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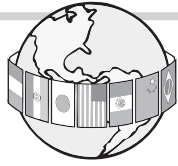


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English Language Learner Instruction *(cont.)*

Teaching Strategies *(cont.)*

Echo Reading

Use this strategy to help struggling readers with fluency, pronunciation, intonation, vocabulary, and reading comprehension. The teacher (or other native English speaker) reads the text first, using proper intonation and a good pace. Students follow along silently and then “echo,” or imitate, the first reader. Echo reading helps students do the following:

- ◆ improve sight reading and speaking skills.
- ◆ build confidence in their pronunciations.
- ◆ remember important concepts.

Ways to Use Echo Reading: during chants, jingles, songs, poetry, short stories

Tips for Teaching the Strategy

- ◆ Use gestures to show students which text to read.
- ◆ Have students who are native English speakers lead the reading; it’s helpful for ELLs to hear voices similar to their own.
- ◆ Adjust the length of text being read to meet the needs of your students. (e.g., For Emerging ELLs, the first reader should read one line of text; for Developing ELLs [and higher levels], the first reader can read several lines of text.)
- ◆ Adjust tone, pitch, or accent while reading to maintain student interest and engagement.

Sample Activities

- ◆ Read a short story using echo reading. Have a student who is a native English speaker lead the reading.
- ◆ Experiment by echoing students on easier parts of a poem or text.

Environmental Print

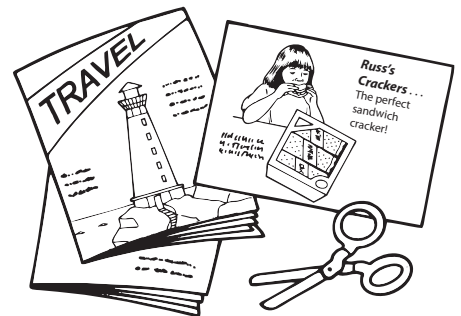
Use this strategy to connect print materials in home and community settings to those in the classroom. Students read in a known context and add familiar vocabulary. Have students practice the following:

- ◆ sorting words by categories.
- ◆ extending vocabulary from a known context to another context.
- ◆ making connections (pp. 57–59) between environmental print experiences and authentic literature.

Examples: food containers or wrappers, clothing, periodicals, advertisements, street signs

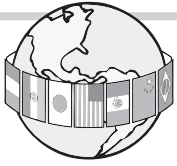
Tips for Teaching the Strategy

- ◆ Present the concept in a way that acknowledges the age of your students. For example, have students read community fliers from the library.
- ◆ Use environmental print concepts with word walls or picture glossaries.



Sample Activity

Have each student create a message for another student by cutting out words from magazines and other periodicals. Encourage students to expand their vocabularies and use new words correctly.



Student Literacy Connections *(cont.)*

Strategies for Students *(cont.)*

Visualizing

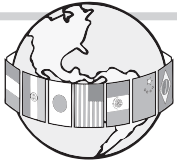
Visualization helps students understand story structure. As they create pictures in their minds, students visualize what is happening in a story, which helps their comprehension. They use their senses as they imagine the scenes, allowing them to engage with the text. When students visualize, they also make connections with their prior knowledge. Visual literacy refers to the ability to interpret pictures and other visual images such as graphs or charts.

Tips for Teaching the Strategy

- ◆ Sketch words while modeling a think-aloud (pg. 43).
- ◆ Point to a picture and ask students simple questions, such as the following, to help them match what they see with what they imagine: “Do you see _____?” and “What does it make you think of?”
- ◆ Have students close their eyes and form mental pictures as you read. Start with a short selection with vivid descriptions.
- ◆ Read a passage with concrete objects. Invite students to visualize the shapes, colors, and spatial relationships of the objects. If there is any movement in the passage, have students describe that, as well.
- ◆ Read poetry to give students exposure to strong imagery.
- ◆ Create diagrams to help students visualize a process.
- ◆ Check student drawings to monitor comprehension.



Across the Content Areas	
Reading	<p>Have students listen to a read-aloud (pg. 38). Ask them to draw pictures to show what they heard. Then have students describe and explain their drawings to partners.</p> <p>Use visualization techniques with readers’ theater or other scripts (pg. 42). Have students draw scenes after hearing them.</p>
Writing	<p>Have students describe mental images or physical objects using a given number of adjectives.</p> <p>Have students write sentences, then read their sentences aloud to partners. The partners will describe the mental images they have from listening to the sentences that were read aloud.</p>
Social Studies	<p>Provide a reading guide (pg. 39) to help students create mental pictures as they read their social studies text.</p> <p>Use visualization techniques to summarize longer passages.</p>
Science	<p>Help students interpret science charts, graphs, tables, and photographs.</p> <p>Use diagrams and other graphic representations to help students learn science concepts and vocabulary at the same time.</p>



Across the Curriculum *(cont.)*

Sample Lesson: Comparing and Contrasting Cultures

Objective of the Writing Lesson

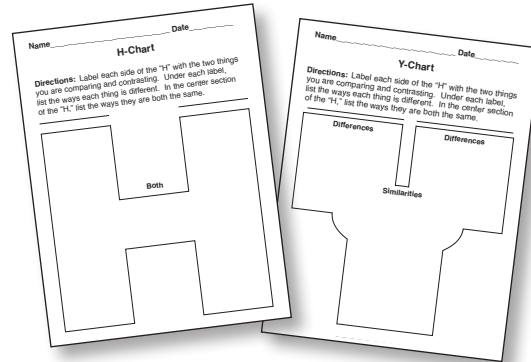
Students will compare their own cultures with classmates' cultures that are different from their own.

Materials

graphic organizers appropriate for comparing and contrasting (pg. 32), one copy per student and one copy for class display

Opening

1. Remind students that every culture is unique, interesting, and worth learning about.
2. Ask students to think about their own cultures. This includes thinking about traditions, customs, and values. Tell them to also reflect on the holidays, foods, and clothing embraced by their cultures.
3. Review what students have learned about using graphic organizers to compare and contrast.
4. Discuss asking and answering questions in the context of students' cultural backgrounds. Remind students to be respectful and open-minded concerning their classmates' backgrounds.



Directions

1. Think aloud (pg. 43) to introduce your own culture. Use a sample graphic organizer to document your cultural information.
2. Have students think about their cultures. Ask them to write noteworthy cultural information on one side of the organizer.
3. Pair up students so they can work with individuals who have had different cultural experiences.
4. Have students interview each other about their cultures, writing the information on the other side of the organizer.
5. Have students review the cultural information (theirs and their partners') and compare and contrast, using the center part of the organizer to write their responses.

Closing

Provide opportunities for students to share information about their cultures. Students can also share information about their partners' cultures.

ELL Tip

Have students write journal entries or free-writes on cultures they learned about from this lesson (and didn't know about before).