

208B: #3 Assignment

7 points

Name: _____

Grade Level _____

1.5 page max. for response charts

Concepts: Identification & Instructional Structure

DHH TPE 2.3: ... language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge...

1. Review instructional material that you use in the classroom.
2. Locate written directions that utilize multiple concepts in a sentence.
3. Carefully copy the sentence and use colored font to identify the concepts within it. See *examples*.

#3	Copy 4 directions from curriculum, texts, instructions, etc.
1	Writing: Use the "ing" ending in a sentence to describe a big action.
2	Algebra: Check to make sure the expression has the same base and the same exponent.

4. Find 6 advanced academic concepts. Use the Basic Concept Chart to select a combination of simple/basic words that describe the more complex concept. See *the examples*.

#4	Concepts	*Words from Basic Concept List
1	classify	Same, together, separated, different, alike, match, always
2	multiply	Many more, same, in order
3	adaptation	Before, after, beginning, end, same, different
4	renewable	Forward, before/after, equal, same
5	even/odd	Same/different, skip, in order, every
6	exponent	First, left, together, how many, next to

**Use the basic concepts when teaching the more abstract concepts. Other words may also be added to the list.*

5. Select 4 concepts from #4 and use the Basic Concepts you selected to write out directions describing the concept. Color code the concepts. See *examples*.

#5	Concepts	Write instructions to define the concept using basic concepts.
1	classify	Group the vocabulary words together that fit under the same category due to a special quality. These words may only be alike for the one reason that is listed. The words may be different, but each will always match for this one reason. Words that have other qualities are in separate categories.
6	exponent	Look at the first number on the left. Then add that number together by how many times the little number next to it shows you.

See the next page for response charts.

#3 - 5 Response Charts

General grade level range: _____

#3	Directions from curriculum, texts, instructions, etc. <i>(Use colors for concepts.)</i>
1	
2	
3	
4	

½ point each

#4	Concepts	*Words from Basic Concept List
1		
2		
3		
4		
5		
6		

½ point each

#5	Concepts	Write 4 sets of instructions to define the concept using basic concepts.

½ point each

14 Responses = 7 points

Make learning easier for the learner by using simple language and then advance it, when they are ready.

Rubric:

½ point	Responses are accurate and complete with thorough example.
¼ point	Partial responses or less clear.
0 points	Inaccurate or incomplete responses.