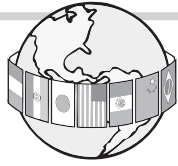


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# English Language Learner Instruction *(cont.)*

## Teaching Strategies *(cont.)*

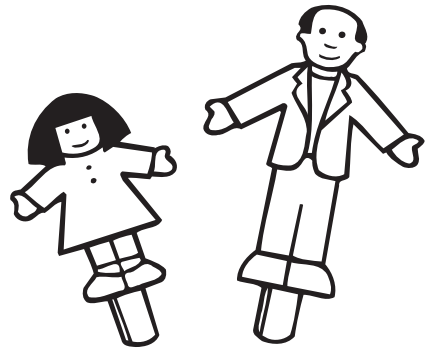
### Interactive Activities

Use this strategy to increase student interactions and allow students extra practice speaking and reading aloud.

**Examples:** partner reading (pg. 37), interviews, games, skits (pg. 42), songs, puppets (provide a safe learning experience for students learning BICS skills)

### Tip for Teaching the Strategy

Allow students to see the text of the puppet script to aid in listening comprehension.



### Sample Activity

Use one or more common objects. Have students take turns placing the object(s) *in* a box, *on* a table, *over* someone's head, etc., to practice using prepositions. Have a group of students work together and arrange themselves to demonstrate prepositions (e.g., *on top of*, *behind*).

### K-W-L Charts

Use this strategy to help students activate what they *know* (K), identify what they *want* (W) to learn, and, after learning the concept, discuss what they have *learned* (L).

**Ways to Use K-W-L Charts:** in pairs, small groups, or as a whole class; pairs share charts with other pairs; small groups share charts with other small groups; individual students illustrate charts or act out concepts to the class

### Tips for Teaching the Strategy

- ◆ Refer to previous classroom concepts to get students thinking about what they already know.
- ◆ Encourage students to make connections.
- ◆ Invite students to explore their curiosity about a topic.

### Sample Activity

Have students complete the first column of a K-W-L chart individually. Then ask them to trade papers with partners. Have the partner introduce what the other partner (Zofya) knows about plants, for example, "Zofya knows that plants like sunshine." Have students complete the second column of their charts on their own. Students will trade with a different partner (Moshe) to highlight classmates' thinking. "Moshe wants to learn about plants we can eat." After students have completed the "L" column of the chart, have them tell partners what they learned.



# Student Literacy Connections *(cont.)*

## Strategies for Students *(cont.)*

### Finding Main Ideas and Details

Identifying important information in a text will help students determine the main idea, or what the passage is about. Students should be able to state the main idea in one or two sentences. Details that go with the main idea relate specifically to it and give more information about what is happening.

### Tips for Teaching the Strategy

- ◆ Teach the question words used to find details in a text: *who, what, when, where, why, and how.*
- ◆ Use one or more boxes to frame the main idea(s) and bullets to list the details.
- ◆ Review present and past tenses so students can use the correct tense when reflecting on a reading passage. Help students answer reading questions using the correct tenses.
- ◆ Have students use graphic organizers (pg. 31), such as an outline, to identify the main idea and details.
- ◆ Ask questions, such as these: “What is this passage about?” “What details help me understand the main idea?” and “What did I learn?”
- ◆ Teach students how to find keywords.
- ◆ Study a passage together. Ask students to locate where they found the main idea (e.g., the topic sentence of a paragraph, at the end of the section). Model how to mark text (pp. 35–36) to identify details.

A worksheet titled "It's All in the Details!". It includes fields for "Name" and "Date". The directions are: "Directions: Read a book. Write the main idea of the story on the lines below. Then draw a picture of the main idea. Include two details from the book in your drawing. Tell about these details on the lines below the drawing." There is a section for "Book Title:" followed by a line. Below that is a section for "The main idea of this story is..." with two lines. A large rectangular box is provided for drawing. At the bottom, there are two sections: "Detail #1" with a line, and "Detail #2" with a line.

### Activities

Have students write simple sentences and add details later.

Have students take notes about the details and then discuss together in small groups to determine the main idea.

Have students state one sentence to describe a picture to someone else, without showing the other person the picture. Then ask them to add details to describe the picture more.

Have students sort concrete examples into categories to determine which “details” go together to support one “main idea.”



# Across the Curriculum *(cont.)*

## Sample Lesson: Taking Notes

### Objective of the Reading, Science, or Social Studies Lesson

Students will review a reading selection to practice recalling information and taking notes about what they read.

### Materials

- ◆ sample picture or photograph, large enough for class display
- ◆ several sample reading passages, such as those found in leveled readers, science or social studies texts, short stories, etc.
- ◆ crayons or colored pencils (optional)
- ◆ “Content Clue Cards” (pg. 70)

### Opening

1. Draw a web on the board. In the center circle, write the title of a story or nonfiction passage all the students have recently read.
2. Have students contribute words or phrases to describe the main idea of the reading passage.
3. Review how a graphic organizer such as this can help us remember what we read.

### Directions, Part I

1. Explain that a “note” is a word or phrase you write down to remind you of something you read. It can also be a picture you draw to remind you what the reading is about. (*Note:* Some students may say a note is a short letter. Explain that in this lesson you are using the word in a different way.)
2. Display a picture or photograph. Have students write simple words or phrases to describe what they see. Ask volunteers to share their responses with the class. Tell students that this is one simple way to take notes to remember something.
3. Model how to take notes as you read a brief science or social studies passage. After reading a paragraph, stop and think aloud. Example: “This paragraph tells me what animals need to live. I can write the words *air*, *water*, and *shelter*. The next paragraph talks about how different animals run, fly, or jump to hunt. I can draw a picture of one or more of the animals. I can write the word *hunt* next to the picture. Next, I read about what these animals eat. I can draw pictures of what they eat and write the word *food* next to the picture. My words and drawings will help me remember what I read even after I put the book away.”

### Directions, Part II

1. Give students different sample reading passages. Have them read the passages once. Then have them read them again and write down keywords or phrases or draw pictures to describe or show the main ideas of the passages.
2. Collect the papers.