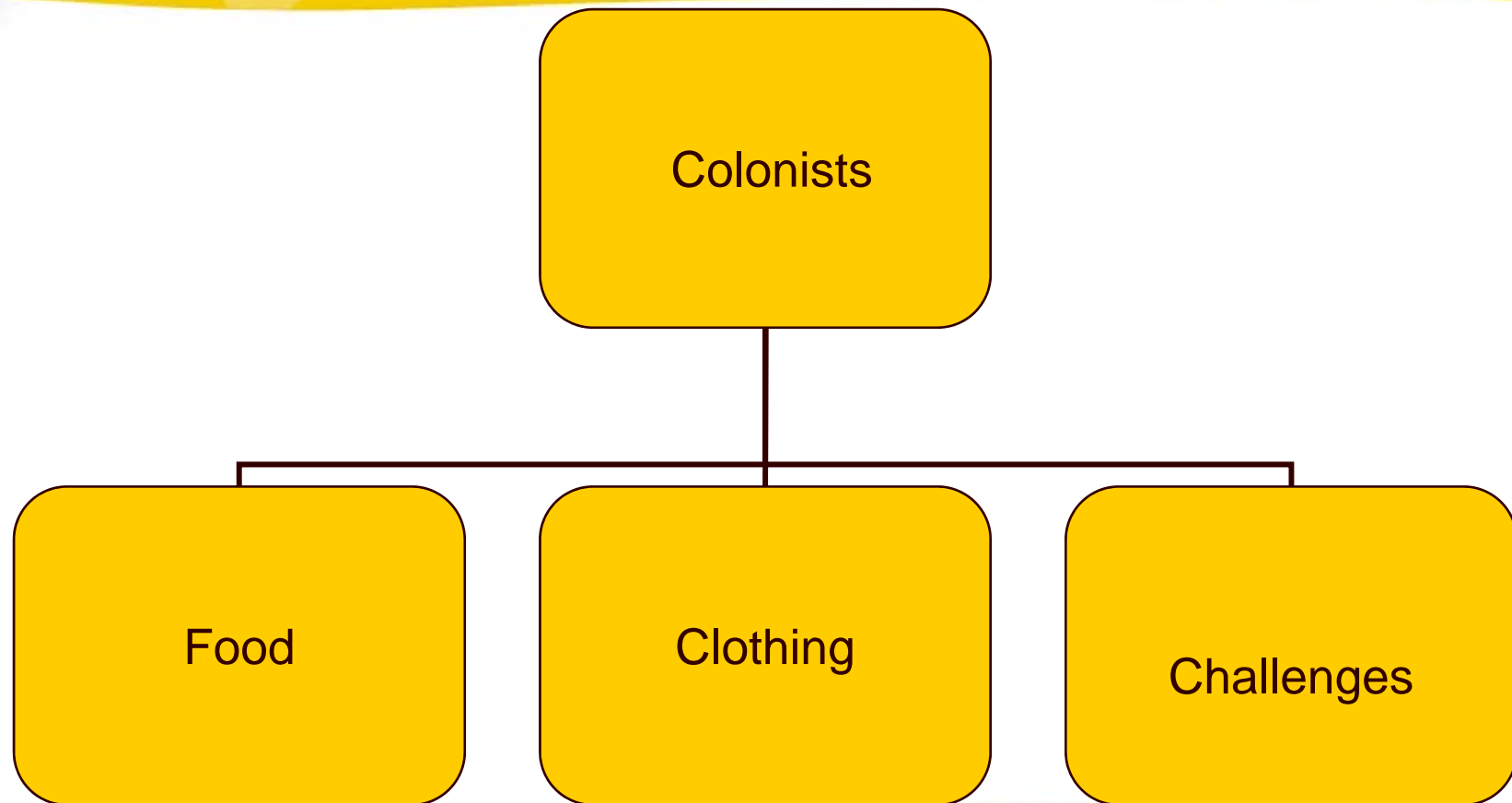


# The Talking Classroom Activities: Speaking, Reading and Writing





# Living Concept Maps





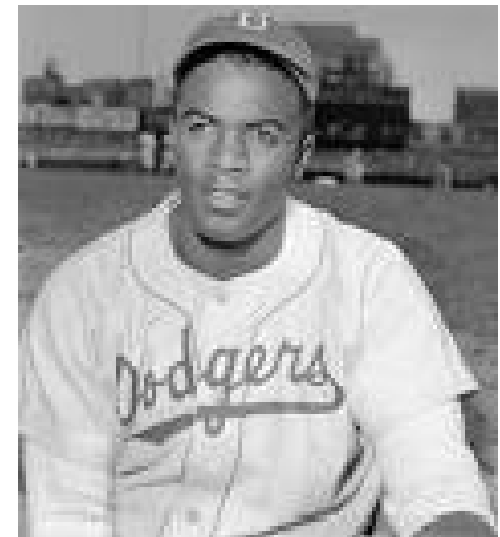
# Living Concept Maps

- Write a word that relates to one of the sub-categories on a sticky note or index card.
- Take your card and stand on that part of the concept map.
- Use your word orally in a sentence.
- Connect two or more words in a sentence.
- Let's create a paragraph from our concept map
- We could then write our paragraph, or a 5 paragraph essay.





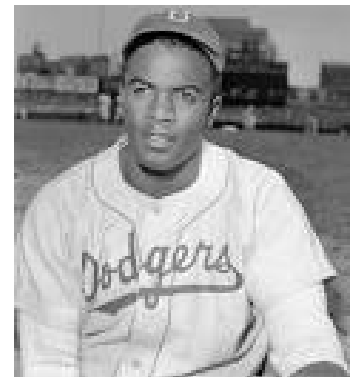
# Heroic Talk





# Heroic Conversations

- ➔ Study about a Hero
- ➔ Share what you have learned orally
- ➔ The students listen and then copy a few structured notes about the hero
- ➔ Take additional notes if appropriate
- ➔ Write about the hero
- ➔ Share your writing






# Heroic Talk

- ➔ Let's try having Heroic Conversations!
- ➔ Listen while I read a second grade passage about Martin Luther King.
- ➔ We will discuss it first and then at your tables have a discussion about this famous hero.





# Stimulate Meta-linguistic Thinking

Activities that help to stimulate meta-linguistic thinking aid in language development and comprehension.





# The Talking Classroom Activities: Metalinguistic Thinking





# Compare and Contrast

- ➔ Making comparisons and thinking about relationships within the reading and/or between the reading and the student's life can deepen understanding.
- ➔ Use words and drawings as the foundation for sentence elaboration, descriptions, sharing and extending to writing.



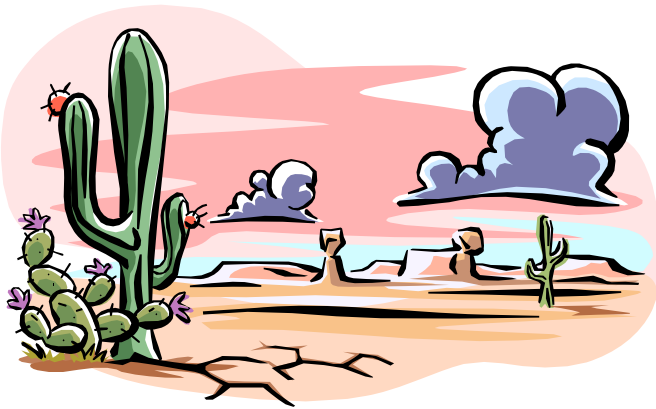


# K\*W\*L Chart

<u>What I Know</u>	<u>What I Want to Know</u>	<u>What I Have Learned</u>	<u>What I am Wondering?</u>

# Compare and Contrast

Desert Habitat



Forest Habitat





# Venn Diagram

cat

dog

meows

little

fur

tail

barks

big

# Idiomatic Expressions

- ➔ Backdrop:
  - Cloth at rear of stage;
  - Setting for an event
- ➔ Board a bus:
  - Catch the bus;
  - Hop on a bus
- ➔ It's raining cats and dogs!





# Questioning the Author

- ➔ As students read they keep track of questions they might have for the author.
- ➔ Questions can be shared with a peer as students compare and contrast their responses to the text.
- ➔ Questions may be formulated before, during and after reading.
- ➔ Questions may be written on sticky notes as students read, and formalized later.



# What Do You Think?

- ➔ Opinions Deepen Connection to Text
- ➔ Students generate their own opinions about what they have read.
- ➔ Students compare and contrast their opinions with others.



I believe....



# Family Connections and Activities





# The Home-School Connection

- ➔ Partner for success
- ➔ Create a positive climate for parents
  - Positive teacher expectations
- ➔ Educate parents about the oral language-school achievement connection
- ➔ Affirmations for parents
  - Call early, call often, call with compliments for children and parents whenever possible.



# Fair-Trade Book Fair

- ❖ All books donated
- ❖ Free book exchange
- ❖ Parents come to school to hear about reading aloud and then the book-sale opens
- ❖ All students can choose 'new books'
- ❖ Sort books by grade, topic etc.
- ❖ Sort books by language





# Read me a Story

➔ Parents or family members are given tape recorders and books to record stories for children to listen to when they are not able to read to them in person.





# Table Talk Topics

- ➔ Students are given topics to discuss at home and share information about their discussions at school – encouraging oral language and family time.





# Car Talk

➔ Ideas for parents, siblings and students to talk about in the car

- ❖ Friends
- ❖ Feelings
- ❖ Something learned
- ❖ Something funny that happened







# The Family Compliment Box

- ➔ Students create box at school or use box from home
- ➔ Send home note paper, sticky notes, index cards
- ➔ Family members write compliments and place them in the box.
- ➔ Homework: write one compliment from the box and send it to school.





# Mingle, Mingle

- ➔ Share a new concept or activity you learned during this training that you can bring to your classroom.
- ➔ Share your most significant learning today.



# Oral Language Links

- ➔ 1. School-wide oral language
- ➔ 2. The 600 Book Kid
- ➔ 3. The 30 Second Conversation
- ➔ 4. Buddy Talk
- ➔ 5. Random Words of Kindness
- ➔ 6. Storyteller's Circle
- ➔ 7. Buddy Word Count
- ➔ 8. Flyswatter Sentences



# Oral Language Links

- ➔ 9. Cheerleader Chats
- ➔ 10. Language on a Roll
- ➔ 11. Heroic Conversations
- ➔ 12. Word Family Sentences
- ➔ 13. Word Link Sentences
- ➔ 14. Koosh Ball Sentence Stems
- ➔ 15. The Vocabulary Wheel
- ➔ 16. Picture/Sentence Vocabulary Cards
- ➔ 17. Living Concept Maps
- ➔ 18. The Conversation Assembly



# Activity: Making a Plan

*Work in small groups:*

- ➔ Choose 3 ways that you could add oral language activities into your own class schedule
- ➔ Make a plan for introducing these activities into your class this week!



# Mingle, Mingle

- ➔ Share a new concept or activity you learned during this training that you can bring to your classroom.
- ➔ Share your most significant learning today.





# Let us Begin....



Thank you!

