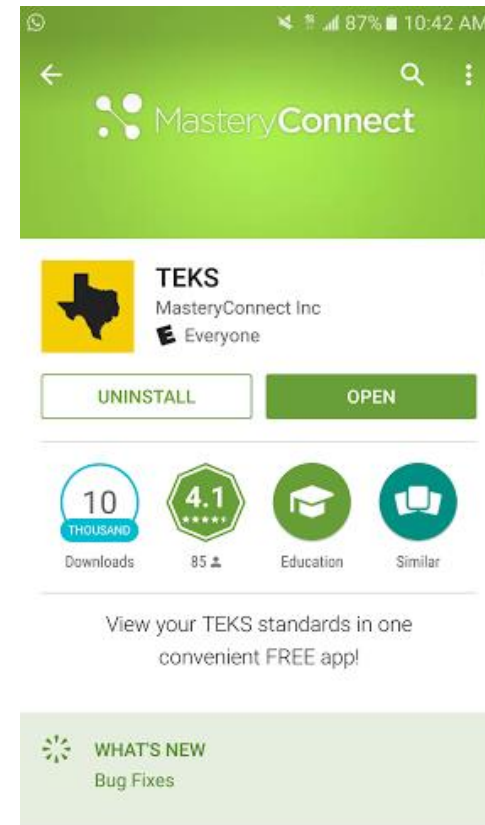
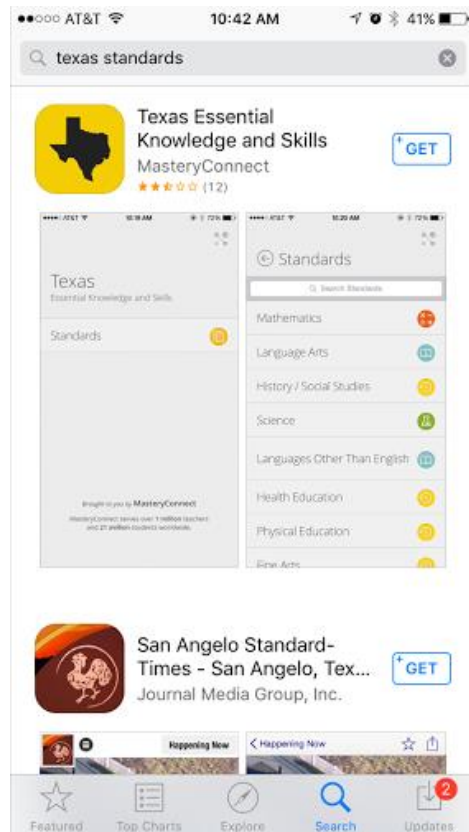


Anchor Charts

Download the following app:
"Texas Standards"



Using anchor charts to make content vocabulary meaningful for the ELL students

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Objective

"We will identify what an anchor chart is and we will discuss how to design them with students."

And,

"We will create and share an anchor chart with my group."

Agenda

- What is an Anchor Chart?
- Types of Anchor Charts
- Anchor Chart Purpose
- Making Anchor Charts
- Anchor Chart Teaching
- Now you try!
- Questions?

What is an Anchor Chart?

Anchor:

- a heavy object attached to a rope or chain and used to moor a vessel to the sea bottom.
- a person or thing that provides strength and support
- a reliable or principal support
- something that serves to hold an object firmly
- a person or thing that provides stability or confidence in an otherwise uncertain situation

What is an Anchor Chart?

Chart:

- information in the form of a table, diagram, etc.
- an outline map exhibiting something
- a way of presenting information so it can be easily understood
- an outline map on which specific information can be plotted.

An anchor chart is.....

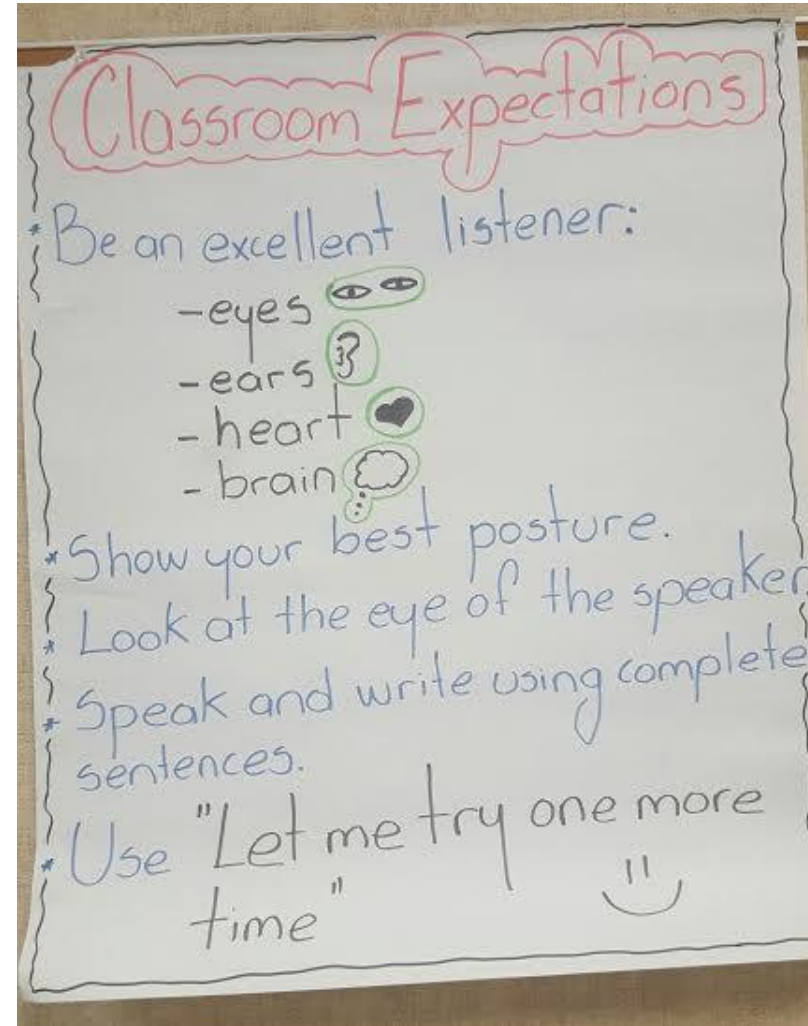
- Anchor charts are a great way to make thinking visible as you record strategies, processes, cues, guidelines and other content during the learning process. ([We are teachers staff, 25 Awesome Anchor Charts for Teaching Writing](#))
- An anchor chart is a visual display that shows information in a way that is easy for children to understand and reference. It is created with and used by students as a support for learning things that are difficult to remember, incorporating academic vocabulary. ([Debbie Diller, Growing Independent Learners, p.50, 2016](#))

Three Types of Anchor Charts

- Procedural
- Process
- Strategy

Procedural:

- This type of anchor chart teaches/reinforces classroom routines.
Ex: Sharpening pencils



Process:

This type of anchor chart helps students remember how to work through processes.

Ex: Solving a word problem

Multiplying { 2-digits by 2-digits }

Area Model

$$\begin{array}{r} 15 \times 15 \\ \wedge \quad \wedge \\ (\underline{10} + \underline{5}) \times (\underline{10} + \underline{5}) \end{array}$$

	10	+ 5	
10	10 x 10 = 100	10 x 5 = 50	100
+ 5	5 x 10 = 50	5 x 5 = 25	50
			+ 25
			<u>225</u>

Partial Products Algorithm

$$\begin{array}{r} \text{tens} \quad \text{ones} \\ 15 \\ \times 15 \\ \hline \text{ones} \times \text{ones} \quad 25 \quad (5 \times 5 = 25) \\ \text{ones} \times \text{tens} \quad 50 \quad (5 \times 10 = 50) \\ \text{tens} \times \text{ones} \quad 50 \quad (10 \times 5 = 50) \\ \text{tens} \times \text{tens} \quad + 100 \quad (10 \times 10 = 100) \\ \hline 225 \end{array}$$


Strategy:

This type of anchor chart helps students develop strategic behaviors.

Ex: Text features of informational text

Informational Books have...

- ✓ Heading
- ✓ Diagram
- ✓ Labels
- ✓ Bold words
- ✓ Caption



Sharks are big fish. They live in **oceans** all over the world.

Informational = Non Fiction

Mrs. Jones's Kindergarten

Purpose of Anchor Charts

(Debbie Miller, *Reading with Meaning*, 2002 and *Teaching with Intention*, 2008)

- Make thinking permanent and visible
- Allow connections from one strategy to another
- Clarify a point
- Build on early learning
- Provide visual cues to develop independence
- Help students remember a specific lesson simply
- Focuses on one key idea
- Is readable and clearly organized
- Is co-constructed with students

Design Anchor Charts

- Use the TEKS standards (focus on one big idea)
- Incorporate academic vocabulary from TEKS standards
- Plan anchor charts ahead of time collaboratively with teachers
- Use title, color, visuals, a border, and underline or draw shape around the title
- Co-created it by teacher and students during the lesson
- Use no more than two colors if you have beginning ELLs
- Dark colors make the anchor chart easier to read (blue, black, brown, purple)
- Limit the number of displayed anchor charts. If I had my wish.....

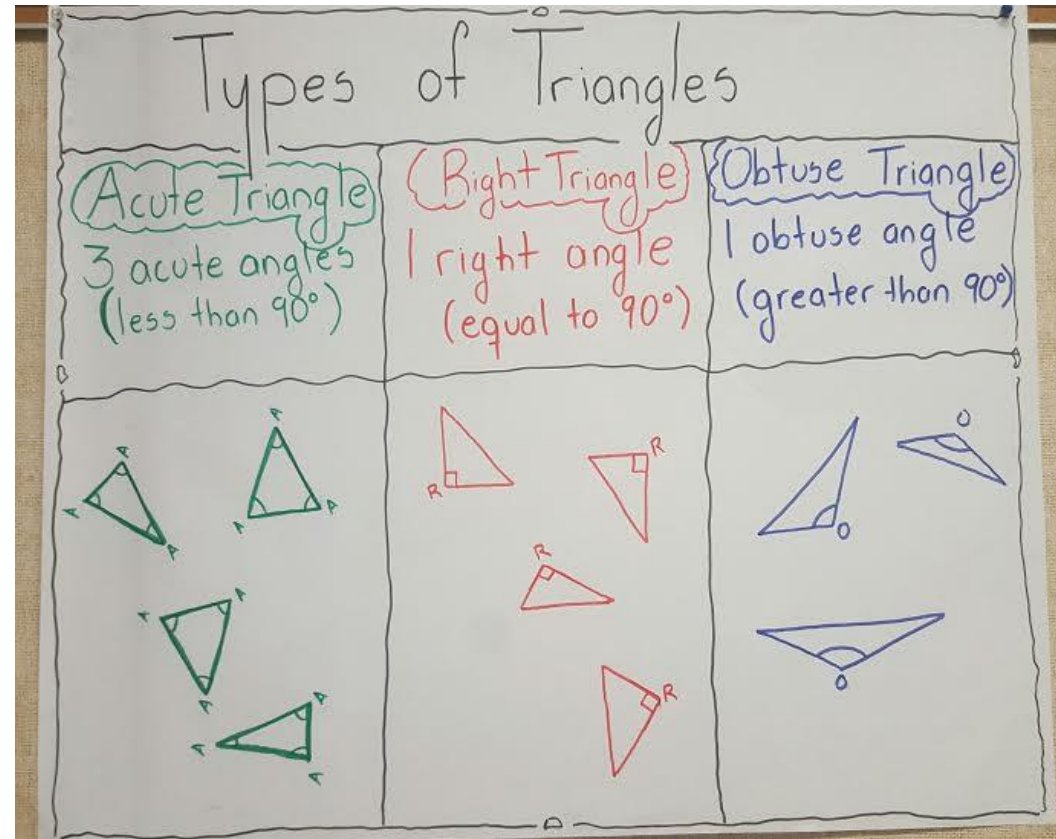
4.6c

I can apply knowledge of right angles to identify acute, right, and obtuse triangles

Academic Vocabulary:

- apply
- right angle
- identify
- acute triangle
- right triangle
- obtuse triangle

Anchor Chart and Sentence Stem



I know it is a/an _____ triangle because it has _____.

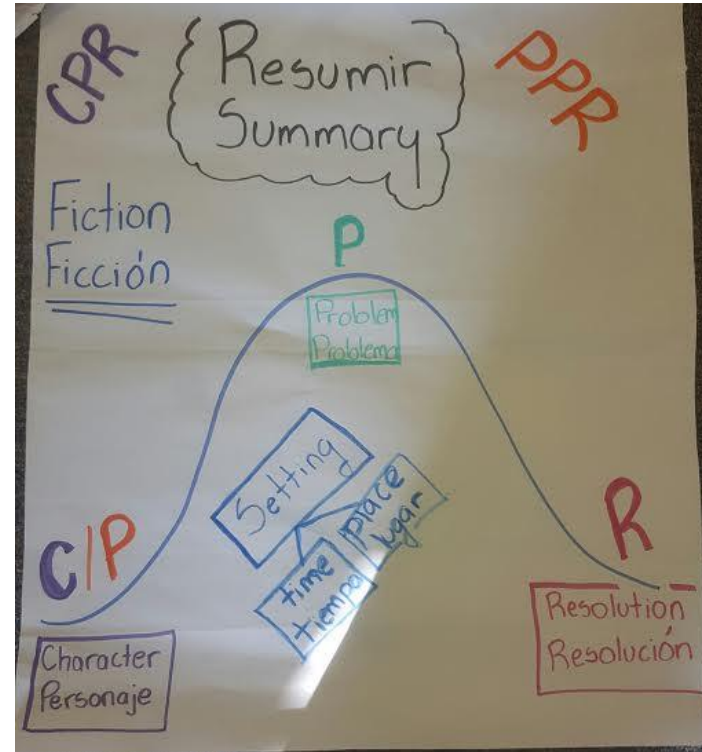
3.8a

I can sequence and summarize the plot's main events from a fiction text

Academic Vocabulary:

- sequence
- summarize
- plot: character, problem, resolution, setting
- fiction

Anchor Chart and Sentence Stem



The title is _____ . The main character is _____ . The Problem of the main character is _____ . The solution to the problem is _____ .

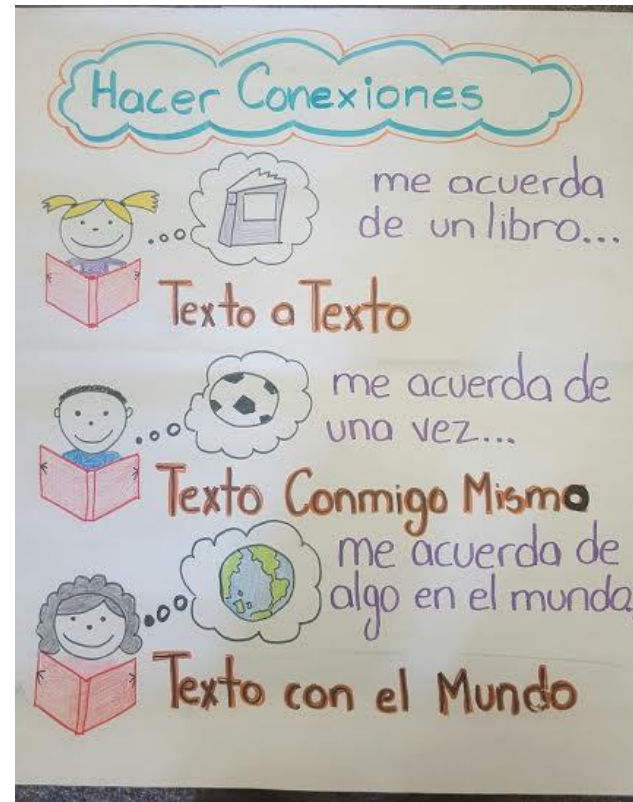
Anchor Chart and Sentence Stem

2.RCf

I can make connections to own experiences, to ideas in other texts, and to the larger community

Academic Vocabulary:

- make connections
- own experiences
- other texts
- larger community (world)



Esto me acuerda de un libro que leí

.....

Esto me acuerda de una vez en mi vida que.....

Esto me acuerda de lo que pasó en el mundo real

Anchor Chart and Sentence Stem

4.6b classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size

Academic Vocabulary:

- classify
- two-dimensional figures
- parallel lines
- perpendicular lines
- angles

_____ are two-dimensional figures with _____

_____ and _____ are alike because they both _____.

_____ and _____ are different because _____.

Anchor Chart Teaching

- Teacher explicitly states his/her expectations.
- Teacher models while thinking aloud going through the steps or process.
- The class co-creates the anchor chart. It's a shared experience.
- Next there is a shift to guided practice, with a student modeling for the class.
- The teacher monitors the students as they practice and provides feedback.
- The students are now ready to use the anchor chart on their own to self-monitor or remind themselves what to do next.

Now you try!!!!

- In groups chose a grade level and subject. Decide on one TEKS standard (use app)
- Write the standard and academic vocabulary in the index card
- Plan collaboratively your anchor chart and sentence stem

Remember:

- Focus on one standard
- Use academic vocabulary
- Use a title, visuals, color, a border, and underline or draw a shape around the title

Gallery Walk

- Turn and tell your partner what is new to you using:
_____ is new to me.

- Turn and tell your partner something that you want to remember using:
I want to remember that _____.

- Turn and tell your partner what you want to learn more about using:
I want to learn more about _____ because _____.

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