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

Harold Becherer

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1. a link to a recording of the webinar
2. a link to webinar slides
3. a certificate of attendance
Use the chat box for comments and questions

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

Which stage is the hardest to teach for you?

- the pre-reading stage 36.5% (15)
- the during-reading stage 31.7% (13)
- the after-reading stage 31.7% (13)

This poll is closed.
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.
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Who we are.

Teachers?  Bosses?
Private Language School
Our Clients

- Paying Clients
- Attending Clients
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
Projects

Involve an exchange of information among learners
Projects

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
Food We Like

- Salad
- Fish
- Orange
- Rice
- Cheese Pizza
- Sandwich
- Chicken
- Cookie
- Apple
- Banana
Common Areas
In Classrooms
Share Students’ work on Social Media

And class chat groups
It will likely get reposted
2. Keep Parents Informed
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 in the classroom. We're practicing colors and numbers from one (1) to ten (10).

Grammar: We're asking and answering questions in the simple present. We're asking questions using what, what color, and how many.

Reading: We're reading about drawing and writing in the past and today.

Writing: We're writing name tags. We're using capital letters when we write our names.

Value: Our value is to work hard in school. It is important to pay attention, ask questions, and work hard in school.

Project: We're making a counting book to share with the class.

We would like you to participate in an activity to share with the class. Thank you for your support.

Sincerely,

(teacher)
At Time of Enrollment
Your Values

Empowering Young Learners

Communication
Collaboration
Creativity
Critical Thinking

Global Values

Bringing the Real World to the Classroom

Your World Book

3

Our National Geographic
At time of Enrollment

Our school is fun and takes learning seriously. We do PROJECTS!
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😊

21 mins ago
Get Parents Involved After the Project
Parents receive the outcome of the Project at home.
哈哈，这是儿子送的母亲节礼物😡😡

Both Clients feel Valued
Two Father’s Day Projects
A Cautionary Tale
1. The ‘Hug’ Card
Father's Day Cards

Dear Dad,

You are very cool! I love you forever! 💙

Daddy you are very cool! I love you every day.

happy fathersday!
1. The ‘Shirt’ Card
My dad loves to play with me.
He is best at teaching me.
I love him because he is the best.

Happy Father's Day — by Jessica
Which Father’s Day card do you prefer?

A. The Hug

B. The Shirt
Harold B
Making colorful 🎈 cards for a Happy Father's 🎈 🙏 Day to all.

June 19, 2017 12:11 AM  Delete
From Parents - Mostly praise...
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

😂 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.

1. Cut out the pictures on page 161.
2. Draw more pictures.
3. Glue things from nature.
4. Write your name.

Look! Two birds are in the trees. They’re black.

Now I can . . .
- name objects in nature.
- name colors in nature.
- talk about nature.
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?
In this unit, you 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
Soccer Game
Level 4

In the old day, people played soccer on the street and in the park. Nowadays, soccer is played in school and community fields.

In the old day, soccer was played by men. Nowadays, soccer is played by both men and women.

In the old day, soccer balls were made of leather. Nowadays, soccer balls are made of rubber and synthetic materials.

In the old day, soccer players wore regular clothes. Nowadays, soccer players wear special uniforms.

We wear special shoes, clothes, and hats. Today, we have more options for accessories.
20 Make a poster about life in the past and life now.

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

Kites are my favorite toy. But they weren’t always toys!

Kites are very old. People in China made kites 2300 years ago. They were not toys. They were military kites. They helped win wars. Some kites were big and strong. They carried soldiers!

Now we play with kites instead. They are more popular as works of art and as toys. There are beautiful kites for grown-ups and fun kites for kids.

Now I can...

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

In this unit, I will...
• discuss volcanoes.
• describe how a volcano erupts.
• make predictions.
• write a paragraph.

Check T for True and F for False.
1. Red hot rocks are thrown into the air.
   T  F
2. We can see the steam and smoke.
   T  F
3. The lava shines in the dark.
   T  F
Go for a walk on a sunny day. The earth seems calm under your feet. But deep down, it is not. Under the earth’s crust, it is so hot that rock is melted. This melted rock is called magma.

In some places there are deep cracks in the surface of the earth. These cracks let magma come to the surface. The magma pushes up the earth’s crust. It creates a living mountain, a volcano!

A volcano erupts when magma explodes onto the surface. The flow of melted rock is called lava. The lava is thrown into the air and cools down the volcano. The heat of the lava burns everything it touches.

The blast of an eruption throws steam into the air. The steam is created from water inside the earth. The blast also sends gases high into the sky. They make breathing difficult.

A volcanic eruption can fill the sky with ash. Big eruptions cover the land thick with ash.
Make a model of an erupting volcano.

1. Get a cardboard tube about 4 cm wide and 20 cm long.
2. Cover the bottom of the tube with clay. Stick the tube up on cardboard.
3. Crush balls of newspaper. Tape them to the tube to make a cone.
4. Cover the cone with aluminum foil. Paint or glue sand on it.
5. Fill half the tube with baking soda.
6. Add red food color to vinegar. Pour it in the tube and watch it erupt!

If you put vinegar in the volcano, it will erupt! The flower kids think it's because of the food coloring. It's so cool!

Now I can . . .

- discuss volcanoes.
- describe how a volcano erupts.
- make predictions.
- write a process paragraph.
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 of the night
3. Why are they wearing coats?
   a. They are on the moon.  b. It’s cold.
Deep in Outer Space

Listen, read, and sing.

Let’s 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 planet.
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

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

We can take a journey right out into our stars 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.
1. These flowers are sculptures. T
2. The flowers are wet. T
3. These flowers eat insects. T
Have you ever heard of a flower that needs live eating meat to attract insects? Have you seen a plant close its leaves over an insect? Can plants really do these things? Let's learn more about the behavior of plants.

The stink lily gets its name from its smell. The flower stinks like rotting meat. The smell attracts flies to the plant—and then trics them! When a fly crawls on the flower, pollen sticks to the fly. Then the fly takes the pollen and leaves it on the next plant it visits. That's how the stink lily makes new plants.

The Venus flytrap attracts insects with a sweet odor. When an insect lands on an open leaf, the leaf closes and traps the insect. Then the plant slowly digests the insect. Then the plant slowly digests the insect over a period of eight to ten days.

Plants need light, air, water, and nutrients to live. Roots absorb the nutrients that are in the ground and water. Tiny creatures called bacteria turn these nutrients into food that the plant can use. But some plants don't have a lot of these nutrients. Some plants adapt. They follow a different plan for survival. Their strategy is to eat insects to live!

3 Work with a partner. What did you learn? Ask and answer.
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. **Involve** Parents
   - directly in the project- or afterward
Q & A
Bringing the World to the Classroom — and the Classroom to Life
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